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Expert Roundtable Additional Information

Dr. Donald J. Leu. is an Emeritus Professor and Endowed Chair in Literacy and Technology at the University of Connecticut with a joint appointment in Curriculum and Instruction and Educational Psychology in the Neag School of Education. A graduate of Michigan State, Harvard, and Berkeley, he is an international authority on literacy education, especially the new skills and strategies required to read, write, and learn with Internet technologies and the best instructional practices that prepare students for these new literacies. He is a member of the Reading Hall of Fame, Past President of the Literacy Research Association, and a former member of the Board of Directors of the International Reading Association

Q and A with Dr. Donald J. Leu, University of Florida Literacy Institute (UFLI)

1. What are the best strategies for providing practice and feedback on the practice?

From a reading-to-learn point of view, the notion of feedback in online learning is central, especially if you can engage students in collaborative communication spaces using tools like *Bloomz, Seesaw, ePals*, *Gaggle, Voicethread* or *FlipGrid* or any traditional communication tools. Collaborative construction of learning and feedback from peers, not just the teacher, is key. At the same time, you are also developing additional skills that will transcend this time we are in.

2. What are assessments relevant to online learning?

We have been working on a measure of engagement (motivation, enthusiasm, self-confidence) in online reading. The measure was generated for research about how much of a contribution motivation makes for the final result. When students are interested in pursuing information online in a topic of interest to them, online reading comprehensive goes sky high--it's a really important factor. The important lesson is that to the extent that we can get students engaged in the information they are reading online for learning, the better off they are going to be. Students should direct at least some of the topics they are exploring and then share with the group. Each student becomes an expert in an area and then shares with others.

3. How do we know that evidence-based practices are working under remote conditions?
I might argue that during these times I'm not sure we can even address this question. These are new contexts and our research doesn't translate very well to the new context. The evidence we are gathering is coming from teachers themselves and what works/what doesn't work. It's a traditional notion of teachers developing their understanding through their craft.

The important thing is not to apply previous evaluation tools or ways of thinking but look for new ways of thinking about the new context we are in. We need to put teachers in touch with teacher and supervisors in touch with supervisors within online spaces to rapidly share promising developments so   we can try them out in a replication somewhere else. If that works in another context, we're off and running. We need to pay attention to people in the front lines and see what they are learning. To the extent that we can develop tools that do so, we will all be better served.

Resources related to Dr. Leu's presentation:

Jeanne S. Chall Lecture on Reading
Leu, D. J., (October, 2016) "Reading in New Ways for New Times.   Harvard University's Twelfth Annual Jeanne S. Chall Lecture on Reading. Video available at:
https://www.facebook.com/HarvardEducation/videos/10154194165666387/

Articles about Online Reading and New Literacies Instruction

Theory and Research
Forzani, E., Leu, D.J., Li, E.Y., Rhoads, C., Guthrie, J.T., & McCoach, B. (in press). Characteristics and Validity of an Instrument for Assessing Online Reading Motivation. To appear in *Reading Research Quarterly*. Available by request to the author.

Kennedy, C., Rhoads, C., Leu, D.J. (2016). Online research and learning in science: A one-to-one laptop comparison in two states using performance based assessments. *Computers and Education. 100*, 141-161. Elsevier: London. Available at:
https://www.sciencedirect.com/science/article/pii/S0360131516301130

Kervin, L, Mantei, J, & Leu, D. J. (2018). Repositioning online reading to a central location in the language arts. In D. Lapp & D. Fischer (Eds.) *Handbook of Research on Teaching the English Language Arts 4th Edition*. (pp. 328-359). New York: Macmillan. Available at:
https://scholar.google.com.au/scholar?oi=bibs&hl=en&cluster=8127907348131691564

Leu, D.J., Jr., Kinzer, C.K., Coiro, J., Castek, J., & Henry, L. A. (2013). New Literacies: A Dual-Level Theory of the Changing Nature of Literacy, Instruction, and Assessment. In D. Alvermann, N. Unrau & R.B. Ruddell (Eds.), *Theoretical Models and Processes of Reading*, *Sixth Edition*. International Reading Association: Newark, DE. Available at:
https://www.researchgate.net/publication/306157123_Towards_a_theory_of_new_literacies_emerging_from_the_Internet_and_other_ICT

Practice and Instruction

Larson L., Forzani E., & Leu D.J. (2018) New Literacies: Curricular Implications. In: Voogt J., Knezek G., Christensen R., Lai KW. (Eds.) *Second Handbook of Information Technology in Primary and Secondary Education.* Springer International Handbooks of Education. Springer, Cham. Available at:
https://link.springer.com/referenceworkentry/10.1007%2F978-3-319-53803-7_2-1

