

**RESPONSIVE PEDAGOGY:
MEETING THE READING NEEDS OF ADOLESCENTS**

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STATEMENT OF AUTHORSHIP

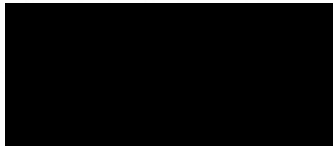
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DEDICATION

To Sarah, with love.



ABSTRACT

Productive engagement in the text-rich curriculum of secondary schooling requires adolescent students to be effective as comprehenders and communicators of information. Students' enabling skills determine their achievements in consuming and producing text, and experiencing success in school. The demands of increasing complexity in reading materials and tasks as students move into secondary schooling present challenges to their achievement and self-perception, especially for those who struggle as readers.

As these students progress through school they struggle to cope with academic texts in the learning opportunities of schooling. If left unattended, their reading difficulties are likely to associate with effort-retreat and disengagement in learning tasks, and to deepen their perceptions of their own poor performances and capability as poor readers in comparison with those of their peers.

In response to concerns about the reading comprehension and self-perceptions of adolescents whom teachers see as struggling readers, I set out to investigate whether a reading intervention using social networking (RISN), intended to promote comprehension, would assist them. My theoretical framework for the investigation was underpinned by a sociocultural view of reading development in combination with a blending of two models that purport to explain the practices and dimensions of reading, namely, the four reading practices model explicated by Luke and Freebody (1999) and the three dimensional model of literacy theorised by Durrant and Green (2000).

A case study using quantitative and qualitative methods was used to determine the fidelity of the intervention treatment and to examine its impact on students' reading achievement and self-perceptions as readers. Participants' reading performance was assessed before, during and following the intervention using a combination of measures, standardised test of reading comprehension and reader self-perception, work samples, classroom observations, student interviews, and teachers' reflective discussions. Data revealed statistically significant improvements in participants' reading achievement and in their self-perceptions as readers. Observations by teacher and student participants provided grounding for the context and experiences associated with these changes. These findings are presented, analysed and discussed within the limitations of the study.

DEFINITIONS

Blended Model: A combination of the *four reading practices* conceptualised by Luke and Freebody (1999), *three dimensional model of literacy (3D model)* by Durrant and Green 2000), and *three roles*, used in this study to analyse aspects of students' reading comprehension.

Engagement: A multidimensional construct that consists of behavioural, cognitive, and affective subtypes required for reading comprehension to take place (Christenson, Reschy, & Wylie, 2012; OECD, 2009; Rueda, 2013). "Students engage productively when they actively participate in academic and school-related activities and are committed to their learning goals" (Christenson et al., 2012, pp. 816–817).

Four Reading Practices: Refers to four resources that, according to Luke and Freebody (1999), readers draw from to read, understand, and consume text in social contexts as *Code Breakers*, *Text Participants*, *Text Users* and *Text Analysts*.

Reading comprehension: An active and strategic process that takes place as readers extract and construct meaning from text through interaction with text within a context (Katz, Brynolson, & Edlund, 2013; Mason, 2018; Snow, 2002; E.L. Thorndyke, 1917).

Reading Intervention using Social Networking (RISN): An intervention designed and implemented in this study to improve students' reading comprehension and reader self-perceptions through social interaction, self-regulated reflection and elaboration of informational text.

Self-regulated strategy development (SRSD), developed by Graham & Harris (2003, 2015), is an instructional approach that enables students to learn to actively apply strategies including goal-setting, self-monitoring, self-instruction and self-reinforcement, to read and comprehend text at deeper levels with an understanding of their own processing.

Social networking in the context of this study refers to opportunities for students to engage in discussion and self-regulated reflection of textual information with peers and teachers on a Wiki, and to demonstrate their understanding by responding to text on the Wiki.

Students struggling as readers: Readers identified by their teachers who used data from their cumulative performance records from NAPLAN in Year 7 (those placed at Band 4 or below); and the Neale Analysis of Reading Ability Comprehension results (those two years or more behind their age level). Their performances on the Progressive Achievement Test in Comprehension, (PAT-R; ACER, 2008) administered as a pre-test, showed scale scores of 124.1 or below.

Three Dimensional Model of Literacy or 3D Model (Durrant & Green, 2000): A model that addresses the complexity of reading in a changing environment where readers are called upon to use strategies as critical consumers, producers and communicators of text.

Three Roles: The roles of Spinner, Critical Analyst and Weaver used by students to participate in discussing, elaborating on and communicating textual information through social networking on the Wiki.

Wiki: Used in this research as a third space for students to network socially with their teachers and peers to improve their reading comprehension by co-constructing knowledge about informational text.

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Chapter 1

Introduction to the Research

To read is to fly: it is to soar to a point of vantage which gives a view over wide terrains of history, human variety, ideas, shared experience, and the fruits of many inquiries. A life thus equipped might not be happier – might sometimes be less so, indeed, for to know more can be to feel more, and the ground-note of history is a long cry of pain, – but it is vastly richer.... (A.C. Grayling's review of *A History of Reading*, as cited in Manguel, 1997, p. C. 4).

Reading, described as a social process, permeates all practices encountered in daily life and is an active, dynamic and interactive set of exercises of meaning-making that occurs between individuals, their texts and their world (Genlott & Gronlund, 2013; Robinson & Aronica, 2016). Consequently, the act of reading, rather than being static, is one that constantly changes as readers adapt to the social environments in which they read (Gee, 2012). Since reading is social in nature, educationalists including Gee (2012) and Green and Beavis (2012) advocate an interactive, meaning-based approach to reading instruction, one that engages students as energetic and thoughtful learners in socially meaningful tasks. I consider such engagement in reading and its outcomes to be deeply involved in the richness of life as in Grayling's (1997), and Robinson and Aronica's assertions (2016).

Adolescents who are thriving members of community need to be critical and reflective consumers, producers and communicators of information (Kervin, Verenikina, Jones, & Beath, 2013). In a context of educating them as students, consideration needs to take into account the circumstances within which they read inside and outside the instructional environment (Morgan, Comber, Freebody, & Nixon, 2014). The challenge for teachers is to re-examine pedagogy in the light of new knowledge about what adolescents do as readers to make their lives socially meaningful and relevant. As part of the educational process, teachers need to recognise and utilise such knowledge in helping students develop the reading practices they need in order to experience success in school and beyond (Green & Beavis, 2012). However, educationalists have signalled a concern that not all adolescents have yet acquired reading competence and confidence to support these personal and social practices.

In response to these concerns, I set out to investigate whether the implementation of a reading intervention using social networking (RISN), based on observational knowledge of my students' willing readiness to use a Wiki and discussion forum, and the supposition that working with these media might better support those struggling as readers to improve their comprehension and self-perceptions as readers. This was a sociocultural approach in that my perception of the students' activity was that their social communication was authentic, purposeful and engaging. My understanding of this, and the design of an instructional program to promote better reading outcomes for the students struggling as readers, was drawn from the four reading practices model (Luke & Freebody, 1999), and the 3D model of literacy (Durrant & Green, 2000).

The first of these sources, Luke and Freebody's model (1999), outlined four, clearly-defined areas of reading practice and affiliated practices that a reader uses as Code Breaker, Text User, Text Participant, and Text Analyst to communicate socially. A second model, put forward by Durrant and Green (2000), suggested how texts are made, how they relate to readers' experiences and worlds, and how readers detect the particular visions that authors indicate in presenting the messages of their texts. These are expressed in three intersecting dimensions: an operational-technical dimension that encompasses the use of language and technology in literacy tasks to operate effectively in specific contexts; a cultural-discursive dimension that accounts for the meaning aspect of literacy; and a critical-reflexive dimension that represents the capacity to take an active role in the production of knowledge and meaning. This instructional program which I designed from merging the two models became an intervention in the study. Through it I tested the supposition that readers struggling with conventional classroom reading practices might better accommodate improving their reading comprehension and confidence using a roles-based set of strategic processes and a Wiki as a social communication tool in its adoption. A mixed-methods design, applied within a case study of intact classes of Year 9 students of History, was used to gather data intended to address the following research questions:

- 1) To what extent will adolescent students who are struggling as readers and who participate in a specifically designed reading intervention improve their
 - a. reading comprehension; and
 - b. self-perceptions as readers?
- 2) How will any gains that these students make compare with performances of their peers who were not struggling and who have participated in the same intervention?

In addition to responses afforded by quantitative data to these key questions, the research was designed to provide qualitative data that addressed the aligned question:

- 3) What description do participants provide to account for their experiences and outcomes of RISN?

1.1 My Personal Connection with a Persistent and Significant Problem

My previous investigations of strategies to improve students' reading, and particularly for those struggling with reading comprehension, began early in my career. They were driven by experiences of recognising challenges in knowing how to support students struggling in their schooling within inclusive settings. I observed that students who seemingly were reading without understanding very often fell behind their peers and that this frequently led to disengagement in the classroom. I had thought about what Stanovich (1986) had described as the Matthew effect in the gap that appeared to widen further between students struggling as readers and their peers who were not, because of the relative productivity thresholds in what their reading was contributing. I wanted to change the set of linked poverty and paucity of practice conditions in what appeared to be occurring for students who struggle. To learn more, I enrolled in higher degree studies that included two investigations on readers struggling in inclusive settings.

The first of these research studies was part of a Master of Education degree. I conducted an evaluative study on ways in which a computer-based integrated learning system (ILS) entitled SuccessMaker (Computer Curriculum Corporation, 1996), could be applied by teachers to assist students in Year 6, 7 and 8 classrooms to improve their reading comprehension and vocabulary skills (Godfrey, 2000). While the educational merit of the application of such a strategy was acknowledged in that study, SuccessMaker had been applied at the target schools mainly as a drill-and-practice tool. This raised questions about the range and sustainability of ILS intervention outcomes that warranted further research.

During the period of that study there had been an emphasis in my encounters with the literature on the quality of learning experiences for students rather than just quantifiable outcomes (Cuban, 2001; Maddux, LaMont Johnson, & Willis, 2001). Information and communication tools (ICT) were being described as tools that might be used by teachers to

reshape the learning process within carefully designed instructional frameworks (Maddux et al., 2001). However, to do so required teachers to make pedagogical changes and become confident, critical and creative users of such tools. Historically, teachers had been expected to learn new skills in their own time, often resulting in an increased workload, a view reinforced in studies by Cuban (2001) and Maddux et al. (2001), and more recently by Cuban (2016, 2017) and Maloy and Mallinowski (2017). Those researchers concluded that, as a consequence of poor professional development and workplace conditions, the use of ICT in classrooms continued to be a challenge, and underscored the need for teacher preparation and support.

I extended my investigation on reading comprehension in the primary school context through research as part of a Master of Education Honours degree (Godfrey, 2006). In that research I explored strategies that included teachers' use of ICT to improve students' reading and understanding in three Year 4 classrooms, through interactive multimedia activities on CDROM, *Reading for Literacy – Level 4* (EdAlive, 1998). I also examined ways in which multimedia authoring tools, specifically PowerPoint, could be used to develop students' reading through their expression of ideas using text, and their capacity to demonstrate understanding through graphics and animation.

Guided by a social constructivist view on reading, I investigated ways in which Vygotsky's (1978) notion of scaffolding, as learning mediated through interaction with a more knowledgeable other, might be applied by teachers to include the interactive and game-like features of ICT as a means of supporting students' reading development. Scaffolding features explored in my study (2006) encompassed the pre-structuring of content and building supports through positive feedback, sequencing, multiple representations of materials, and signalling the flow of activities to encourage prediction (Maddux et al. 2001). Findings from that research indicated that when ICT is used as part of a well-designed teaching program, the tools improved students' reading (Godfrey, 2006). However, results indicated also that while the ICT tools had been successful as a strategy to improve students' reading, teachers needed to be supported through focussed professional development, adequate resources and ongoing reinforcement in order to sustain the targetted form of classroom practice. Such support for teachers had been a shortfall in my own experience. I recognised that my future attempts at adaptive pedagogy would need to draw from understandings and resources accessible within the zone of my own proximal development

that observation of students' everyday communication practices and ongoing contact with research literature would provide.

