Digital Literacy and Strategic Intervention with Adolescents
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After completing this program, you will be able to:
Define digital literacy
Define and discuss strategic instruction
Discuss how use of digital texts impacts motivation for adolescent learners
Think critically about the construction of digital texts and how construction may impact student performance and comprehension
Discuss reading comprehension strategies that have effectiveness data with digital texts

Digital Literacy
• Numerous iterations of definition
• None universally agreed upon
• O’Brian & Scharber (2008):
  “... socially situated practices supported by skills, strategies, and stances that enable the representation and understanding of ideas using a range of modalities enabled by digital tools. Digital literacies enable the bridging and complementing of traditional print literacies with other media.” (p. 67)

Digital Literacy – Timelines

Florida – 2015

Nation - 2017

Reading Comprehension With Digital Texts

Technological Influences
Differences Between Paper-Based Texts

Strategic Instruction
- Various iterations of the core concept that involves teaching in an explicit and engaging fashion and providing students with different strategies to allow for greater academic success.
- May include:
  - Opportunities to integrate the strategies and information
  - Possibility to use strategies across contexts and content areas
  - Integration of concepts and facts (Hall, 2002)

**How do these relate to digital literacy?**

Data for Strategic Instruction With Digital Texts?
- Very limited data with regard to strategic instruction with digital texts
- Very limited data with regard to language and literacy intervention with digital texts

Motivation

*But aren’t adolescents more motivated to participate in strategic learning and intervention when they are working with digital texts?*

Why Motivation Matters
- Reciprocal relationship improved language and literacy is empirically documented repeatedly (e.g., Guthrie et al., 1999; Snow, Burns, & Griffin, 1998; Torgesen et al., 2007)
- Adolescents require external motivation during critical periods of motivational development to further develop language and literacy skills (Bempechat, 1999; Kim, 2011)
- Limited data, despite the widespread belief, that motivation increases with digital presentation (Dalton & Strangman, 2006; Reinking & Watkins, 2000)
Digital Texts—Not Identically Constructed
Recall Reinking’s (1994) noted contrasts between paper and digital texts. Consider the following:
- Interactive and manipulable
- Asynchronous layout and structure
- Embedded multimedia components

Further consider that many digital texts are online—meaning they may be “live”—and can link out/away from the assigned reading

Static Texts

Asynchronous and Multimodal Texts

“Live” Manipulable and Interactive Texts

How Do We Read Digital Texts?
Readers approach digital texts in a different manner
- Skimming
- Scanning
- Key words
- Links
- Browsing
- Non-linear
- “Squirreling”
Digital Texts—In a “Nutshell”

“Digital texts depend more readily on the design and representation of language and thus require a semiotic understanding on the part of the reader.”

Digital Texts—What About Our Students?

Consider language and literacy intervention with digital texts with adolescents
  Static digital textbooks
      Knowledge? Skills? Strategies?

  Multimodal digital texts
      Knowledge? Skills? Strategies?

  Online “live” texts
      Knowledge? Skills? Strategies?

If digital texts are so different from paper-based texts, and students who struggle with language and/or literacy tasks are using these different digital texts, how is an SLP to know what interventions and approaches to use in treatment?

Data—Intervention With Digital Texts
  Intervention—Before, During, and After Reading

  Intervention—Before Reading Strategies

  Intervention—During Reading Strategies
Intervention—After Reading Strategies

Intervention—Generic Strategies

Intervention—Metacognitive Questioning

Motivation and Engagement

Intervention—Academic Gains

Overview of Main Points