Leu, D.J., Forzani, E., & Kennedy, C (2015). Income inequality and the online reading achievement gap: Teaching our way to success with online research and comprehension. *The Reading Teacher*. 68. 422-27. doi:10.1002/trtr.1406. Newark, DE: International Literacy Association. Available at:
http://sites.bu.edu/summerliteracyinstitute/files/2015/04/LeuD-Income-Inequality.pdf

Leu, D.J., Forzani, E., & Kennedy, C. (2013). Providing classroom leadership in new literacies: Preparing students for their future*. In Shelley B. Wepner, Dorothy S. Strickland, and Diana Quatroche, Editors. *The Administration and Supervision of Reading Programs,* 5th edition. (pp. 200-213). New York: Teachers College Press. Available at: https://newliteracies.uconn.edu/wp-content/uploads/sites/448/2014/07/Leu-D.J.ForzaniE.-Kennedy-C.-2013.pdf

Leu, D.J., Forzani, E., Timbrell, N., & Maykel, C. (2015). Seeing the forest, not the trees: Essential technologies for literacy in the primary and upper elementary grade classroom. *The Reading Teacher*, *69*(2), 139-145. Newark, DE: International Literacy Association. Available at:
https://www.researchgate.net/publication/281608407_Seeing_the_Forest_Not_the_Trees

Selected Online Tools
ReadWriteThink: http://www.readwritethink.org
Google Search Education: https://www.google.com/insidesearch/searcheducation/index.html
Voicethread: http://voicethread.com/
FlipGrid: http://flipgrid.com
G Suite for Education: https://edu.google.com/products/gsuite-for-education
ePals: https://www.epals.com/#/connections

Selected Instructional Ideas
Source: Forzani, E., Kennedy, C., & Leu, D.J. (in press). Providing classroom leadership in new literacies: Preparing students for their future*. In Shelley B. Wepner, Dorothy S. Strickland, and Diana Quatroche,

Editors. *The Administration and Supervision of Reading Programs,* 6th edition. New York: Teachers College Press. Used with permission.

Build an online support system. Keep a running list of the best new online tools and resources that you encounter. Regularly distribute these through your school's Twitter feed, wiki, or blog. Alternatively, send a weekly text message or email to the teachers with whom you work, pointing them to new online tools and resources that may be useful in their classrooms. Encourage teachers to share the best online resources that work effectively in classrooms to support learning, or develop a collaborative list using a Google doc. This will quickly build a community around the effective integration of online new literacies into classrooms.

Begin teaching and learning new literacies as early as possible. Schools can begin to integrate the Internet and new literacies into the classroom as soon as children begin their literacy education program, and not be delayed until they have learned to read offline. A useful first step is to begin Internet integration within the earliest grades, using online resources that serve to teach initial offline reading skills. ReadWriteThink is a valuable resource for teachers that provides an extensive set of K–12 lessons that teach offline reading and writing skills to young children, and is located at http://www.readwritethink.org

Use new literacies to help the last student become the first. Teach students who struggle with offline literacies a simple set of new literacies associated with a new technology tool before you teach these tools to anyone else. This enables readers and writers who struggle to become literate in this new technology before other, higher-performing students. Those who struggle with reading and writing are now literate in a new form and can teach this new literacy to others.

Teach email, wikis, and blogs. When you begin to use email, wikis, and blogs in your classroom, use these opportunities to help the last become the first. Teach readers who struggle how to make wiki and blog entries first. Then, have them show others how to use these new tools. Also, have them be available to support those who require assistance.

Recognize that online search skills are important to success in new literacies. The reading ability required to locate online information (Guinee, Eagleton, & Hall, 2003) is a gatekeeping skill. If one cannot locate information, one will be unable to solve a given problem. New online reading skills and strategies are required to generate effective keyword search strategies (Bilal, 2000; Guinee et al., 2003), to read and infer which link may be most useful within a set of search engine results (Henry, 2006), and to efficiently scan for relevant information within websites (Rouet et al. , 2011). Each is important to integrate into classroom literacy programs.

Create new search engine skills. Search engines regularly add new search capabilities that are not always known to users. To keep up to date with those that are added to Google, visit Google's "Search Education" resources at: http://www.google.com/insidesearch/searcheducation/index.html Here, you will find lesson plans, activities to improve your own search skills, daily search challenges for your students, and training webinars for both you and your students.

Play "One Click." To develop better inferential comprehension skills during the reading of search results, play "One Click." Conduct a search for any topic you are studying in class. See if students can locate the best link on the search results page for each question that you ask such as, "Which link will

take you to a site developed by an Egyptologist?" or "Which site on this page is a commercial site that might be trying to sell you something?" Each question should require students to make an inference from the limited information appearing in the search results. If you have an interactive whiteboard and projector, you can ask students to come to the board, show the answer they think is correct, and explain their reasoning.

