

## Reading on the Screen Trainer Guide

3 Contact Hours



### Optional Training Activities

- Optional training activities are estimated to add 90 minutes to the original training time and include the minutes indicated for the original activity.

### Learning Objectives

Participants in the Reading on the Screen class will achieve 11 objectives:

- Identify the current preferred reading choices of students.
- Identify the differences when reading print text versus digital text.
- Understand the importance of using digital text in teaching and learning.
- Understand the ways that developing digital reading skills can contribute to lifelong learning.
- Understand the best practices for digital reading.
- Explore additional resources on the topic of digital reading and the foundations for the Best Practices for Digital Reading.
- Use strategies to encourage students to closely read complex text online.
- Explore sample lesson plans integrating best practices for digital text and strategies to encourage close reading of online text.
- Create a lesson plan that includes best practices and strategies shared in the class.
- Use materials and tips to share with parents to encourage media use for learning as well as entertainment.
- Reflect on learning by sharing information with others.

**In this course, participants will work through several lessons to learn why it is important to teach students to read digital text, the best practices and strategies for reading on a screen, and how to integrate these into your classroom teaching. Below is a description of each lesson and the amount of time it should take for participants to complete each one.**

### Getting Started

#### Pretest

- **Lesson Content**

Take a quiz to find out what you know or need to know about reading on the screen. (5 minutes)

#### Welcome to the Reading on the Screen Class

- **Lesson Content**

Review the course objectives and the course overview. (5 minutes)

#### Using Open Space Groups

- **Lesson Content**

Join the Reading on the Screen group in Open Space. In this group, discuss and reflect on the integration of this resource into the classroom with like-minded educators. (5 minutes)

#### Optional Training Activity

Take time to explore the [Reading on the Screen group](#) in Open Space. Have each participant join the group and review the Discussion questions posted in the group. (5 minutes)

### Why Do We Need to Learn about Reading on the Screen?

#### Reading Habits of Digital Natives

- **Lesson Content**

Read recent studies that reflect the preferred modes of reading for students and adults. Think about what you learned by answering questions. (10 minutes)

#### Optional Training Activities

- Split the group into smaller work teams and ask them to read the content in the lesson. They do not need to read each of the specific studies but should be familiar with the findings. Once they have completed that, ask them to read Mark Prensky's article on digital natives. Each team will complete [an empathy map](#). Once they have completed their maps, ask groups to share their results and compare and contrast what they recorded for their digital native. You may want to use large post-it notes so that teams can view each other's map. (30 minutes)
- Discussion Questions - Direct participants to discuss the questions in their teams to learn more about their own habits as readers. (20 minutes)

### Differences Between Print and Digital Text

- **Lesson Content**

Read two articles about digital text, one online and the other printed off. Think about what you discovered by answering questions. (20 minutes)

#### Optional Training Activities

- Provide time for participants to read the two pieces of text as directed in the lesson. You can limit the pages read for the printed assignment: pages 222 – 226 only. Provide a digital or print copy of the Pros/Cons of Digital and Print Reading activity for participants to rate their experiences. (30 minutes)
- Discussion Questions - Direct participants to discuss the questions as a whole group to share their experiences while reading using two platforms. Answer the final question, "Brainstorm ways you support your students when they read text on a screen" in the [Reading on the Screen Open Space group](#) Discussions tab. Post your response in the *Supporting Students with Reading Text Online* and respond to other participants' responses. (20 minutes)

### Reading on the Screen for Lifelong Learning

- **Lesson Content**

Explore the rise of "fake news" and the need for deep reading of online text. Take quizzes to check your own comprehension of news headlines and content on a screen. Answer questions to reflect on your results. (20 minutes)

