Technology in Reading (The Course)

A few years ago, the Reading Department officially changed the title of READ 520 from “Computers in Reading” to “Technology in Reading.” Until recently, the computer was a window onto a world of immediately accessible information. Today, the computer is a doorway into a virtual universe of interactive communities and tools.

This semester, the Department’s first cohort of 100% online masters students will be exploring these new “WEB 2.0” communities and tools in READ 520. They begin by reading and discussing Marc Prensky’s widely cited article, “Digital Natives, Digital Immigrants.” In this 2001 article, Prensky coined the term “Digital Natives,” as a way to think about today’s students as “native speakers” of the digital language of computers, video games, and the Internet. The single biggest problem in education today, Prensky urges, is that “our Digital Immigrant instructors, who speak an outdated language (that of the pre-digital age), are struggling to teach a population that speaks an entirely new language.” Digital Immigrant teachers continue to present the same static curriculum in the same step-by-step way that they were taught — to their Digital Native students, who “are used to the instantaneity of hypertext, downloaded music, phones in their pockets, a library on their laptops, beamed messages and instant messaging.” And, as my 16-year-old son once said, “we text faster with our thumbs than you can type with ten fingers.”

Editor’s note: Our thanks to Dr. Ula Manzo, Reading Department Chair, for her submission to this fall newsletter, at, perhaps, her busiest time of the year. Here she assures us that the Reading Department remains on the cutting edge of technology as we grow and change and take our courses online.
Against this backdrop, READ 520 students view short online videos that support Prensky’s points. In “A Baby discovers the iPad,” a 20-month old baby who already is familiar with iPhone functions is presented for the first time with an iPad (which operates similarly to but not exactly like the iPhone). She immediately engages with the tool searching for familiar environments and activities, and, after a few initial failures and a then a simple hint, finds and exclaims with delight when she is successful. Another video, “A Vision for 21st Century Learning,” concludes with a graphic example of the kind of rapid-paced, random-access and multi-taskable learning environment that can be created to engage our digital native students, or at least that they may one day create for their children.

READ 520 students use the CSUF online library’s collection of education databases to locate, critique and discuss current research on uses of technology to enhance reading instruction. They explore interactive websites and tools, such as the A to Z listing of “Cool Tools” available on wiki created by IRA’s Special Interest Group, Technology in Literacy Instruction. Imagination Caved, for example, is a multi-user drawing tool with options for using a pen, a stamp, a line, or typing. It can also replay your drawings in action. Student groups can use the site to create collaborative responses to reading. At Book Punch, students find interactive, online writing prompts about many of the books typically read in school. Using principles of the writing process, they are guided in thinking about the content of a particular book – to organize their thoughts, and develop clear and concise responses to the literature they are reading.

In a “Site Visit” assignment, READ 520 students find, visit, and report on an exemplary technology-enhanced laboratory or classroom at a school site. They look for sites where they might observe innovative instructional technology hardware such as interactive whiteboards, tablets, “one-to-one” laptop classrooms, and classrooms equipped with wireless handheld devices that send “every pupil responses” to the teacher’s PowerPoint presentation, where embedded software instantly generates a chart illustrating the aggregated responses.

Throughout the course they are challenged to identify one or more tools or interactive communities that they can use to create a final course project: developing an example of a technology-enhanced approach to teaching some (Standards-based) aspect of reading instruction.

You can find all of the resources referenced above on the wiki, at: http://technologyinreading.wikispaces.org. If you have your media phone in your pocket, you can link to everything right now!

Hazel Miller Croy Reading Center – Are We There Yet?