Use online reading experiences to develop critical thinking skills and students who are flexible skeptics. A central objective of any instructional program in new literacies is to develop students who read as flexible skeptics. We want students to be open to considering multiple perspectives but also critical of those perspectives. In online contexts, students need to learn how to question the information they read for relevancy and accuracy, infer the bias or point of view of the author, and question the credibility of the sources they encounter.

Critically evaluating online information includes the ability to read and judge the level of accuracy, credibility, and bias of information (Center for Media Literacy, 2005). Although these skills have always been necessary to comprehend and use offline texts (Bråten, Strømsø, & Britt, 2009; Bråten, Strømsø, & Salmerón, 2011), the proliferation of unedited information and the merging of commercial marketing with educational content (Fabos, 2008) presents additional challenges that are quite different from traditional print and media sources, requiring new strategies during online reading.

Frontline judge. Ask students to take on the role of a judge during an online research project. This will help students take a critical but flexible stance towards the information they encounter. As the frontline judge, they must consider multiple perspectives on an issue by reading different texts and learning about the purposes and biases of different sources. They must also weigh different evidence across these texts. This process will encourage students to consider conflicting perspectives, examine and integrate evidence across three tiers of *content* (i.e., knowledge claims and evidence), *source* (i.e., author or publisher), and *context* (i.e., contextual elements such as presentation, currency, and format), and deliberate before forming a "verdict," or coming to a reasoned conclusion about these issue (Forzani, 2020).

Source Plus. Schools increasingly require students to list the sources for any online information that is used in a report. Take this one step further and require students to also indicate how they determined that each source was credible.

Integrate the Internet into classrooms through online communication. It may be easiest to integrate the Internet into classrooms through the use of online communication tools such as email, wikis, and blogs, as well as child-safe social networks for schools. As we begin to integrate these online communication tools into our classrooms, we should not ignore concerns about child safety. We want to restrict communication only to our students and to a community of people whom we can trust, such as parents and other teachers and classes. Many tools provide these protections. Typically, they do so in one of two ways. First, most permit you to restrict access. Typically, you can list the addresses of people you wish to be able to view, add, or edit information. Second, many tools permit you to review messages before they are sent. Child-safe email systems are also available, such as those offered by ePals and Gaggle.

Family communication apps. Many new apps now exist for connecting teachers, students, and families virtually, such as Seesaw (https://web.seesaw.me) and Bloomz (https://www.bloomz.net). These tools

allow teachers to send messages and post pictures and videos to individual families, certain groups of students, or a whole class. They also enable students to develop digital portfolios that can be shared with their teacher, classmates, families, and others who are given access. Tools such as these allow for multiple points of connection among students, teachers, and families beyond the classroom walls.

Use Voicethread or FlipGrid. Voicethread (http://voicethread.com/) and FlipGrid (http://flipgrid.com) are supportive tools for classroom learning and communication, especially for readers who struggle and younger readers. Teachers can post an image, a video, or a text and invite others to respond by voice, video, or text. That students can respond in these ways makes full participation possible for younger children or readers and writers who struggle. It is also a child-safe tool where access can be limited only to students in a single classroom. Propose and conduct a pilot of this tool in one classroom to evaluate its potential for other classrooms in relation to the costs for the district.

Use G Suite for Education. Google offers a free suite of collaborative online tools, including Google Docs for word processing, spreadsheets, forms, presentations, and drawing pages. Word processing and other files may be used by anyone with permission from the creator. Thus, multiple students and teachers can collaboratively work on a single document at once. Additionally, Google offers video and chat features that allow teachers and students to connect virtually. Teachers can also use Google Classroom to post announcements and assignments, organize classwork into modules or units, and keep track of student grades.

Engage students in collaborative online learning experiences with classroom partners in other parts of the world. Some teachers are beginning to explore the future of instruction. They connect with other classrooms around the world to engage in collaborative projects. These classrooms use Google, student blogging tools, email, wikis, and web development tools to conduct research, exchange information, and learn. With these projects, students increase their new literacies skills, develop a richer understanding of content, and gain a greater understanding of the differences that define our world. Most importantly, it provides students with preparation for the world they will soon enter, especially in the workplace.

Find an international classroom to work with on a common project. Use ePals tools like "Find Connections" (https://www.epals.com/#/connections) to identify classrooms around the world for a pen pal exchange. You can also visit "Explore Collaborations" (https://www.epals.com/#/ExploreExperience) to create or participate in a classroom learning project. Some teachers are also leveraging FlipGrid and popular social media hashtags (e.g., #langchat or #flteach) on Twitter. Students can post videos of themselves and partner with students at a school abroad for an authentic digital pen pal experience.