

*The University of California, Irvine*

The Department of Education

presents

***Jill Castek, Ph.D.***

*University of California,  
Berkeley*

***Tuesday, January 25, 2011***

***11:30PM – 1:00PM***

***Room – 2024 Education***

**Literacy Learning with Laptops: Scaffolding Online Reading  
Comprehension and Content Knowledge**

The first phase of this mixed methods study involved documenting the contexts and conditions through which and 4th and 5th grade students in an ethnically and linguistically diverse Title I school acquired the skills and strategies needed for online reading comprehension. The second phase was a quantitative examination of learning outcomes. A pretest-posttest design was used to compare students' scores on two measures, 1) a rubric scored Social Studies inquiry project and 2) a concept map task. Comparisons were made between students who received online reading comprehension instruction (in Phase I) and a control group who did not.