1.2 Reading Difficulties Are Widespread

Kieselbach (2013), Morgan, et al. (2014) and Torgesen and colleagues (2007) maintained that reading difficulties in secondary school are widespread and that gaps in reading ability are likely to increase as students progress through this level of schooling. This increase in the performance gap relates to an accumulating detriment for students struggling as readers, the Matthew effect in reading described by Stanovich (1986). The scope and gap concerns affect not only the reading impoverishment of significant numbers of adolescents, but also their performances and motivation more generally in learning (Bandura, 1977, 1982, 1995; B. J. Bartlett, Mafi, & Dagleish, 2013; Guthrie & Wigfield, 2000; Morgan et al., 2014; Risko & Walker-Dalhouse, 2012; Schunk, 1984). This association increases the likelihood of disengagement in classrooms, cited as a reason for the fact that many students drop out of school (B. J. Bartlett et al., 2013; Kieselbach, 2013; Morgan et al., 2014). Further, studies have shown that in addition to cognitive deficiencies arising from missed opportunities in earlier schooling, students are challenged by motivational problems including poor self-efficacy, negative attitudes towards reading, lack of reading interest, and maladaptive attribution (Afflerbach, Cho, Kim, Crassas, & Doyle, 2013; McGeowen, 2012; Risko & Walker-Dalhouse, 2012).

These findings enriched my understanding of purposive reading instruction, and I began considering factors that might better address the needs of students unable to understand what they read. These factors and my conceptualisation of students struggling with reading comprehension and understanding are discussed in the next section.

1.3 A Need to Re-examine Pedagogy

Afflerbach et al. (2013) and Cho and Afflerbach (2015) insist that for students struggling with reading comprehension, a new approach to reading and literacy instruction is vital if their reading and literacy instruction is to succeed in equipping them with missing skills. Their evidence is that these students typically are alert to a pedagogical focus that is more of the same, that their expectations of success are poor and that subsequently, their

engagement with repeated pedagogy is tenuous at best. Depleted engagement means that there is unlikely to be any substantial processing of skills and knowledge encountered in attempted remediation. In consequence, these students will continue to lack the co-ordination of their strategy and knowledge sets, and the use of cognitive tools such as concept-mapping to organise text and to share the knowledge construction process and products with peers and others that Guthrie (2014) observed with engaged readers.

This dearth of processing following lack of sustained engagement includes absence or weaknesses in consuming, organising, manipulating and producing information using new social practices and communicative resources, and willingness to do so (Kervin, Verenikina, Jones, & Beath, 2013). Thus, it is imperative that consideration of engagement is critical in instructional planning for readers' improvement. The intervention constructed for this study derives in part from observations that readers struggling to comprehend their classroom texts and performing poorly on standardised measures of reading comprehension nonetheless are ready and seemingly effective users of social media. This inclusion is consistent with the calls by Cho and Afflerbach (2015) and Risko and Walker-Dalhouse (2012) for research with specific and informing focus on reading instruction for students still struggling with their reading in the later years of their schooling.

1.4 A Need for Context-based Research

While successful engagement in secondary classrooms is dependent on the ability to read and comprehend complex information, some consider that the empirical research on this ability in this stage of schooling has been haphazard and that more context-based research is required in this area (Afflerbach et al., 2013; Cuban, 2017; Morgan et al., 2014; Risko & Walker-Dalhouse, 2012).

In addition, the research of Kervin et al. (2013) strengthened my own observation that it is often difficult to sustain pedagogical processes in a school climate that has intensified the workload of teachers through increased accountability, performance requirements and professional standards, as I had found in my own studies (Godfrey, 2000, 2006). I set out in my present study to address that gap as an insider, and finding an evidence-based intervention to achieve these outcomes had now become my burning ambition.

To address this need, the present research was conceptualised and conducted in a secondary school in which I am a teacher and the research is reported in that context as a case study. Leading up to my proposal of the study, my colleagues had shared with me concerns regarding what to do about students' difficulties with reading comprehension, particularly those in Year 9 classrooms. It was clear in these discussions that the teachers saw the issue as a long-standing one within their inclusive classroom settings, and that they were seeking a strategy to help students improve their reading comprehension skills and strengthen their self-perceptions as readers. Consistent with their teaching program, the teachers wanted to ensure that students were afforded opportunities through discussion and interaction on social media to improve their performances in making meaning of what they were reading.

I believed that by establishing any overall change in performances on the key measures for the target group and then determining any relation between change or lack of it and the voices of intended beneficiaries and those teaching them, I could gain a deeper understanding of the impact of the intervention. I considered that if students' knowledge of how to comprehend when reading and their perceptions of themselves as readers changed as a consequence of their participation in the intervention, their views and those of their teachers of what was happening would be important to descriptions of the quantitative record.

1.5 The Research Context

The present research was conducted in a Catholic secondary school in the outer metropolitan region of Sydney. The school serves 740 female students from Years 7 to 12. Students in two Year 9 classrooms and their teachers participated. A reading intervention was designed on best-available information, detailed in Chapter 3, and implemented to enable adolescents who were struggling as readers to further develop their reading comprehensions skills, and to do so in ways that both students and teachers would observe.

Teachers identified students as struggling after considering observations and records as evidence of their reading and understanding. Scores on national testing in which the school participated and pre-test data on a standardised reading assessment used in the study verified the teachers' judgement. The intervention was delivered to all 42 students in the two

Year 9 classrooms. Data collected from all students and both teachers, as Robinson & Aronica (2016) advocate, were planful and deliberate in avoiding any possible stereotyping in terms of deficiencies or lowered expectations of success for any of the students.

This approach is consistent with the document, *Diversity is the Norm: Statement on Learning* (Catholic Education Office, Parramatta, 2009), which is applied in Catholic schools. It emphasises that all students, including those with particular learning difficulties, have needs that must be met, and that teachers must create learning conditions that focus on the achievement of all students. In considering teacher workload, the reading intervention presented in Chapter 3 was implemented as part of regular instruction and student assessment.

1.6 Conclusion

In introducing the research problem investigated in this thesis, I have provided the background context for the problem that generated the research, a description of the school at the centre of the case study, and an account of my history in study and motivation as researcher. Reasons for a research focus were outlined in relation to the reading needs of many adolescents who have fallen behind their peers as exemplified in observations by their teachers and test performances. Further, the seemingly greater immersion in and engagement of the targetted adolescents with social media and the associated flexibility and strategically responsive activity in various reading situations that such engagement typically engenders were highlighted as a rational basis for research of a new and focussed intervention for students struggling as readers.

Thus, the purpose of the present research has been to design, implement, assess and report a theoretically informed reading intervention in situ, that would improve readers' comprehension and self-perceptions as readers. The review of related literature in the following chapter helps position the research problem in relation to the extant literature of the field.

1.7 Structure of the Thesis

1.7.1 Chapter 1: Introduction to the research.

The problem that initiated the research was how I might help Year 9 students struggling with reading comprehension to better performances and efficacy. I developed purpose, focus, design, method and data-interpretation from my insider's perspective as a teacher at a specific secondary school, and from what I learned in a research studies pathway at an Australian university. This rationale for my study is presented in Chapter 1.

1.7.2 Chapter 2: Literature review.

In the first section of the review, evidence of adolescents' needs as readers and learners is explored and reported, particularly in relation to those students who have difficulty with comprehending text. In the next section, I report on evidence-based models and pedagogical approaches for redressing readers' gaps through teaching which was informed from this research about accommodations likely suited to supporting these students' needs.

In the final section, I present and explicate the theoretical framework for the reading intervention used in the study. The intervention has its genesis in sociocultural learning theory (Lancer, 2015; Mercer & Howe, 2012; Vygotsky, 1978). Suggested as critical by Graham and Harris (2003, 2015, 2017), the instructional framework targets better self-regulation and content on and about reading, particularly from the four reading practices model theorised by Luke and Freebody (1999), and the three dimensional model of literacy posited by Durrant and Green (2000) into a set of three interrelated strategies for initiating, taking a critical stance and weaving together an understanding of textual information. The intervention, termed RISN, used a Wiki to capitalise on students' familiarity with social media as a vehicle for their collective learning and practice of roles and dimensions of their literacy. I concluded the chapter with two research questions that positioned my address of the research problem.

1.7.3 Chapter 3: Method.

In Chapter 3, I have detailed the research design, and explain the selection of a case study using quantitative and qualitative methods to address the two research questions. I present a description of the participants, and of the instruments used to gather data from participants before, during, and after the intervention. The ethical issues and resolution relating to my insider role and procedures followed in obtaining ethical approval for the study to be conducted are outlined. The chapter concludes with an explanation of the process for collection and analysis of data including strategies applied in order to establish the rigour and validity of the procedure.

1.7.4 Chapter 4: Results.

In this chapter, findings are presented. These indicate quantitative changes in reading comprehension and self-perception as readers for those identified as struggling with comprehending what they read, and qualitative accounts of change and associated activity. These data relate to the first research question and are then compared with findings for peers who were not struggling.

1.7.5 Chapter 5: Discussion.

In the final chapter, I review my research purpose and synthesise the findings relating to each of the research questions. This is followed by explication of what the findings suggest concerning the extant literature and practice relating to adolescents struggling with reading comprehension and to step beyond poor self-efficacy that has grown from histories of such difficulty. Limitations of the study are outlined, evidence is examined and discussion occurs within these limitations concerning the relationship that appears to exist between students' improvement and the RISN designed and applied in the research. Possible advantages are identified for the consideration of those teaching adolescents in circumstances similar to those of the study. Areas for future research are presented so that the conclusion that positive change had resulted under conditions established in this setting at this time with these students might be verified and tested in alternative contexts.

Chapter 2

Literature Review

The literature reviewed and reported in the process of investigating evidence-based presuppositions of the research problem has presented direction for the present research in three important ways. First, a major part of it indicated that *struggle* for students was particularly evident in the difficulties they had with comprehending what they read and in forming positive views of what they were doing when in the role of reader. The averse prophesy that this cycle fostered was both intuitively logical and operationally counterproductive in contexts of my previous efforts to address students' reading needs. I had come to understand through the literature that in endeavouring to help students improve their reading capacity, my colleagues and I had also to help them see where and how any success had been achieved. We had to work as change agents on the nexus between students' successes, however small, and their realisation of the knowledge and behaviours that underpinned them. Literature that helped form this contention as a presupposition to the research questions of the study is reported in the first of the three sections of this review.

The second section of the chapter records what literature had reported as evidence likely to contribute to a productive pedagogical intervention. The intervention would need to be a concentrated encounter for students with the roles they were to play as readers, and in discovering and appreciating how these roles were operating to their advantage in making and communicating meaning. The presupposition here was that if students understood, accepted and used the mechanics of how to participate effectively, they would be better placed to succeed in reading comprehension and to appreciate the basis of their growing agency in making it happen.

Reading models using sociocultural theory were to blend into the intervention that I termed reading intervention using social networking. RISN, described fully in Chapter 3, and its operation would model what and how students would learn what roles they were to play as readers of textual resources, and in forming metacognitive realisations of the dimensions of literacy in which these roles would operate to their advantage.

In this way, presuppositions relating to understanding the nexus and to intervening to relieve the struggle of readers led to my supposition in response to the research problem

underpinning the study. I supposed that if this intervention was successfully constructed and implemented, its application should provide a testable basis from which to assess whether students were more favourably positioned in measures of their reading comprehension and self-perceptions as readers. The research hypotheses and questions that resulted from this thinking are presented in the third section of the chapter.

2.1 The Literature on Struggle in Relation to Readers

Students who struggle as readers in the early years of their education are likely to continue to do so in secondary school as Brown, Palinscar, and Armbruster (2013) had reported. This is an important issue in relation to my study. While research over the decades has focussed on best-practice reading instruction in primary school, less has been learned about effective instruction for older readers whose reading performances and underlying competencies increasingly lag behind those of their classmates over the years (Bast & Reitsma, 1998; Calhoon, Scarborough, & Miller, 2013; Josephs & Jolivet, 2016; Leko, Chiu & Roberts, 2017; National Institute of Child Health and Human Development [NICHD], 2000; National Reading Panel, 2000; Suggate, Schaughency, & Reese, 2013). Since reading comprehension is a key element of literacy competence and central to academic progress and advancement, the continuity and deepening of this differential performance has significant implications for students struggling as readers in secondary school. The literacy demands bring with them increasingly complex tasks and texts ostensibly set to scaffold all students' learning and task performances (Bishop & Leonard, 2000; Graham & Harris, 2016; Swanson, 2016).

Deficiencies in understanding what is read because of diagnosed or undiagnosed learning disability or reading difficulty, or lack of access to restorative learning opportunity can impact negatively on students' school performances (Stevens, Park, & Vaughn, 2018). This occurs not only in the context of learning activities specified as reading, but as Graham and Harris (2016) observed, may broaden into students' growing tendencies to generalised disengagement in classroom learning with its loss of opportunity to flourish academically, socially and psychologically (Deshler & Schumaker, 2006; K. R. Harris & Butaud, 2016; MCEETYA, 2007; Ng, Bartlett, & Elliott, 2018). This progressive disadvantage was revealed in my observations and teaching interaction with students who have struggled as readers.