By Debbie Hancock

The Hazel Miller Croy Reading Center took a step closer to becoming reality when the project Steering Committee met recently in San Diego. Why San Diego, you say? Because committee member Cynthia Mortenson, no one, he included, seem to give any thought to improving the pedagogic technology and educational delivery systems that need to be and easily can be customized for smart tech savvy and dirt floor classrooms. Paradoxically there have been some great breakthroughs in pedagogy in the last 40 years. These new age methods are little known because they are smothered by thousands of scattered publications. Culling, parsing and tweaking these is near impossible for small groups or individual teachers - it is analogous to picking your own winning stock portfolio - but it would be a “duck soup” for doctoral level educators and psychologists. In less then 3 months a preliminary algorithm and list of provisionally supported Best Instructional Practices could be identified and promulgated for further evaluation. Please help by joining the narrative both here and at some early test websites. Realize please that what you will read here I simply sat down and made up from one person's knowledge, mind studies, experience and relatively limited empirical research. It could be and would be much better if you added your voice.”

Sources in process:
3. https://bestpracticesteachers.groupsite.com/blog

Anthony V. Manzo, Ph.D./ Professor Emeritus/ avmanzo@aol.com
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Hazel Miller Croy Reading Center took a step closer to becoming reality when the project Steering Committee met recently in San Diego. Why San Diego, you say? Because committee member Cynthia Mortenson, no one, he included, seem to give any thought to improving the pedagogic technology and educational delivery systems that every member ought to know. An honest Grammar of Teaching. Ironically, Teachers worldwide are being held to standards for annual yearly progress (AYP) of their students. They also are being expected to raise economic competitiveness, to promote tolerance and civility, and reduce hostilities. They fight the "soft war" against ignorance and provincialism every day, the war that the military has conceded that guns and drone bombers cannot win. Meanwhile, Professors, Learned Societies & commercial schools, and some painfully self-serving non-profit foundations and Universities never even address the fundamental need for greater investment in solid pedagogic technology.

The Departments of Education and several of the world's leading national security divisions should sponsor an ongoing "virtual convention" of the world's leading educators to consider and endorse a covenant of currently scattered principles and more importantly prescriptive practices that work at several levels. Ideally this should be done on a website that transparently allows these to be challenged, tweaked and further specified for different age-grade-situational-cultural conditions. This effort to improve the quality and impact of Education worldwide is an urgent orphan cause with no natural constituencies. This entire process would cost very little if we do so collaboratively. Ironically, as new schools open in the developing world by NGO's such as the great humanitarian Greg Mortenson, no one, he included, seem to give any thought to improving the pedagogic technology and educational delivery systems that need to be and easily can be customized for smart tech savvy and dirt floor classrooms. Paradoxically there have been some great breakthroughs in pedagogy in the last 40 years. These new age methods are little known because they are smothered by thousands of scattered publications. Culling, parsing and tweaking these is near impossible for small groups or individual teachers - it is analogous to picking your own winning stock portfolio - but it would be a “duck soup” for doctoral level educators and psychologists. In less then 3 months a preliminary algorithm and list of provisionally supported Best Instructional Practices could be identified and promulgated for further evaluation. Please help by joining the narrative both here and at some early test websites. Realize please that what you will read here I simply sat down and made up from one person's knowledge, mind studies, experience and relatively limited empirical research. It could be and would be much better if you added your voice.”

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Join the Blog on Best Instructional Practices

Dr. Tony Manzo recently contacted REG and wondered if our members might be interested in joining a discussion addressing the current overload on teachers. The purpose of the piece/blog is to advance pedagogical science by seriously undertaking to identify Best Instructional Practices. Dr. Manzo hopes to do a book on this topic relatively soon. You can add your voice to the discussion at https://bestpracticesteachers.groupsite.com/blog. The following is the opening blog entry from Dr. Manzo:

"There are some great teachers, and even some great Teacher Preparation programs, but these are random occurrences where consistency is essential. The reason is simple: Professional Education is absent fundamental standards found in all other professions. There is no standard curriculum, no sincere, systemic effort to identify Best Instructional Practices, no guidance in what and how needs to be further researched and developed. To be called a profession it is imperative that a profession, one way or another, needs to convene a rolling forum to collect and prioritize the core content of principles and prac-

(Continued from page 2)
Congratulations Hazel Miller Croy Reading Center Committee!

