

Teaching Reading Comprehension in a Digital World

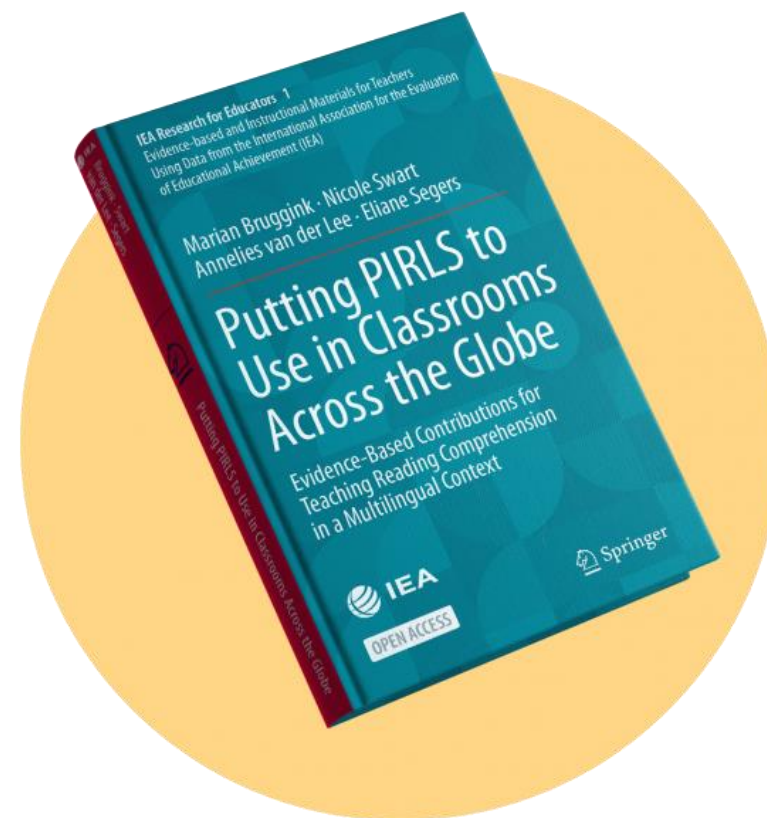
Evidence-based
contributions using PIRLS
and digital texts

65th IEA General Assembly meeting
Andrea Netten and Paulína Koršňáková



Volume one downloads

111,000 downloads



Aim of volume two

Teaching Reading Comprehension in a Digital World

- Connect to the growing body of knowledge based on PIRLS with classroom realities
- Support teachers in better understanding digital reading in the current media landscape
- Translate data from PIRLS into evidence-based and instructional materials for teachers
- Raise awareness about digital inclusion
- Publish findings that are accessible across languages and can be used nationally



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Chapter one: Theories of digital reading

How digital reading characteristics influence reading comprehension

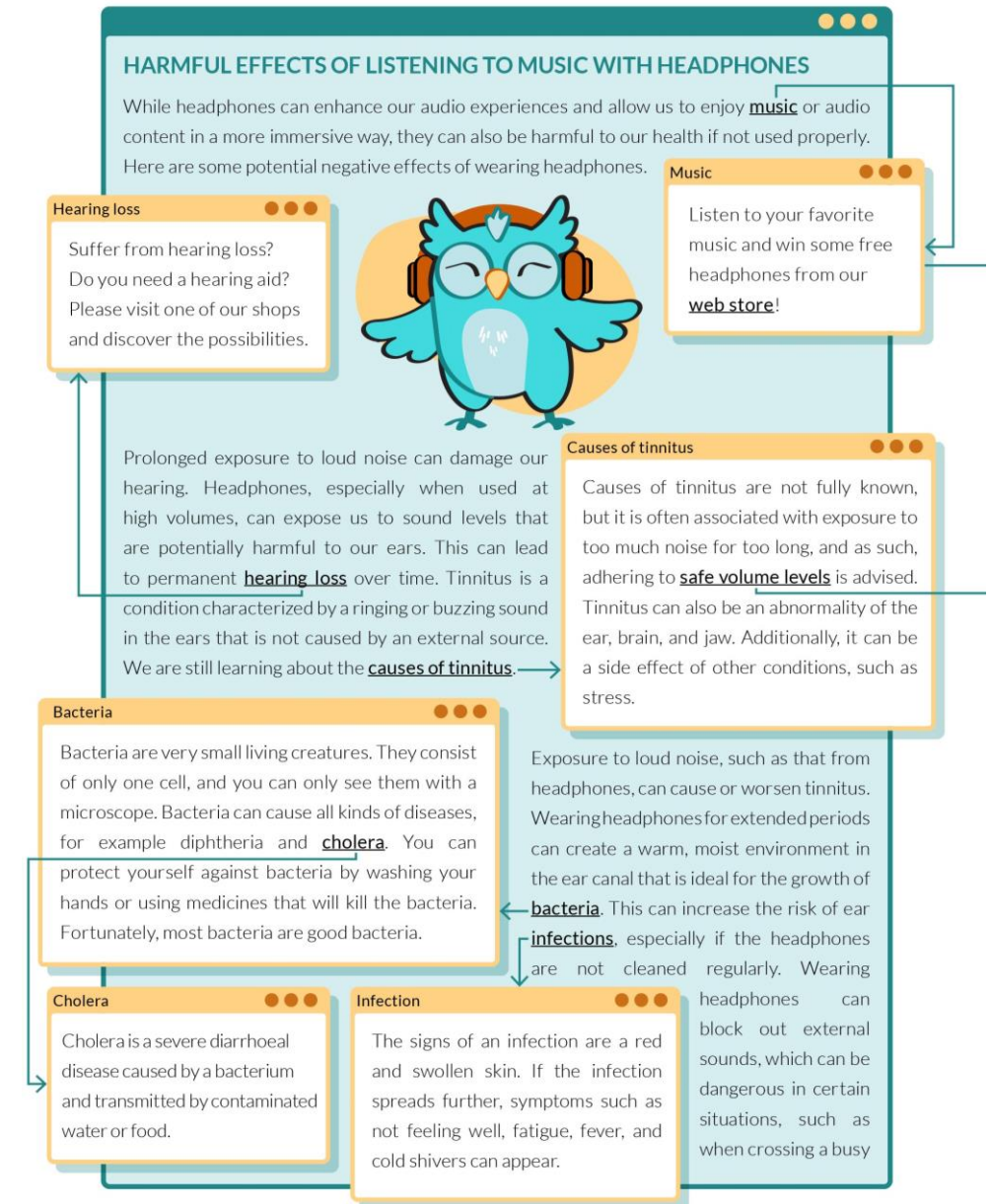
- Theory behind digital reading comprehension
- Learning to read and comprehend is taking place more in digital environments
- Characteristics of digital texts and hypertexts and the skills required to navigate these texts
- Digital inclusion provides a huge role in ensuring students are prepared for learning in a digital society