#### Optional Training Activities

- Give each participant three post-it notes and ask them to think of three elements they look for to determine if information is valid and true. Write one on each post-it. Each participant will post their elements and then do a category sort, putting similar elements together in a space and then naming that category. For example, elements like date, when it was published, or release date could all be about relevant time period. Discuss with participants their results. (25 minutes)
- Ask participants to take the quizzes. Answer the discussion questions in the [Reading on the Screen Open Space group](#) Discussions. Find *Reading in the Digital Wilderness* and post your response to that thread. (20 minutes)

### How to Help Students Read Digital Text

#### Best Practices for Digital Reading

- **Lesson Content**

Read the Best Practices for Digital Text. Think about what you learned by answering questions. (20 minutes)

#### Optional Training Activities

- Provide participants with the Best Practices for Digital Reading Guided notes and ask them to read the Best Practices document online. (20 minutes)
- Answer the following question in the [Reading on the Screen Open Space group](#): Think of a lesson you currently use to teach reading or content. What are three of the best practices you can implement and how will you use them in the lesson? Find the *Best Practices for Digital Reading* reflection question in the Discussion tab of the group. Review the thread and reply to other participants' responses. (10 minutes)

#### A Closer Look at the Research

- **Lesson Content**

Learn about three books written by experts in the field of media, reading, and increasing student comprehension. (10 minutes)

#### Strategies for Close Reading of Digital Text

- **Lesson Content**

View a PowerPoint that outlines several strategies to help students closely read digital text. Answer questions to reflect on what you learned. (20 minutes)

#### Optional Training Activities

- Review the close reading diagram and share the conference notes, asking participants for feedback or anecdotes about teaching close reading and the strategies they have used. (15 minutes)
- Present the Strategies for Close Reading Digital Text PowerPoint. Ask participants to provide examples of how they might apply each strategy, who it would work best with, and what digital content they would use. (25 minutes)
- Break participants into three groups and assign each a blog to read from those featured in the lesson. Ask each group to share the main idea and key takeaways from the blog they read with the rest of the participants. (20 minutes)
- Discussion questions – Use a method from [this blog](#) to facilitate discussion. (10 minutes)

#### What Have You Learned So Far?

- **Lesson Content**

Take a short quiz to check what you know. (5 minutes)

### Teaching with Digital Text

#### Best Practice Lesson Plans

- **Lesson Content**

Review lesson plans that integrate the best practices for digital reading.  
(10 minutes)

#### Optional Training Activity

- Discussion questions – Use a method from [this blog](#) to facilitate discussion. (10 minutes)

#### Building Your Lesson Plan

- **Lesson Content**

Explore approaches and strategies for integrating the best practices and develop a lesson plan. (30 minutes)

#### Optional Training Activities

- Review the sample lesson plans as a group. Point out the Best Practices in the lesson and ask participants to identify any other practices or activities they find that seem effective or have worked for them in the past. Ask them to evaluate the lessons based on their own classes, and to suggest ideas that might make the lessons better. Record these best practices and ideas to make the lessons better in a shared space, whether using an online resource like a Google doc or Padlet, or on a white board or chart paper. (15 minutes)
- Lesson Plan Template – Each participant should find another person whose teaching situation is like their own. Give each pair a copy of the lesson plan template found in the Exercise Files of the class and direct them to begin drafting a lesson that incorporates the Best Practices or strategies they explored in this class. Encourage the participants to consider the Best Practices, discussions, and the recently brainstormed ideas about the sample lessons to include in their lesson. (15 minutes)

#### Helping Parents Use Digital Text for Best Results

- **Lesson Content**

Discover INFOhio resources to share with parents as well as tips to promote using technology for learning in the home. (10 minutes)

## Check Your Learning

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### Self-Assessments

- **Lesson Content**

Answer questions to reflect on what you learned. (10 minutes)

### Optional Training Activity

- Find the *What Did You Learn in the Reading on the Screen Class?* question in the [Reading on the Screen group](#) in Open Space. Review the thread and reply to other participants' responses. (10 minutes)

### Contact Hour Quiz and Certificate

- **Lesson Content**

Take a quiz to earn a certificate for 3 contact hours. (5 minutes)