This stellar group received the thanks of CSUF at the Outstanding Volunteers luncheon on Sept. 30. The group was nominated for their vision and efforts in raising funds to recognize Reading Department founder, Dr. Hazel Miller Croy, and support the work of the Reading Center, soon to be named the Hazel Miller Croy Reading Center.

The group is pictured here with Robin Barry, REG President. They are (left to right) Julie Chan, Pat Irot, Debbie Hancock, Ruth May Siegrist, and Robin Barry.

Faculty Footnotes

Our big news is that our first all on-line Master of Science degree and Reading Specialist Credential program is off to a great start with a cohort of 25 students from all over the country. For this fall semester, the online cohort students are enrolled in Read 501, 508 and 520. Each semester new online versions of our classes will be rolled out until all classes have both online and face-to-face options.

Reading department faculty continued to contribute high quality scholarship during the 2009-2010 school year. Below is a list of publications and presentations that REG members may find of interest (in APA style, of course).

Book Chapters

Ordoñez-Jasis, R. (2010). Rethinking family literacy through critical lens: A focus on culturally and linguistically diverse families (pp. 332-347). In D. Fisher and K. Dunsmore (Eds.), Bringing literacy home. International Reading Association: Newark, DE.
Journal Articles


Conference Presentations


Greenbaum, J. and Angus, K.B. (2009). Thinking/Reading in the Traditional and Online Classrooms; Paper presented at College Reading and Learning Association, Richmond, VA.

We are also pleased to include on this list a conference presentation made by two alumni. Their presentation was based on the work that Mary Bogan submitted as her final project for her MS degree in December 2009.


REG Grants Available

Have you ever wanted to purchase materials or games to enhance or fill gaps in your classroom reading program but you don’t want it to come out of pocket (again) and your school budget is stretched to the limit? Ever wish you had some of the games and materials you used at Edison School for the 516 class or in the CSUF Reading Center? And what about an opportunity for professional development not funded by your school or district? REG has a $300 grant available for you to do just that. Check out the REG website at http://reg.fullerton.edu/grants.htm for more details and a link to the application and submission information. Applications are due by November 1, 2010 to Robin Barry.
Our REG website has a new address: http://reg.fullerton.edu

RESET YOUR FAVORITES

The REG website is a great resource with links to reading resources and access to the REG newsletters, grant and scholarship applications, and photos of special events. We are currently in the process of updating the website and would love to receive your feedback. Here are a few of the ideas we are considering: making it more interactive by linking to a blog or facebook page; adding more reading resources such as podcasts, videos, and links to best practices; and, making it more user friendly. Contact our web page coordinator, Kim Mundala, at kimberlymundala@yahoo.com with your ideas and suggestions.

Capo cohort and Irvine campus F09
Lindy Brem
Kristy Chia
Kayla Evans
Amelia Greer
Stephanie Gutierrez
Courtney Koehler
Joanne Rikimaru
Kim McQueen
Michelle Montgomery
Jackie Simmons
Kristen Walker

Fullerton Campus and Capo Cohort
Elizabeth Buchanan
Joanne Chapman
Courtney Crocker
Bonnie Gardner
Sara Gramalki
Andrea Lewis
Marjan Kermati
Marsha Johnson
Jennifer Lee
Vanessa Leong
Barbara Marks
Lisa Mo
Jacquelyn (Jackie) McBain
Cindy Okamoto
Mat Orndoff
Yvette Ortiz
Karina Ruiz
Heather Stevenson
Karis Sweeton
Michelle Tran
Tamara Tran
Maria Vargas
Elizabeth Zuniga-Rios

Fullerton Campus F09
Mary Bogan
Noemi Bueno
Mary Dalton
Melissa Fox
Valerie Fogo
Valerie Hannah
Matt Harris
Carlen Le-Hessinger
Yoon (Lisa) Nho
Sarah Poland
Maureen Provenzano
Kristine Zuniga

Photos Courtesy of Edward B Salas
L to R: Michelle Tran, Maria Vargas, Tamara Tran