Stanovich (1986) captured this progressively worsening struggle over time in the cascading consequences of deficiencies experienced by readers who fail to keep up with their peers as readers. He considered this occurred because:

As reading develops, other cognitive processes linked to it track the level of reading skill. Knowledge bases that are in reciprocal relationships with reading are also inhibited from further development. The longer that this developmental sequence is allowed to continue, the more generalized the deficits will become, seeping into more and more areas of cognition and behavior. Or, to put it more simply—and more sadly—in the words of a tearful nine-year-old, already falling frustratingly behind his peers in his reading progress, “Reading affects everything you do.” (Morris, 1984, p. 19 as quoted in Stanovich, 1986, p. 43).

With each passing year of their schooling, students are presented with texts of greater complexity. In turn, this leads to an ever-increasing discrepancy between readers’ functional reading comprehension levels, and levels required to deal meaningfully and purposefully with these texts (Calhoon, et al., 2013; Graham & Harris, 2016; Suggate et al., 2013; Swanson, 2016). My teaching observations that many Year 9 students who labour not only academically with learning curriculum content, but also with day-to-day personal and social routines of schooling and sharing of common ground as struggling readers, mirror the findings reported above that the longer readers remain unassisted, the broader their shortfalls in academic progress, self-perceptions, self-motivation, self-efficacy, and behaviour.

2.1.1 Reading comprehension for those who struggle as readers.

Reading comprehension has been viewed as an active and strategic process in which readers purposefully organise ideas into viable and communicative constructs of their understandings of text. Thorndike’s (1917) early statement of this view has been reinforced and elaborated on as researchers and theorists have come to depict comprehension as an understanding process and product of meaning, noting that meaning is simultaneously extracted and constructed and that strategic action facilitates the effectiveness of such processes (B. J. Bartlett, 2012; Nicholson, 2005a). These perspectives of action and strategic

function highlight purposeful and productive interactions across reader, text and context when readers reading well make meaning (Katz, Brynson, & Edlund, 2013; Lightner & Wilkinson, 2017; Pressley, 2006; Pressley & Harris, 2006; Reeve, 2013; Wilkinson, Scott, Hiebert, & Anderson, 2016).

For those not reading well, such theorisation implies that any redress would need to consider how reader-text-context interrelationships might be reconfigured to better facilitate extractions and constructions of meaning. However, there is a gap in relevant existing research literature in this applied space. As Cassidy, Ortlieb, and Grote-Garcia (2016) observed, educationalists have not been involved in empirical investigations of contexts and interactions for those consistently below standard and being there at such poor levels of outcome in all likelihood because they struggle to read and benefit from their texts.

Nicholson's work (2005a, 2005b) and its more recent applications by researchers Tiruchittampalam, Nicholson, Levin, and Ferron (2018) were seen as particularly relevant in seeking a definition for reading comprehension to inform the present study because of his interest in the very students that Cassidy et al. (2016) alluded to and who are at the centre of my concerns as teacher and researcher. Nicholson et al. (2005a, 2005b) and Tiruchittampalam et al. (2016) had defined reading comprehension as a uniquely human and complex multi-component cognitive process and purposeful act of making meaning and using meaning from written, graphic, paper-based or digital text. I understood my students, being human, were capable of complex cognitive processes. I also saw opportunities in these theorists' view of the purposeful act of reading and an extended portfolio of text as a possible untapped source through which to revisit what my students were seeing and doing as purposeful, and how they were using textual media.

Afflerbach (2009) and Cho and Afflerbach (2015) had signalled a need to bring various perspectives together to create more shared understandings in order to attend to the needs of older readers. For example, within the broader context of literacies, a new perspective of online research and comprehension frames reading comprehension as a self-directed process of constructing texts and knowledge while engaging in the important practices of making and using meaning, explicated in earlier work by Nicholson (2000, 2005a), Leu, Kinzer, Coiro, Castek, and Henry (2013), and Magnifico (2010). This inclusion of self-direction clusters the purposes of reading in ways that seemed important for what my

students were required to do in mastering the History curriculum for Year 9. Such practices included: reading to define important questions; reading to locate relevant information; reading to critically evaluate information for accuracy, reliability and stance; and reading to synthesise information across multiple sources and communicate findings to others (Nicholson, 2005a).

Afflerbach and Cho (2015), Clemens, Simmons, and Simmons (2016) and Rueda (2013) suggest that reading practices involved in a clustering approach require skills and strategies over and above those required when reading and understanding text from printed books alone. Although reading and comprehending complex information in an online environment may become increasingly important because of its increasing prevalence, Coiro (2011), and Maloy and Mallinowski (2017) have asserted that there is limited research on the literacies required for reading in such environments. One consequence asserted by Cho and Afflerbach (2015), and supported by others including Leu, et al. (2013) and Rueda (2013), is that many students do not have opportunities to develop the reading comprehension strategies required for confident and effective online participation.

My observations of students' inability to use such resources in attempting set homework or in reading additional informing sources relating to prescribed class texts accord with this view. However, I have observed also that my adolescent students, including some who struggle with print text, demonstrate general confidence, positive demeanour and effectiveness in using social media for communication outside the sphere of classroom and homework academic tasks. Readers did not appear to be struggling nearly as much when on their iPhones or iPads. I wondered if they realised how proficiently they were reading and writing when using these tools and whether the roles they were playing in social communication could be harnessed to resource more positive engagement and performances as readers in the learning contexts of their schooling.

In conceptualising the act of reading, Luke and Freebody (1999) outlined a set of interlinked practices used to bring and take meaning from text within social and situational contexts. Their view formulated the essential activity of readers around code-breaking to account for: representation of what words represent—Reader as Code Breaker; for participating in the meanings of text—Reader as Text Participant; for using texts

functionally—Reader as Text User; and for being able to recognise and critically respond to texts—Reader as Text Analyst.

Durrant and Green's (2000) 3D model resonated with Luke and Freebody's (1999) emphasis on readers having a repertoire of roles to call upon in its conceptualisation that readers participate interactively across dimensions of operation, culture, and critical positioning. This conceptualisation was significant as it echoed with features of reading I saw as critical to students' success as readers. However, my recall of exchanges with students over the years, particularly those who were struggling, was that I had never discussed their reading in these terms. I now considered this as an important omission, and perceived the theorisation behind the two models as significant for designing and testing an intervention that would traverse text in both printed and digital forms.

2.1.2 Factors that impact on the success of readers who struggle with comprehension.

The previous section recounts evidence from the literature that helped establish my presupposition that the needs of students still struggling as readers in my Year 9 classes might benefit from procedural help within functional roles as readers, and support through practice-opportunities in social media where they appeared more confident. When reflecting on methods of instruction that might serve this purpose, I considered advice from Clemens et al. (2016) and Leko, Chiu, and Roberts (2017) who indicated that adolescence is a life stage that, when compared with a time when they were younger, readers struggling to succeed fall into a wider range of developmental levels and life circumstances.

This was important because as Cuillo, Ortiz, Otaiba, and Lane (2015) had suggested, antecedents for readers' difficulties with comprehension tend to fall into one of two categories: those struggling because they previously had received little or poor reading instruction; and those struggling because despite early reading instruction that had worked well for their peers, it had not worked well for them. The distinction may help in understanding possible causation, but the practicality and importance for my research was to appreciate difficulties these students were having currently, whatever the cause, and to arrest and reverse the decline effects that were manifesting under such difficulties. Since many learning opportunities during schooling involve reading, all teachers are engaged in a search and recover instructional objective when they encounter students who struggle with

learning through reading and need to know how to support them (Anderson, Purcell-Gates, Gagne, & Jang, 2009; Witherspoon, Sykes, & Bell, 2016). I was one such teacher. Nonetheless, I realised that the gap in research that would inform my practice, noted earlier, was precisely where such know-how should have resided.

The *arrest and recovery* problem for me and other teachers wanting to help older students still struggling with reading is exacerbated where students themselves have built mindsets averse to attempted remediation of their reading issues. In general terms, Cuillo et al. (2015), Clarke, Paul, Smith, Snowling, & Hulme (2017), and Duff, Stebbins, and Stormont (2015) had warned that older students who struggle as readers are extremely diverse and can have complex remediation needs. For some, antecedent problems may be intensified by issues in their current processing such as poor working memory (Alloway, Gathercole, Kirkwood, & Elliott, 2009; Yang, Allen, Holmes, & Chan, 2017). Readers may also be disadvantaged by inadequate background knowledge or underdeveloped schema or limited vocabulary (Anderson, 1994). Others may have little knowledge of how strategic processes work even when they have strategies to apply, or of how and when to use the strategies that they have (Bartlett, 2010, 2017). A responsive intervention would recognise and provide scaffolded support for these issues.

2.1.2.1 Poor working memory. Poor working memory can affect a student's ability to read and understand text (Alloway, Alloway, & Wootan, 2014; Holmes, Hilton, Place, Alloway, Elliott, & Gathercole, 2014; Swanson, 2016). If operationally poor, working memory interferes quantitatively and qualitatively with what a student attempts to store temporarily in short-term memory while endeavouring to engage in cognitive tasks such as memorising or remembering. Thus, when reading, the student has limited processing time and space for activating and retaining prior knowledge about a topic that otherwise might have helped determine the meaning of what is being read, or that would have assisted remembering meanings formed but fading. The difficulty may be a capacity issue for those with a low working memory threshold, restricting their phonological retention of what is being processed or limiting the transformation of what is being read into what is being learned. Social support might facilitate a sharing of memory load in an attempt to redress the reading gap for those whose poor working memory is part of a struggle still persisting with their reading in Year 9 (Alloway et al., 2014; Holmes et al., 2014; Swanson, 2012).

2.1.2.2 Inadequate background knowledge. Inadequacy in one's schema of background knowledge has been cited as another cause for poor comprehension (Ahmed, Francis, York, Fletcher, Barnes, & Kulesz, 2016; Anderson, 1994; ; Anderson, Spiro, & Anderson, 1978; Conradi, Amendum, & Liebfreund, 2016). This is important not only in relation to content knowledge, but also for the procedural and conditional guidance that background knowledge conveys when students are taking and making sense.

Frederic C. Bartlett (1932), who developed schema theory after studies of participants' memories and construction of meaning from texts, explained that a reader's schema or organised knowledge of the world provides much of the basis for gaining meaning, learning and remembering ideas in texts. Following on from F. C. Bartlett's (1932) pioneering work, a number of subsequent studies have replicated the prior knowledge effect and strengthened the theory that what is seen in text is determined in major ways by what one already knows in its content area and in the knowledge of how texts are structurally organised (Bransford & McCarrell, 1974; Thorndyke & Yekovich, 1980). Conceivably, readers finding it difficult to make sense of their reading may be relatively unaware of what the structural features of text are, and thus miss opportunities to use such knowledge to their advantage.

More recently, B. J. Bartlett (2017), Meyer (2013), Ng, Bartlett, Chester, and Kersland (2013), and Schwartz, Mendoza, and Meyer (2017) have provided supporting evidence from intervention studies that memory and reading comprehension performances improved significantly when participants gained strategic competence in identifying and using a text's structure to organise the meanings they found and made when reading.

According to Graham, Harris, Bartlett, Popadopolou, and Santoro (2016), successful comprehension concerns activating or constructing a schema to explain the message in a text, and schemata that contain both content and procedural information are powerful scaffolds for doing so. Thus readers, unaware of the concept or of the advantage in finding and operating a schema appropriate to text content and organisation, or unable to produce such a tactic will struggle in understanding the text. Seemingly, however, readers across the age range are responsive to instruction about how to remedy both conditions (B. J. Bartlett, 2017).

It is likely, as Woolley (2017) ventured, that reading comprehension is facilitated when readers construct mental models to incorporate textual information with available prior knowledge, constantly updating these models to reflect recent conceptualisations of information. For some readers, according to B. J. Bartlett (2017) and Ng et al. (2013), ability to construct adequate situation models may be hindered by the inefficiency of working memory to effectively allocate cognitive resources during a task. Further, Freebody (2004) asserted that to make meaning and to use and take critical stock of texts, readers need to stretch beyond what is stated explicitly. Linking ideas with their general knowledge and background understanding of what was read will help them to make this stretch (Freebody, 2004; Oakhill & Yuill, 1996; Oakhill, Yuill, & Graham, 2011).

Readers who struggle, however, may not yet have the skill or conceptual basis for the specified processing that is required to access relevant knowledge, retain it and integrate it with information in text to construct a fuller representation of meaning beyond simple grabs of its literal content (B. J. Bartlett, 2017; Ng et al., 2013). Further, these readers may be unaware of any need to make inferences, elaborations and critical analyses of what they read. As a consequence, literal comprehension may persist as the logical end point of their processing of a text (Woolley, 2009; Yuill & Oakhill, 1991). Again, explicit instruction about appropriate strategic action has been instrumental in redressing this (B. J. Bartlett, 2012).