Chapter two: Didactic principles for digital reading

Principles to develop students' digital reading comprehension

- Building vocabulary to activate prior knowledge
- Including the characteristics of digital texts in education across subjects and classes
- Model digital reading strategies
- Supporting multiple document reading
- Stimulate self-regulation
- Practice digital reading regularly in class



Chapter three: Exploring digital reading using ePIRLS

Theory into practice

- Gives examples of items from the digital passage, *Oceans*, used in PIRLS 2021
- Didactic suggestions to assist teachers in helping students understand how to identify the correct answers
- Provides clear examples to give further insights into the reading comprehension of digital texts
- Shows how the principles from chapter two can be applied into every-day teaching

Chapter three: Exploring digital reading using ePIRLS

The screenshot shows a Google search interface with the query "world oceans". The search results list four links: "The World's Best Ocean Cruises" (cruisesworld.com/purchase), "Treasures of the Ocean" (richesandspoils.net), "Oceanfront Property for Sale" (realestate.com/waterfront/ocean), and "Benefits of the World's Oceans" (oceans.org/world). A red box highlights the first result, "The World's Best Ocean Cruises".

PIRLS Class Project

Mr. Webster
Today, we are going to learn about the world's oceans.

Mr. Webster
You will learn about why they are important, about ocean life and habitats, and how the oceans are threatened.

Mr. Webster
Let's begin by using "Google" to search the Internet.

1.
Look at the Google search results, at left.
Student
Click on the link that is most likely to explain why oceans are important.

Correct answer	D
Process of comprehension	Make straightforward inferences
Skills	Students need to combine three aspects of a website link—the title, the URL, and the first part of the descriptive sentence—to determine whether this website is about why oceans are important.
Vocabulary/prior Knowledge	Knowledge of the meaning of the words “cruises,” “treasures,” “property,” and “benefits” will help students click on the correct link.
Didactic suggestion	Stimulate students to first think about how they would try to find information on the internet, which words they would use, and which words or phrases relate to the word “important.” Model how to examine the links critically before clicking on a hyperlink. Suggestions for modeling include: <i>What type of text could be behind this source? Could this type of text answer my question? I believe that the third link is about houses near the ocean. The URL starts with real estate, so this is probably a website on which real estate agents try to sell houses near the ocean. This will not answer the question of why oceans are important.</i> Didactic principle: model digital reading strategies: exploring, identifying, and selecting sources

Chapter four: Best practices from across the globe

Teaching examples, directly from the classroom

- Good practices from three schools in Singapore, Ireland, and Italy
- The use of digital texts and devices in classes and how teachers accommodate different learning levels within a class
- Lesson examples teachers can take with them into their school year
- The narrative from the schools connects theory to practice

Ireland

Singapore

Italy

From research to practice

Accompanying materials for teachers

- *Teacher Snippet* that is adaptable and translatable for national use in schools
- Summarizes key theories from the book
- Highlights key differences between digital reading and traditional reading from paper
- Illustrates didactic principles using items from PIRLS

**IEA
TEACHER
SNIPPETS** ≡

Release

April 2025

- *Teaching Reading Comprehension in a Digital World*
Evidence-Based Contributions Using PIRLS and Digital Texts will be published in April 2025
- Available open-access along with the accompanying material
- Published by Springer
- Information will follow on how to translate the book and Teacher Snippet

Thank you.

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