Brendan Bartlett (2012) concluded that data from various measures of the ongoing use of a learning strategy and its valuing add to the picture. This was established in a study undertaken by Ng et al., (2013), who concluded that young children can and do learn viable strategies for better literacy when teachers are deliberate, supportive and effective in their teaching. They tell us that these children value both learning the strategy and themselves for having learned it, a picture consistent with the aspiration of the Asia-Pacific Network for International Education and Values Education (Fafchaps & Quisumbing, 1999). The strategy they learned stimulated them to think in a critical way, not only about what they read and understood but about who they were when they were being so successful. As B. J. Bartlett (2012) reported, “This is a wonderful form of critical literacy” (p. 368), and further indication that issues related to inadequate background knowledge that struggling readers still have in their ninth year of schooling might conceivably be addressed, given an intervention with appropriate strategic recognition.

Additionally, a limited vocabulary can lock down readers' attention and time in processing and may be implicated in a concentration inconsistency that readers give to decoding at the expense of other functions such as making deeper meaning and imagining wider uses of a text (Cain & Oakhill, 2011; Stanovich, 1986).

2.1.2.3 Limited vocabulary. The operation of knowledge schema is affected in part by what lexicon students bring to a presenting reading context (David & Metsala, 2015; Samuels, 1979). Word recognition is faster and more likely to be accurate when students have a plentiful basis of items in their lexicons from which to sight familiar words. This is less so for those with a limited vocabulary (Cain & Oakhill, 2011). Stanovich (1986, 2009) had seen a major issue for ongoing development where early readers failed or were slow to grasp the connection between spelling and sound. An issue was that the delay was so often a basis for their progressively increasing lag in sounding out words, acquiring vocabulary, and maintaining the pace of development in and through reading that their peers achieved. This cause-consequence relation was considered by Stanovich (1986) to be the reverse side of what others, including Merton (1968), Walberg and Tsai (1983) and Walberg (1984), had referred to earlier as:

Those educational sequences where early achievement spawns faster rates of subsequent achievement [dubbed] "Matthew effect", after the Gospel according to Matthew, "For unto every one that hath shall be given, and he shall have abundance: but from him that hath not shall be taken away even that which he hath" (XXV: 29; Stanovich, 1986, p. 37).

Cain and Oakhill (2011) who studied Mathew effects on readers, posited that those with limited vocabulary struggle to understand what they read, and as a natural consequence, may lose motivation to read. If so, this deficit will have a circular effect. When readers avoid reading, the issues of poor reading comprehension and limited vocabulary intensify, and over time, the gap between readers who are efficient meaning-makers and those who are not is likely to widen, pointing to the need for interventions for the latter group that align with ways such knowledge and skills can be developed (Quinn, Wagner, Petscher, & Lopez, 2015; Duff, Tomblin, & Catts, 2015; Woolley, 2009; Yuill & Oakhill, 1991).

2.1.2.4 *The inability to successfully apply comprehension strategies.* Evidence supporting the argument for instructional strategies is mindful also that repertoires of strategies used by students who struggle with reading comprehension have been cited as being limited and inefficient (Graham & Bellert, 2005; K. R. Harris et al., 2012; K. R. Harris, Graham, & Mason, 2006). Graham and Bellert's findings (2005) and subsequent studies by Swanson, Harris and Graham (2013) concluded that readers with inefficient cognitive processing are unable to apply comprehension strategies in a spontaneous, flexible and efficient manner. Therefore, their attempts to do so are not only futile, but are visible in their failure to complete tasks. Swanson et al. (2013) suggested that these readers do not engage in constructive activities of participation that are vital to reading comprehension. They fail to clarify the purpose of reading, do not self-question about causes and alternative tactics when comprehension breaks down, make no predictions about what they will find or what comes next in the text, and their self-monitoring is non-existent or poorly focussed (B. J. Bartlett, 2008; Ng et al., 2013).

On the other hand, those who read effectively use a range of strategies to make meaning during reading tasks. Chief among these are preparing, selecting and organising, rehearsing and monitoring, and summarising and elaborating (Nicholson, 1999, 2005b; Pearson & Gallagher, 1983). Preparation strategies involve activating prior knowledge, previewing a selection, predicting the information a text will convey, and setting a goal for reading (Spence, 2006). Selecting and organising strategies include deriving a main idea, selecting relevant details and organising, summarising, integrating and elaborating on them (Nicholson, 1999, 2005b; Spence, 2006). These strategies applied well are critical to students' comprehension of text and while it is expected that students will improve their repertoire and knowledge of such strategies as they mature, for those who struggle as readers, these strategies may be unachievable without strong and explicit intervention (Swanson, Harris, & Graham 2013).

Across the research reported in this section on needs and challenges of adolescents who struggle as readers, a key factor in mastering reading comprehension appears to relate to metacognitive awareness and a sense of personal responsibility. Students underperforming in reading typically have realistic views of their relatively poorer functioning and matching self-perceptions of themselves as poor readers (Cartwright, Marshall, & Wray, 2016).

However, as B. J. Bartlett (2012, 2017) insisted, for many, the latter is likely to change if reading performances improve, a phenomenon discussed in the next section.

2.1.2.5 *Self-perceptions of readers who struggle with reading.* Research evidence from early studies including those by Bandura (1977, 1982), Guthrie and Wigfield (2000) and Schunk (1984) identified the impact that students' perceptions of themselves as readers has on many of their important learning processes. These include attention, cognitive investment and persistence and, ultimately, classroom performances and achievement. In explaining affective constructs founded in self-efficacy theory, Bandura (1977, 1982, 1995, 2006), and Schunk (1984), and more recently, B. J. Bartlett (2012), Guthrie (2014), Melnick, Henk and Marinak (2009) and Schiefele and Schaffner (2016) observed prominent evaluation and belief factors in perceptions about reading proficiency. Since self-perception plays a significant role in shaping reading behaviour and the resulting level of proficiency, it is not surprising that students who struggle with reading comprehension evaluate themselves as poor readers (Schiefele & Schaffner, 2016). Further, these readers have a tendency to avoid reading, read with limited interest when they do read, and engage less intensely in reading tasks (McKenna, Kear, & Ellsworth, 1995; Wigfield, Gladstone, & Turci, 2016). Accordingly, such evaluations and depleted levels of interest and engagement have an important bearing on the maintenance of negative Matthew effects in reading that have been the basis of struggle for many young people in my Year 9 classes across my years in teaching.

Duff et al. (2015) and Richardson (1994) asserted that students who read effectively typically hold positive beliefs about themselves as readers, whereas those who struggle assume that they are responsible for their reading difficulties. Repeated failure can further complicate students' ability and motivation to improve their reading, as Schunk and Zimmerman (1997) found, further impacting on their confidence and self-perceptions of their reading ability. Crampton and Hall (2017) emphasised that while some readers who struggle may want genuinely to learn and achieve, their desire to be perceived or not be perceived in a certain way may take precedence over any motivation to perform well as readers. Crampton and Hall (2017) observed that students' silence in classrooms did not stem from a lack of interest or unwillingness to engage in learning but from their wish to avoid being viewed in a negative light. Their self-perceptions were not only of themselves performing poorly, but also of vulnerability to peer rejection should they perform well or

above what they perceived as an acceptable level, rather than of vulnerability or loss of opportunity to flourish by underperforming, as I had suspected from observations in my own classroom.

According to Henk and Melnick (1992), students who believe they are good readers often have histories of constructive and enjoyable engagement in reading and, as readers, are likely to continue to interact positively with text. In contrast, those who perceive themselves to be ineffective as readers have probably not experienced much reading success, and will not enjoy reading (Henk & Melnick, 1992, 1995, 2008).

Literature examined in the first section of the review indicates that any limitations in students' working memory, background knowledge, vocabulary and capacity to be strategic, operate to impede their development and self-efficacy in reading comprehension. It suggests, too that such impediments materialise as a persistent Matthew effect in reading, as they appeared to do with my Year 9 students struggling to comprehend what they read.

2.2 The Literature of Redress

Redress might be attempted through explicit instruction in the strategic use of their metacognitive processes, scaffolded through social interaction and meaningful reading engagement with peers and teachers (B. J. Bartlett, 2012). This approach is discussed in the following sections.

2.2.1 Recognising and engaging needs of readers who struggle.

Reading engagement has been described as students' active and meaningful participation in reading tasks and commitment to educational goals. It is a multidimensional construct that consists of behavioural, cognitive, and affective subtypes, all of which are required for reading comprehension to take place (Christenson, Reschley, & Wylie, 2012; Organisation for Economic Co-operation and Development (OECD), 2009; Rueda, 2013). Engagement is considered an integral part of reading, strongly related to reading proficiency, and can play an important role in reducing gaps in reading performance between subgroups of students, for example, girls versus boys, and socio-economic advantaged versus disadvantaged students (OECD, 2009; Wigfield et al., 1997, 1987; Wigfield et al., 2016).

Engaged readers read texts for enjoyment and out of interest. They self-initiate reading activities, extend their competencies interactively, pursue social reading goals and frequently participate in reading activities in various formats (OECD, 2009). Needless to say, a student's intense engagement with text heightens their potential to improve in reading comprehension (Knowles, 1989; Reschley & Wylie, 2012; Wigfield et al., 2016). It was my intention to frame a means for students, through intervention, to structure their engagement.

Brendan Bartlett (2012) and Wigfield et al. (2016) have found that reading activities that scaffold carefully planned strategic awareness and operational efficiency, and that provide opportunities for students to take on increasingly greater levels of responsibility, are typically associated with learner engagement and positive valuing of their learning. Such activities often guide students in recognising and using prior knowledge to construct a rationale for the task in hand, creating metacognition about the processes to be used in understanding what they read and monitoring how they are being used (B. J. Bartlett, 2010, 2017). This finding informed my plan for an intervention to improve students' reading comprehension performance through providing opportunities for them to learn and practise strategic action and control over their reading and learning activities.

2.2.2 Self-regulation.

Educators are increasingly aware of the effects of the role of self-regulation in promoting student engagement (Graham & Harris, 2015; K. R. Harris et al., 2012; Zimmerman, 2008). This view has provided strong evidence that students able and active in self-regulated strategic applications in reading are involved at deeper levels of understanding of both the reading material being processed and of their own processing (B. J. Bartlett, 2017; Graham & Harris, 2015; Mason, 2013; Mason et al., 2013). Promoting such a progression requires a repositioning of control from teacher to student as students become increasingly responsive and productive to challenges to use strategies when identifying, coordinating and focussing multiple types of knowledge, beliefs and perceptions in reading tasks (Graham & Harris, 2009; K. R. Harris et al., 2012; Nicholson, 2005b). Thus, improvements in self-regulation can be monitored as students engage more actively with information, drawing inferences, applying ideas and adapting their approaches to meet task requirements and their teachers' expectations. (Afflerbach & Harrison, 2017; Butler, Schnellert, & Cartier, 2013; Kim et al., 2017). As Butler, Schnellert and Cartier (2013)

recorded, teachers facilitating such adaptive self-regulation, monitor and adjust the degree of challenge, feedback and control sharing as needed, as contextual support for their students' performance and development.

The research reviewed in this section emphasised the role of self-perceptions as impacting processes critical to reading such as attention, cognitive investment and perseverance. The evidence indicates that positive self-perceptions are strongly connected with successful reading comprehension, and that positive engagement and self-regulation is a strategic approach to comprehension. Therefore, these ideas should be integrated in the context of supportive pedagogy for students not yet proficient in comprehending what they read, and this is intended in the design of the present study.

2.3 A Sociocultural Approach to Reading Comprehension

Vygotsky's (1978) sociocultural theory of learning is based on the premise that social interaction is key to developing advanced cognitive processes, and that students learn to think in meaningful ways in their culture through joint activities with a more capable other. Thus children attain the thinking and behaviour of their community's culture through cooperative dialogues with more knowledgeable members of their social group. Although some theorists, including Berk (1997) considered Vygotsky as not explicit about the features of dialogues that enable cognitive processes to be transferred to a learner, Goodman and Watson (1999) insisted that Vygotsky's (1978) notion of scaffolding or changing quality of social support is a feature of learning a particular skill. During such interactions, cognitive processes that are adapted in a particular culture are socially transferred to children based on the concept of the zone of proximal development (ZPD), through guidance, modelling and mentoring (Vygotsky, 1934, 1986).

Sociocultural theory offered new ideas of social context and collaboration as significant in the teaching of reading. Theorists, with evidence of reading as a meaning-making process, point to it as social in nature where authors and readers are influenced powerfully by views held by their cultural groups (Beschorner & Hutchison, 2016; Burke, 2016; Goodman & Watson, 1999). Therefore, reading is viewed as a social act and meaning-making is an active, constructive and cultural process that goes much further than simply decoding and coding text. The act of reading includes abstraction, reflection, analysis,

interpretation, cross-cultural understanding, cooperative problem-solving, and critical thinking (Anderson et al., 2009; Beschorner & Hutchison, 2016; Svincki & Schallert, 2016).

Sociocultural views postulate that reading and reading comprehension are seen generally only in social and cultural settings that provide contexts for learning, and that texts are parts of lived and enacted value and belief-laden practices carried out within those specific contexts (Gee, 1996; Street, 1995). Consistent with this view, reading is seen as a plural notion and must operate as a social practice. Thus, meanings are viewed more as a way of behaving and using literacy, and emphasis is placed on the practices, prior knowledge and behaviour that students bring from their homes and communities. Some, including Anstey and Bull (2009), see this as a potential limitation because these practices are not neutral and may not match those behaviours privileged in students' schools, and might serve to empower or disempower members of particular sociocultural groups. Others, for example, Beschorner and Hutchison (2016) and Purcell-Gates, Jacobsen and Degener (2004), see the paradigm as limited in the practical application of instruction. However, this view appears to discount value in conceptualising instruction as a component of learning in social situations as demonstrated in the work of Purcell-Gates and Waterman (2000) on critical literacy focussing on literacy as social interaction and the shared process of meaning making.

Recent research that considers reading instruction accessible in ways inclusive of and responsive to social contextual influences has highlighted considerable advantages in the social interaction features of the paradigm (Hoffman, Martinez, & Danielson, 2016; Scanlon, Anderson, & Sweeney, 2016; Svincki & Schallert, 2016). The potential value for my study is to see whether within the sharing process, struggling readers might respond to learning opportunities about roles and how to enact them to actively analyse texts and uncover and make messages.

2.3.1 Social networking.

Social networking is creating and using communicative media dedicated websites and applications to work in partnership with other users. The notion that social interaction and a sense of belonging might be used to improve reading and engagement outcomes reflects Vygotsky's sociocultural perspectives (1978). More recently, theorists Bonk and Khoo (2014), Meltzer, Greschler, Kurkul, and Stacey (2015), Rogers (2016), and Witherspoon,

Sykes, and Bell (2016) have extended Vygotsky's view to include the significance of peer mentoring and its positive influence on motivation and achievement for students, including those struggling with reading and learning. This argument is strengthened by research undertaken by Tinto (1987) and Guthrie (2014) that indicated that a lack of social support can diminish students' persistence and influence their decisions to withdraw from learning situations.

In reviewing research since the 1970s and 1980s, Applebee, Langer, Nystrand, and Gamoran (2003) synthesised 64 studies across various fields including education, and reviewed work by numerous scholars who argue that high quality discussion and exploration of ideas are central to improving reading comprehension. They assert that such strategies reduce extraneous cognitive load and enable students to internalise the knowledge and skills required to develop comprehension, engage in challenging tasks and become independent problem-solvers. Moore (1989) proposed three types of interaction that are key to successful reading comprehension, namely, learners' interaction with their text, with other learners, and with their teachers. Others, including Bonk and Khoo (2014) and Moreno and Mayer (2007) have expanded this model by including learners' self-reflection. Self-reflection or learners' interaction with themselves enables them to consolidate their successful practices and disengage from others that have not worked so well. Such interpersonal and personal interactions involve dialogue, questions and answers on informational text, purposeful searching and selection of additional information, manipulation of textual information in some way, and selection of and navigation through different texts.

In addition, Bonk and Khoo (2014), Levy (2008), Moreno and Mayer (2007) and Mayer (2017) have advocated online discussion to allow learners to test the viability of personally constructed ideas as well as to internalise skills displayed on a social level. In one such approach by Bonk and Khoo (2014), termed scholarly role play, students assumed the voice of an author whose articles or books they had read, discussed and responded to from that specific point of view. Taking the position of an important but virtual contributor to the intended meaning enabled the role-player to experience meaning-making and was an opportunity to learn about comprehending that proved helpful (Bonk & Khoo, 2014).

In light of these views, I perceived social networking as an approach to include in the design of an intervention for my study, providing opportunities for readers to think in

meaningful ways and with peer support about learning and using roles when comprehending. Further, having observed adolescents' preoccupation with online communication and social media in my own teaching experience in secondary school, I believed that instruction that involved social networking might potentially capture the interest of readers in my study. Accordingly, I set out to explore models of instruction that included reading activities in a digital context.

2.4 Instruction to Support Readers Struggling with Comprehension and Self-perceptions as Readers

Over recent decades, a number of models of instruction have been developed to support students struggling as readers. Some view reading comprehension as an individual, cognitive process requiring an individual to master specific skills and practices that are universally acquired, notwithstanding the social and cultural context (Alloway et al., 2014; Cardullo, Zygouris-Coe, Wilson, Craanen, & Stafford, 2012). Others, for instance, K. R. Harris and Meltzer (2015), Katz, Brynson, and Edlund (2013), Little et al. (2017) and Pearson (2011), regard reading fundamentally as a social practice that is both socially shaped and that socially shapes, and typically involves interaction between reader, text and context when readers make meaning.

I have observed good readers in my classes construct meaning from text typically by accessing and thinking about information from many sources simultaneously as Rumelhart and Ortony (1977) had modelled in their explanation of cognitive processing interaction as readers read. They discerned that readers locate and use alternative sources of information when a focal source alone is deficient. This notion was extended by Lipson and Wixson (1986) who theorised that where reading is not productive it may be that the source of what is being read, or inadequate ranges of alternative sources within which a reading event is happening, is more problematic than a reader's extant ability to read. They, and other theorists, Lightner and Wilkinson (2017) and Little et al. (2017), have since argued that, depending on text, task and situation, a reader's ability to comprehend texts changes. From this perspective, those responsive to helping struggling readers ameliorate the complications they find in reading need to account for the possible source(s) of difficulties lying outside of or extending beyond reader-issues alone to the texts and/or contexts within which they are working.

As Lightner and Wilkinson (2017) found, a teacher's role is critical in ensuring that students do not perceive themselves as the only source of disjuncture when anticipated learning is not achieved, and in helping them keep open the possibility of future success. This was a reminder that students' histories of struggle as readers and building negative Matthew effects across previous years need not mean that they are incapable of improvement when in Year 9. It would be important in designing an intervention to test this contention to establish and keep its text and context features as helpful and non-obstructive as possible.

A notion central to cognitive theories of reading comprehension is that where texts and contexts are amenable, successful comprehension depends on readers' ability to construct coherent representations of text content by integrating it with background knowledge that can be easily accessed (Kintsch, 1998; McNamara & Magliano, 2009; Rumelhart, 1977). They may need help in doing so, particularly when the text content is at challenging levels of difficulty as it is in many situations for readers who struggle or believe they will do so. For example, there is some evidence, cited by McMaster et al. (2015), that cognitive guidance to direct readers' attention to where content-locations relevant to the comprehension task are in a text (e.g., finding the main idea, answering probe questions) acts as a means of supporting the complex cognitive task of constructing coherent representations of text.

In situating the text-context-reader conceptualisations within school, Ruddell and Unrau (1994, 2013) proposed a model of interaction that captured both social and cognitive dimensions of activity for the three factors (reader, text and context), along with teachers participating collaboratively in the activity and processes of reading. Ruddell and Unrau (2013) maintain that while a reader is negotiating and constructing meaning, these components are in a state of dynamic change and interchange. The reader's prior beliefs and knowledge, including affective and cognitive, declarative, procedural and conditional preparation, influence and shape the construction and reconstruction of meaning. Meaning is further affected in reciprocal ways as the reader interacts with the teacher and other readers, and with conditions of the classroom context such as the range and accessibility of text and media sources of information.

Nonetheless, in my own exploration and consideration of this relationship, I found that my students were using social media of various types with their friends and families

and, seemingly, were constructing meanings and knowledge easily and well on topics of common interest when doing so. None of those who were struggling to comprehend what they were reading in the history textbook set for them had ever previously engaged with social media on the topics they were failing to understand in their classroom text. Nor had I ever suggested it.

I wondered if doing so might reorient these students and myself to opportunities for them to learn about their reading and about ways and means of improving it. One difference underpinning what I saw as the students' relatively greater willingness and better performance in reading and writing on their iphones and ipads was, seemingly, the sociological dimension in their effective social media activity. They seemed happily successful outwardly when communicating. I believed that if those of my students who were so often struggling to understand their classroom texts could see and participate in authentic uses of social media as part of the classroom text and context this might capitalise hitherto underutilised performances in comprehension and in self-perceptions as readers.

My thinking was influenced further along this line of change in classroom practice by evidence that the background information on those of my students with serious problems in reading comprehension might also have extended to depleted learning opportunities focussed directly on their comprehension processes. Related to this was a study in which Ko and Hughes (2015) had examined reading comprehension instruction involving 62 struggling readers. They found that the practices most frequently observed were reading aloud, questioning, seatwork, activating prior knowledge, and using graphic organisers. What was not observed was instruction on how and when to use comprehension and to talk about the procedural and conditional variants of youngsters' cognition, metacognition, behaviour and motivation that are so crucial to their being effectively strategic (B. J. Bartlett, 2012; Ng, Bartlett, Chester, & Kersland, 2013).

Ko and Hughes' (2015) research had underscored that little in evidence-based reading comprehension practices was making its way into teaching and learning routines of secondary reading classrooms generally and they called for deliberate and explicit teaching in strategies of comprehension. Despite this, recent research including that of Graham and Harris (2017) and of Ness (2016) indicates that relatively little reading comprehension instruction is occurring in schools. Hess (2016), for example, noted "in 2,400 minutes of

direct classroom observation, a total of 82 minutes (3%) of reading comprehension instruction was observed” (p. 58). Where it is happening, instructional approaches continue to retain an emphasis on task-based exercises such as rehearsing through questioning and summarisation and prediction activities, rather than on providing direct and explicit instruction on comprehension strategies (Graham & Harris, 2017; Hess, 2016; Schoenbach, Greenleaf, & Murphy, 2012).

2.4.1 Strategy instruction.

To be deliberate and explicit in teaching strategies of comprehension, a useful starting point with older struggling readers is to help them understand the mental processing involved when engaging in literacy activities (Mason, 2013). This contention is supported in Ko and Hughes’ (2015) finding that struggling readers have difficulty in reading with understanding because they lack or are unable to apply appropriate strategies. In turn, this inability may reflect an impoverished start and ineffective attempts at remediation. As Stanovich (1986) noted in relation to the need for redress to be full and mindful of motivational issues:

The low-achieving reader starts out behind in terms of some of the linguistic knowledge on which this verbal processing system gets built. He falls farther behind as his reading experiences fail to build the rich and redundant network that the high-achieving reader has. By the time a fifth-grade student is targetted for remediation, the inefficiency (and ineffectiveness) of his (or her) verbal coding system has had a significant history. To expect this to be remedied by a few lessons in decoding practice is like expecting a baseball player of mediocre talent to suddenly become a good hitter following a few days of batting practice. This problem, the need for extended practice, is unfortunately coupled with the problem of motivation. (Stanovich, 1986, pp. 42–43)

Stanovich’s (1986) caution of the motivational and extended practice coupling is a challenge to teachers not only to know that more than a few lessons will be needed when guiding low-achieving readers to improvement in performance and belief, but also to act in recognition of that knowledge when planning and implementing learning opportunities. Tasks and approaches used will need to set opportunities for practice in what the students

see as authentic and personally relevant, and engaging and rewarding learning (B. J. Bartlett, 2012; Forte & Bruckman, 2009; Ng et al., 2013).

An additional issue raised in the literature informing my study is that much of the research on reading comprehension and mediation attempts with struggling students had focussed on primary school settings rather than those of secondary school where the level of complexity required in the academic and literacy challenges of texts is much greater (Hilden & Pressley, 2007). While methods such as directed reading, questioning, and guided reading may have helped younger students, what was not established was how older students within diverse mainstream settings could develop their literacy skills (Ko & Hughes, 2015; Pressley, 2006; Pressley & Afflerbach, 1995).

2.4.2 Engagement model of reading.

Jones, Conradi, and Amendum (2016) highlighted the importance of providing reading interventions that are differentiated if students who are struggling with comprehension are to be engaged in improving their responses in learning activities. This prompt alerted me to studies of differentiation even within the classification of readers who struggle to make meaning. Anderson and Kaye (2017), B. J. Bartlett (2010, 2012), McGeown (2012) and Reeve (2013) documented that many students who struggle may be doing so not only because of cognitive deficiencies such as lack of know-how for self-monitoring and adjusting when reading, but also from motivational problems. These include poor self-efficacy, negative attitudes towards reading, lack of reading interest, and maladaptive attribution.

Anderson and Kaye (2017) noted that the unique, strategic processing demands for readers who struggle promote teaching that will help them to self-monitor more effectively. This is likely to happen where teachers observe and hypothesise what sense their students are making, notice and name procedures the students are using and outcomes they achieve, and teach for their students' strategic activity and agency. The objective for strategic activity and agency is similar to what B. J. Bartlett (2012) saw as an affective and valuing involvement of those who had learned strategic ways to improve their reading. Strategic readers had achieved what he earlier had termed as a "sufficiency in literacy to enable functional access to what being a language user means, and ways through which a savvy knowledge of language might better serve the human interest" (B. J. Bartlett, 2010, p. 45).

However, as K. R. Harris, Graham, and Mason (2003) had reported, readers with ineffective comprehension skills often lack a knowledge of the reading process and are deficient in strategies critical to planning, producing, organising and revising text (Graham & Harris, 2017; K. R. Harris & Graham, 1992, 1999; K. R. Harris & Meltzer, 2015). Their conclusion was that struggling readers are in need of self-regulation as enablement.

2.4.3 Self-regulated strategy development (SRSD).

The self-regulation that K. R. Harris et al. (2003) had called for, particularly for readers who may lack metacognition to support the multiple processes required for comprehension, has engaged the attention of many researchers (Ennis, 2016; Guthrie et al., 1998; K. R. Harris & Graham, 2009; Mason, Reid, & Hagaman, 2012). In efforts to address the needs of these readers, K. R. Harris, et al. (2003), K. R. Harris, Graham, Mason & Friedlander (2008), K. R. Harris, Graham, and Adkins (2015), K. R. Harris and Graham (2016), McKeown, Haji, & Ferguson (2016) and Roohani and Asiabani (2015) have been involved for over three decades in the development and evaluation of an instructional approach referred to as self-regulated strategy development (SRSD). SRSD has been applied successfully to teach students to become independent users of cognitive and meta-cognitive strategies to improve their skills in mathematics, reading and writing, and self-perceptions of their abilities as readers and writers.

The SRSD approach has its foundations in four theoretical sources that concern the role of thought, social support, specificity in the procedural features of learning and metacognition, and strategic factors in self-control (K. R. Harris, Graham, Mason, & Friedlander, 2008; Pressley & Harris, 2006; Zimmerman, 1998). These sources are from Meichenbaum's (1977) cognitive behaviour intervention model that proposed thinking as a powerful mediator in change behaviour, and Vygotsky's (1930, 1932, 1978) emphasis on the social origins of personal progress with positive implications for promoting an individual's self-control and development. Sources also take into account Deshler and Schumaker's (2006) research findings on students' openness to acquisition of strategies on specific features of literacy, and Brown, Campione and Day's (1981) theorisation of the concurrency of self-control, metacognition and strategy instruction.

Self-regulation techniques are considered as directed internally through self-talk, and externally by manipulating the contexts of learning (K. R. Harris et al., 2008). To meet assumptions in using self-regulated learning, successful students are able to set goals, self-monitor their progress toward achieving them, self-instruct in what additional support is needed for procedure and content, and self-reinforce their achievements. Mason (2013) described the six stages included in SRSD lessons for explicitly teaching students strategy acquisition as:

- Developing pre-skills. Students' prior knowledge about the task and strategy is assessed and remediation is provided when needed.
 - Discussing the strategy. The strategy to be learned is described, a purpose for using the strategy is established, and the benefits of using the strategy are presented.
 - Modelling the strategy. The teacher models cognitively (while thinking out loud) how to use and apply the strategy for the task.
 - Memorising the strategy. Students memorise the strategy steps until they are fluent in understanding any mnemonic and meanings.
 - Guided practice. Instruction is scaffolded from student–teacher collaborative practice to independence.
 - Independent practice. The teacher provides independent practice across task and settings to foster generalisation and maintenance.
- (Mason, 2013, p. 126)

SRSD is widely considered an evidence-based practice throughout the United States as evident in its inclusion in the U.S. Institute for Education Sciences Practice Guide, *Teaching Elementary School Students to Be Effective Writers* (Graham, S. et al., 2012). SRSD received strong ratings from the U.S. National Center on Intensive Interventions and was identified as having the strongest impact of any strategies instruction approach in writing (Graham & Perin, 2007). Graham and Perin's study (2007) was commissioned by the Carnegie Corporation. SRSD research also has been conducted on the integration of self-regulation strategies to improve reading, writing and learning across genres (K. R. Harris, Graham, Chambers, & Houston, 2014; Mason et al., 2012). See Table 2.1 for the studies.

Table 2.1

Studies of Self-Regulated Strategy Development for Intervention Studies

Study	Students	Study design	Instructional grouping and delivery	Intervention	Assessment	Posttest Result
Hedin et al. (2011)	3 students with learning disabilities	Single Subject Multiple baseline	One to one GRA instructor	TWA + prompted discourse (oral questioning)	Oral retelling	67%–100% PND (performance compared at posttest to baseline)
Mason (2004)	32 fifth Graders	Randomised control trial	4 students in group GRA instructor	TWA Compared to reciprocal questioning	Oral retelling	ES= 0.71–1.16 (comparison gains)
Mason (2008)	56 seventh and eighth-grade students with disabilities	Quasi-experimental	5 to 6 students in group Special education teacher	TWA + PLANS for informative writing + language (adjective, adverb, and sentence combining)	Oral retelling TORC-3 OWLS	ES= 0.78–0.83 ES = 0.33 ES = 0.45 (pretest to posttest gains)
Mason (2013)	81 fifth Graders	Randomised control trial	4 students in group GRA instructor	TWA Compared to Control	QRI-3 TORC-3 Oral retelling QRI-3 TORC-3 Oral retelling	ES= 1.38 ES= 0.83 ES = 0.58 NS NS ES = 0.46 (comparison gains)
Mason, Dunn, Davison, et al. (2012)	87 fourth Graders	Randomised control trial	4 students in group GRA instructor	TWA Compared to control. TWA compared to guided Reading	Oral retelling Written retelling	ES= 0.98–1.02 ES= 0.79–1.35 (pretest to posttest gains)
Mason, Hickey Snyder, et al. (2006)	9 fourth-Grade students with disabilities	Single subject multiple baseline	3 students in group GRA instructor	TWA + PLANS for informative writing	Oral retelling	92% PND (performance compared at posttest to baseline)
Rogervich & Perin (2008)	63 middle school students with disorders	Quasi-experimental	3 to 4 students in group Special education Teacher	TWA + written science summarisation compared to matched group	Written Summarisation	ES = 0.42 (pretest to posttest gains)
<i>Note.</i> TWA = Think before reading, think While reading, think After reading; GRA = graduate research assistant; ES = Effect size, QRI–3 = Qualitative Reading Inventory–3 (Leslie & Caldwell, 2000); TORC–3 = Test of Reading Comprehension–3 (V. L. Brown, Hammill, & Wiederholt, 1995); NS = nonsignificant funding; PLANS = Pick goals, List ways to meet goals, and make Notes, Sequence notes; PND = percentage nonoverlapping data; OWLS = Oral and Written Language Scales (Carrow-Woolfold, 1996). Mason et al., (2008) secondary data analysis.						

Note. This table, with its Note, was sourced from “Teaching Students Who Struggle with Learning to Think Before, While and After Reading: Effects of Self-Regulated Strategy Development Instruction” by L. H. Mason, 2013, *Reading & Writing Quarterly*, 2, pp. 128–129.

A significant component of SRSD is its deliberate and repeated support for students in developing positive attitudes and belief in themselves as capable readers and writers. Mason's (2013) description of how this has worked is that procedures for self-regulation (i.e., self-instruction, goal-setting, self-monitoring, and self-reinforcement) are embedded into each SRSD instructional step. Instruction is recursive rather than linear; in other words, lessons may be repeated and revisited based on individual student needs. Gersten and Baker (2001), Gillespie and Graham (2014), Graham, Harris, and McKeown (2013) and Sencibaugh (2005) provide strong evidence that SRSD is an effective method for teaching reading and writing strategies to students who represent the full range of abilities. Mason (2013) provided an overview of research focussed on the performance of low-achieving students with and without disabilities (e.g., mild disabilities such as learning disabilities as well as on specific populations of students with behavioural disorders).

According to Foxworth, Mason, and Hughes (2017), and Swanson, Lussier, and Orosco (2013), students who struggle with reading often require structured and explicit instruction to develop the skills and strategies required to read with understanding. Additionally, the level of structure and explicitness of instruction demands sensitivity to the adjustments required to meet students' individual needs. SRSD has been developed to do both with an underlying premise that students learn to take control of their learning by developing skills and understandings of self-regulated learners (Hagaman et al., 2016; P. Harris, Trezise, & Winser, 2002).

In considering what provides insight into what might influence students to want to learn to take charge of their learning and how to do so through self-regulated strategic action, I reflected on Bandura's (1977) argument that humans contribute to behaviours and actions through beliefs about their own capabilities. These beliefs underpin our agency or the capacity we have to act independently as opposed to structured ways of performing or not performing when opportunity presents. Agency is a construction that Bandura (1995) identified as having a strong impact on our achievement and success as students, and self-efficacy, one's confidence in being able to complete a given action in a given situation, is its most influential determinant. Bandura (1977) had theorised that students' achievement is strongly related to their confidence in completing nominated tasks, and that they tend to achieve if they believe they can, and tend not to achieve if they think they cannot. I was led by the evidence of SRSD's success and its in-built notion of self-regulation as part of

strategic development, and Bandura's theorising on the potential of social factors to strengthen students' initiative for action towards a decision to use them both as a basis in a reading intervention.

2.4.4 Reading models using sociocultural theory.

The literature reported previously had indicated that to engage, support and develop my Year 9 students still struggling with their reading comprehension, I would need to consider the importance of reader, writer, text and context. I would also need to build with students their strategic and agentive approaches to reading comprehension tasks, and be mindful of the roles and opportunities for peer interaction that might be used in designing an intervention. One method that ascribes to this view and gives attention to the social context while providing a framework for instruction is the four reading practices model (Luke & Freebody, 1999). A second approach is Durrant and Green's 3D model (2000), also used in the present study. Both are described below.

2.4.4.1 *The four reading practices model.* According to Luke and Freebody (1999), learning is socially constructed, and readers engage in a repertoire of practices when interacting with text. Their model representing this sets out a sociocultural perspective on practices that relate to the reader as Code Breaker, Text User, Text Participant and Text Analyst (Section 2.5.1.1).

Readers activate Code Breaker practice when they decrypt textual material and attend to various design elements: visual, spatial, audio and gestural (Kalantzis & Cope, 2004). It is a basis upon which to build the other practices and becomes automatic with rehearsal and success. Text Participant practices occur when readers derive literal and inferential meaning for a reading event shaped through interaction between their background knowledge and what the text offers (Luke & Freebody, 1999).

Readers utilise Text User practice when they focus on ways text is used to achieve a particular social purpose through structure and language features, engaging in social interaction and adjusting their reading strategies to suit the perceived purpose of the text at hand (Freebody, 2004; K. R. Harris et al., 2006). A fourth resource that accomplished readers have is Text Analyst practice. This resource is enacted when they analyse text to understand

its core and tacit assumptions and the means by which its author seems to have been attempting to place the reader to understand the text meaning in a particular way. A competent text analyst can discuss viewpoint and prejudice in a text and present viewpoints different from those of the author (Kalantzis & Cope, 2004).

The four reading practices model, recognised widely as a practical means of explaining the resourcefulness of reading, was adopted for this purpose in the Australian National Curriculum (Anstey & Bull, 2009). The model has also been applied as a foundation for curriculum reform and a framework to expand understandings of reading and literacy instruction (Freebody, 1992, 2007; Ludwig, 2003; Luke, 1995). While the original model had focussed principally on printed text, Freebody and Luke (2003) later acknowledged the multi-modal orientations of texts, and asserted that “to be literate is to be an everyday participant in literate societies” (p. 53). I considered the model pertinent to my study because of its conceptualisations of reading and meaning-making as a complex and dynamic set of practices that are entrenched in and influenced by sociocultural contexts including the context of schooling and its interactive potential with students’ peers and teachers. A second reason was the simple explanation it offered for what purposes people have for reading and what roles are enacted in achieving those purposes. In both cases, it seemed a reasonable model through which to introduce students to practices, purposes and resources that would set a foundation for rebuilding their understandings of reading and their performances and self-perceptions as readers.

A second model I considered likely to support the operation of my intervention was the 3D model (Durrant & Green, 2000). It supplements the four reading practices model in explaining how readers make, produce and communicate meaning in an online environment through the use of three dimensions as outlined below.

2.4.4.2 *The three dimensional model of literacy.* The 3D model proposed by Durrant and Green (2000) addresses the complexity of online reading comprehension, and how readers are called upon to use particular strategies to read and understand text, further explained in Section 2.5.1.2. The operational-technical dimension in the model relates to accommodations for a reader’s skills in language and technology—how to operate the language and technology systems and how to make them work for one’s own meaning and purposes. It includes the mechanics of operating and navigating social networking sites. The

cultural-discursive component is a second dimension. It extends the notion of cultural to take in more explicitly the discursive realm, and how the comprehending reader acquires and understands text in specific situations of conversations used to construct meaning within a group of peers with similar backgrounds. It includes a basis for understanding that people use language and social networks in particular contexts and for particular purposes within their everyday lives, taking in people as students using information and communication technologies to enhance their learning and understandings in subject areas. The final element of the model is the critical-reflexive dimension. Like Luke and Freebody's depiction of text analyst practices, this dimension is configured by readers' awareness of how texts work and of what power the texts have in and on the world. It enables readers, as consumers and producers of text, to consider how an author's text positions readers to examine the political and cultural assumptions on which such positioning is based, and to recognise and act on their ability to appropriate or redesign a text for particular purposes.

The 3D model of literacy has become a framework for curriculum design, having been used in a range of settings in research, policy, and teacher education. The impact of new technologies over the 1990s brought the model into prominence in *The Digital Rhetorics Project*, commissioned by the Commonwealth Department of Employment, Education and Training and Youth Affairs (DEETYA), and through the *Children's Literacy National Projects Programme* (Lankshear, Gee, Knobel, & Searle, 1997). In *The Digital Rhetorics Project*, literacy and technology instruction were investigated across eleven schools, and drew researchers from New South Wales, Queensland, Victoria and Western Australia (Lankshear & Snyder, with Green, 2000). *Digital Rhetorics*, subtitled *Literacies and Technologies in Education: Current Practices and Future Directions*, was later revised and published as *Teachers and Technoliteracy* (Green & Beavis, 2012).

The 3D model has been presented over the past three decades in various national and international forums and state curriculum authorities in Australia (Alba, Gonzalez-Gaudiano, Lankshear, & Peters, 2000; Snyder & Bulfin, 2008). In South Australia, the model was used in literacy planning and assessment, and as a focus for professional development resources and programs across curriculum, subsequently becoming part of literacy policy (Department for Education and Children's Services, 1996). The Queensland School Curriculum Council drew on the model to develop an understanding of literacy in key learning areas of curriculum as an organiser and theoretical framework for instruction

(Kerin, 2008; Ludwig, 2003). The model has significant impact in Australian education through its use in teacher education preparation, and as a conceptual tool to pinpoint intersections between literacy and technology (Comber & Hill, 2000; Comber, Thomson, & Wells, 2001; MCEETYA, 2007; O'Mara, 2006; Snyder, Jones, & Lo Bianco, 2005). Although the ability to read and understand information in an online environment has become increasingly important, there is limited research on reading in such environments, and researchers advocate for more investigation in this area (Green & Beavis, 2012; Rueda, 2013; Rowsell, Kress, Pahl, & Street, 2013). The 3D model was included in the present study to address this need.

2.5 Gaps Identified in the Literature as the Basis for a Reading Intervention

While reading models prior to the 1980s provided useful frameworks for reading comprehension instruction, little attention was given to the social contexts in which reading situations occur, readers' cultural background, and what readers bring to text (Winch, Johnston, March, Ljuingdahl, & Halliday, 2011). Methods such as guided reading procedures served the purpose of developing readers' textual knowledge rather than their ability to think and act independently in activating prior knowledge, integrating it with textual content and organising synthesised knowledge for future recall (Winch et al., 2011).

Although studies have examined the effects of reading interventions to support reading comprehension, many of which have been successfully applied in improving students' reading, the transfer of treatment effects to authentic reading contexts and for different purposes has been an issue (Farrington, Ttofi, & Piquero, 2016; Ng et al., 2013; Wendt, 2013). In relation to this, Kervin, Verenikina, Jones and Beath, (2013) observed that students who succeed in a reading intervention in a particular setting may not transfer acquired skills from practice to other learning situations. Consequently, there is a call for teachers to be active participants in research to inform pedagogy that is responsive to the contextualised needs of their students (Afflerbach et al., 2013; Morgan et al., 2014; Risko & Walker-Dalhouse, 2012).

Few studies have addressed inclusive mainstream settings and online environments that included students with a diversity of skills and performances in reading comprehension (Cho & Afflerbach, 2015; Leu, Kinzer, Coiro, Castek, & Henry, 2013; Reid, 2011; Rueda,

2013). Methods such as directed reading and thinking activities and questioning served the purpose of developing textual knowledge but did not establish how these strategies could be used to develop and establish readers' independence as strategists, for example, in activating prior knowledge and organising knowledge for future recall (Cardullo, Zygouris-Coe, Ko, & Hughes, 2015; Swanson, 2016; Tindle, East, & Mellard, 2016; Wilson, 2017). Very little self-regulated strategy development research has been undertaken in the secondary school setting and I considered it important to test its effectiveness in an intervention that synthesised the four reading practices and 3D model within a digital space (K. R. Harris & Graham, 2015).

Although the ability to read and understand complex information in an online environment is becoming increasingly important, Cho and Afflerbach assert (2015) that there is limited research on the literacies required for reading in such environments. Further, many students may not have opportunities to develop the strategies required for effective online participation (Leu et al., 2013; Rueda, 2013). These views accord with observation from my own teaching experiences with students having problems in reading comprehension such as the irony of students using social media proficiently and assuredly out-of-classroom while remaining poorly performed and diffident within classroom texts. Neither the researchers nor I had previously capitalised on students' apparent skills and confidence when engaging with social media to uncover the possible transformation of their approaches to learning around classroom topics they were studying.

Having reviewed the research literature and explored theories and models on reading, I set out to identify instructional approaches on what I believed to be an empirically testable intervention with those whom I was teaching who were struggling as readers. The information gleaned from the literature enabled me to reflect deeply on my own teaching history and aspirations, and to design an intervention that could be implemented and tested to improve the comprehension and self-perceptions of adolescents struggling as readers. It was the combination of a number of significant features relevant to the needs of readers that formed the basis of the theoretical framework articulated in the following section.

2.5.1 Theoretical framework for the reading intervention.

Vygotsky's (1978) sociocultural learning theory guided conceptualisation of the intervention; specifically, that knowledge redressing students' past histories of poor reading might be constructed through social interaction among peers, and developed and transmitted within a social context alerted to all students' familiarity and confident use of social media. Vygotsky's emphasis on the value of social support in undertaking reading and learning tasks was central to my intention to design an intervention capitalising on students' apparent commitment and effectiveness with social engagement and digital media. In planning, I considered also the assertions of Mason (2004) and Reid (1998) that reading for meaning-making is an active, constructive, social and cultural process that goes much further than simply decoding and coding text. This view was incorporated by Luke and Freebody (1999) into a four reading practices model that conceptualised four simple and authentic resources for reading.

According to Goodman and Watson (1999), successful pedagogy will frame conceptualisation of reading as a meaning-making process occurring as readers consider an author's meaning-making as part of the meaning they themselves are building for real purposes. My intervention would set out to do this. To do so, it had synthesised theorisation to instructional attention in a reading intervention (RISN), as will be explained in the sections following (Durrant & Green, 2000; P. Harris et al., 2006; Luke & Freebody, 1999).

2.5.1.1 Application of the four reading practices model. Luke and Freebody's four reading practices model (1999) was viewed as a means of enabling readers to improve their understanding of text by drawing on four practices involving social networking with their teachers and peers. The four practices model would guide students' success when decoding text, purposefully using it, constructing meaning from it to serve a social purpose, and critically analysing it through shared social networking on a Wiki. Such an approach accords with the sociocultural paradigm underpinning the intervention, illustrated in Figure 2.1.

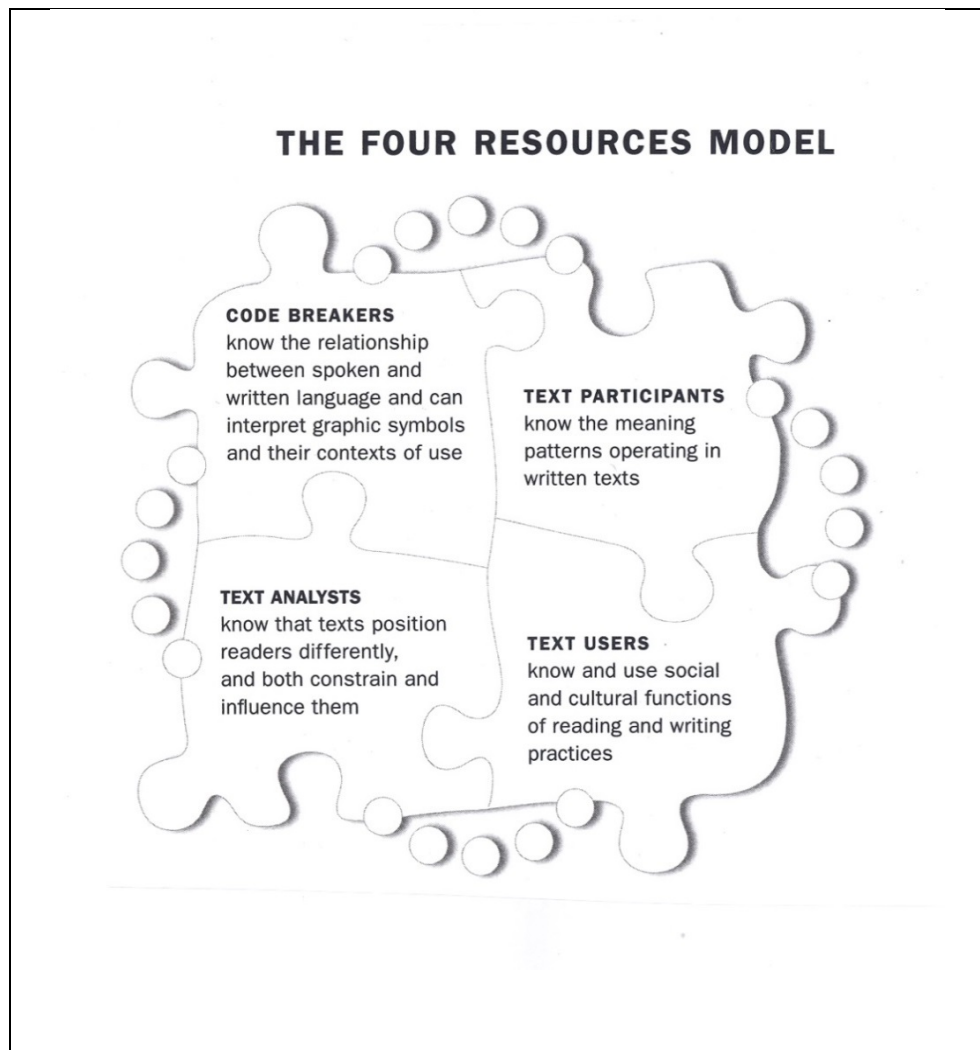


Figure 2.1. Sociocultural paradigm underpinning the four reading practices model. Adapted from “A Map of Possible Practices, Further Notes on the Four Resources Model” by A. Luke & P. Freebody, 1999, *Practically Primary*, 4(2), pp. 5–8.

A reader’s four practices as depicted in Figure 2.1 are likened to pieces in a jigsaw and conceptualised as parts of a complex intellectual process working interactively as Luke and Freebody (1999) theorised. Accordingly, I interpreted the model as one that could inform instruction to guide readers as they applied: (1) Code Breaker practice when determining information that a text conveyed, and to confirm, self-correct and monitor their meaning making; (2) Text Participant practice to interact with text, peers and teachers, and to discuss literal and inferential meaning options in interpretations of the text; (3) Text User practice to understand the form and function of the text to help achieve one or more social purposes; and (4) Text Analyst practice to explore, hypothesise and understand various points of view, biases, underlying assumptions, and possible attempts by writers to situate readers through words, grammatical structures and images.

Pauline Harris, Turbill, Fitzsimmons, and McKenzie (2006) had explicated Luke and Freebody's (1999) reading model as sociocultural practice as depicted in Figure 2.2.

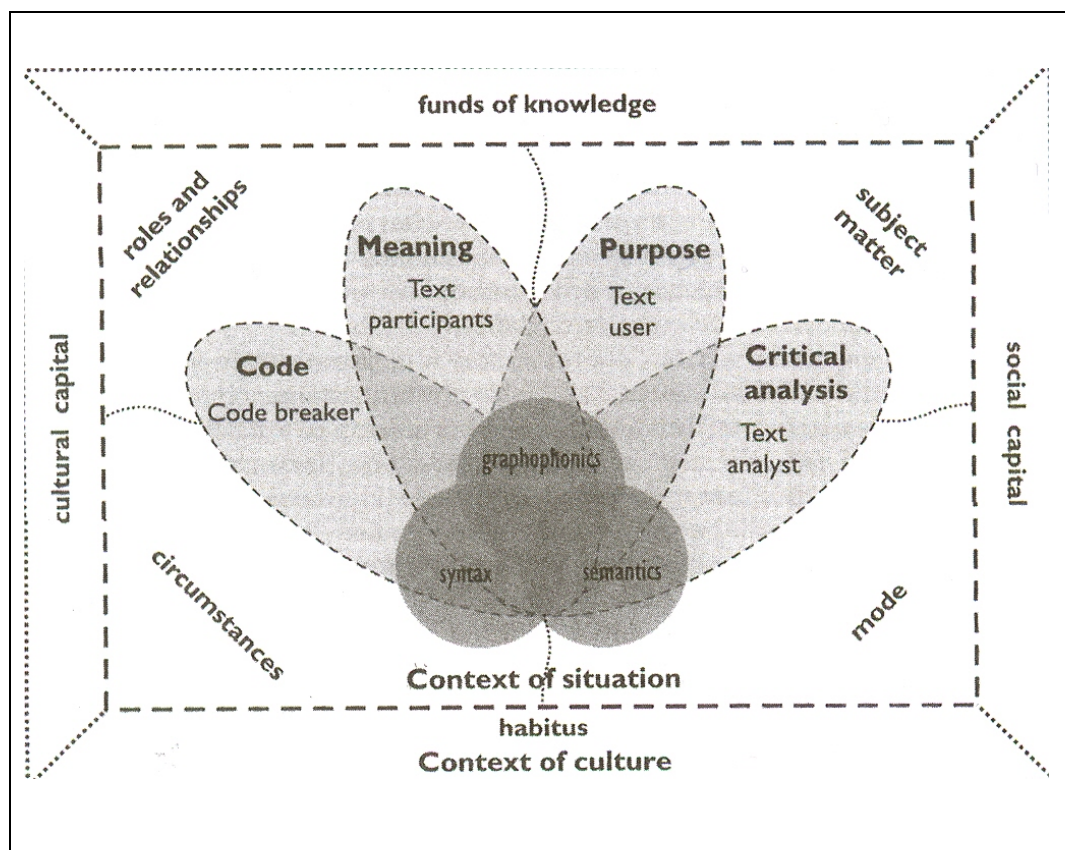


Figure 2.2. Luke and Freebody's 1999 reading model depicted as sociocultural practice as explained in *Reading in the Primary School Years*, (2nd ed.), by P. Harris, J. Turbill, P. Fitzsimmons, & B. McKenzie, (2006). Sth Melbourne, Australia: Social Science Press, p. 76.

Pauline Harris et al. (2006) used Goodman's (1967) psycholinguistic theories and Halliday's (1978) sociolinguistic theories to explain the depiction of the reading process portrayed in Figure 2.2. The context of a reading situation, according to Halliday (1975), is shaped by the broader cultural context in which reading is embedded as readers interact with others and read, understand and behave, providing predispositions that are referred to as *habitus*. Readers' funds of knowledge (predispositions) provide stepping stones to new learning. The three cueing systems: semantics (field knowledge); syntax (grammar); and graphophonics (letter-sound) that are inextricably linked to the reader's cultural capital (knowledge) and social capital (background). I intended to broaden the context of reading situations the Year 9 students would experience by expanding the peer contact to provide a shared interchange of knowledge about roles and strategies as common practice in finding and inquiring into sources of topic information. However, I needed to extend the basis of

inquiry beyond the conventional application of the four practices model to take students into a social media context. The 3D model served that purpose.

2.5.1.2 Application of the 3D model of literacy. Durrant and Green's 3D model (2000) was illustrated by Green and Beavis (2012) as depicted in Figure 2.3.

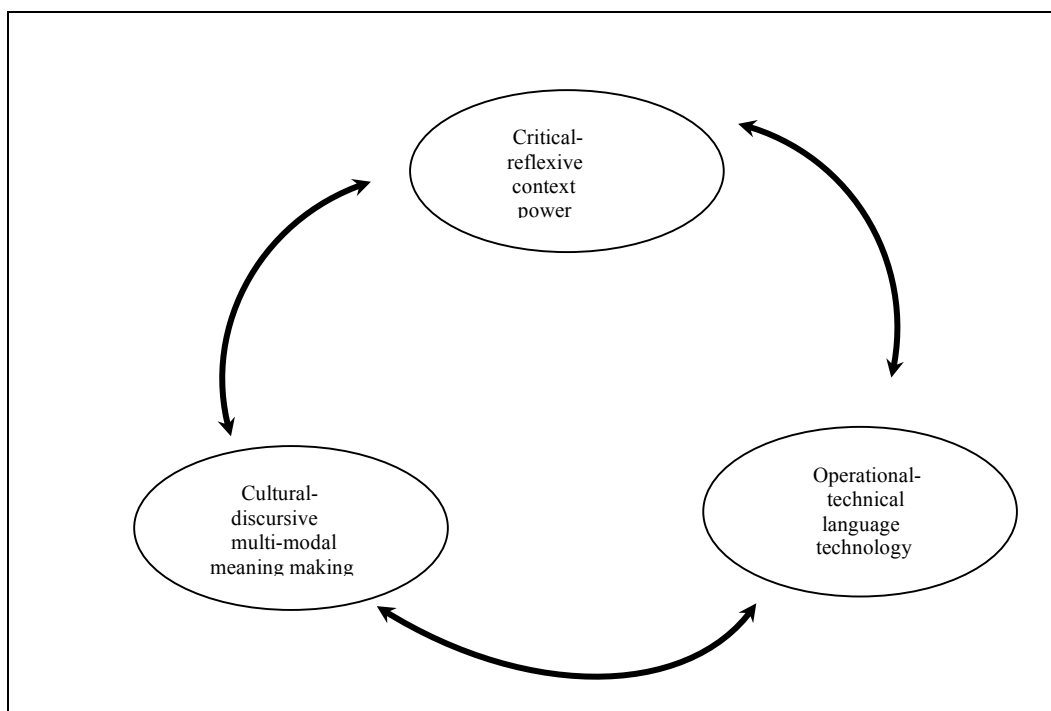


Figure 2.3. Durrant and Green's 3D model of literacy as illustrated in *Literacy in 3D: An Integrated Perspective in Theory and Practice* by B. Green & C. Beavis, 2012, Camberwell, Australia: ACER Press, p. 25.

The three interlocking dimensions are portrayed as a set of connected encounters in which language, context and multimodal form operate simultaneously and as equally important dimensions in producing and communicating text.

The 3D model informed the intended instructional intervention through its potential to guide readers: (1) to access informational text using a Wiki's digital features to share and build knowledge through social networking; (2) to construct meaning from the information they accessed; and, (3) to analyse, interpret and evaluate the information they did access. Readers would respond in the digital space of the Wiki to demonstrate their decoding, participation, use, and critical analysis of that information.

2.5.1.3 Merging the four reading practices and 3D models. A pre-existing consideration of relationship between the four reading practices model and 3D model of literacy is illustrated in Figure 2.4. Green and Beavis (2012) had asserted that while the two models are compatible, their components did not map exactly onto each other, but rather are “non-isomorphic and asymmetrical” (p. 32) with items of reading practices and dimensions overlapping.

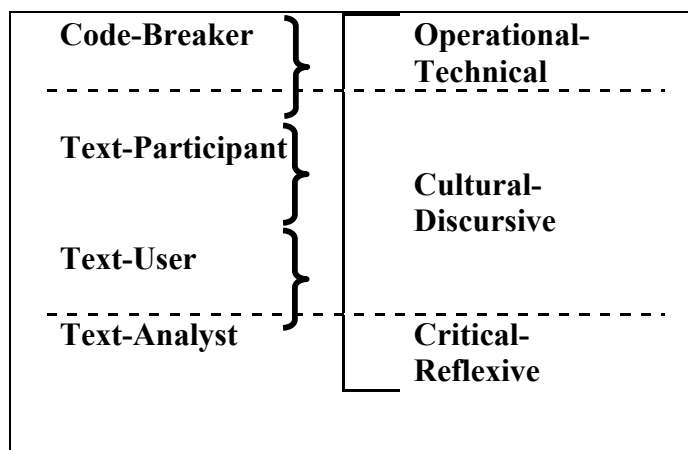


Figure 2.4. Interconnectedness between the four reading practices and 3D model as described in *Literacy in 3D: An Integrated Perspective in Theory and Practice* by B. Green & C. Beavis, 2012, Camberwell, Australia: ACER Press, p. 31.

The operational-technical dimension, for example, does not equate totally with Code-Breaker practice because it places a greater emphasis on skills concerning language and digital features of textual spaces, a feature that extends considerations of a reader’s participatory practice into what he/she is decoding. Similarly, the cultural-discursive dimension corresponds to both Text-Participant and Text User practices as readers draw and interpret literally and inferentially in social contexts, and to a lesser extent, access, reflect and interpret selectively from information that is available at the time in the digital context. The critical-reflexive dimension links strongly with Text-Analyst practice in how the reader goes about evaluating and reconstructing textual information in a digital space such as that intended in the intervention through the Wiki.

Green and Beavis’ (2012) considerations on the interconnectedness between the two models were significant to my research in explaining how readers use practices in order to best use text in social contexts. In digital social spaces, textual practices are more likely to be multidimensional and multimodal and more open to the benefits of alternative sources of

information (Green & Beavis, 2012). Readers will seek such practices when dissatisfied with an initial source as Rumelhart and Ortony (1977) had modelled in their explanation of cognitive processing action of readers. In line with these views, I construed the four practices model and 3D model as having different but complementary purposes and potential for improving reading: the former viewing reading from the perspective of consuming text in social contexts, and the latter oriented towards producing and communicating text in digital social contexts in which textual practice may be multidimensional and multimodal. These perspectives accord with the goal of my intervention to improve students' reading comprehension in order to become effective consumers, producers and communicators of text in a digital social space.

Subsequently, I set out through teaching to engender some merger of the two models combined with social networking using a Wiki, and self-regulation in the adoption of roles and strategies on the students' part. I believed that the social experiences of reading from the perspective of the two models could open up new insights and create new opportunities for students to increase in confidence and understanding as they discussed their reading and meaning-making with others. I assumed that in combining the two models in an intervention, it would be possible to monitor and chart students' reading as they progressed from their present level of reading comprehension in drawing from the learning opportunity the intervention was intended to promote. Further, I hoped that the approach would provide a basis for teachers to appraise and explain students' reading in a more operational light. Accordingly, I brought these components together in three key roles through which participants would purposefully select text, transform it and communicate their ideas with others as a Spinner, Critical Analyst and Weaver.

2.5.2 The three roles conceptualisation of a merged model of the four reading practices and 3D model.

When students take on roles, they are positioned in terms of the power and status that the role affords, so their voices can be silenced, represented or given greater representation than they usually experience (Alexander, 2006). The act of playing out a situation from multiple points of view is a particularly useful way to add complexity to an issue (Marshall, 2014; Perkins, 1988). Taking on different perspectives through role-taking and working through the thinking process from that perspective helps students to do this (Green & Beavis, 2012). The act of role-play was seen as a useful way to enable readers to come together with

complementary or conflicting points of view, engage in discussion, and bring different views to the fore highlighted through discussion to transform and frame their position (Green & Beavis, 2012).

Role-play situations call for readers to assume a persona, and tend to produce meaningful interactions in dialogic learning contexts where students structure information and gain deeper knowledge by understanding and integrating knowledge (Alexander, 2006; Bonk & Khoo, 2014; Klein, 2000). Spinner, Critical Analyst and Weaver were constructed as labels for role-playing. The three roles would involve students in scaffolded engagement with text content in source material of their classes, and in meaningful interactions that could be displayed in Wiki posts involving textual information captured from those resources.

The conceptualisation of the Spinner role derived from existing theorisation of Code-Breaker and Text Participant practices (Luke & Freebody, 1999) and the operational-technical dimension and cultural-discursive dimensions (Green & Beavis, 2012), to read and use information from a resource folder to initiate discussion, and set the context by *spinning* questions on the Wiki. As a Text User, that would trigger linkage for continuation of the build through input from peers in Critical Analyst and Weaver roles.

The construct Critical Analyst drew from Text-Participant and Text-User practice and the cultural-discursive dimension. This role was established as a base for students to respond critically to questions posed by peers acting as Spinners or as fellow Critical Analysts. The Weaver role of *weaving* or integrating main ideas, and posing questions to promote further discussion emanated from Text-Analyst practice and the critical-reflexive dimension.

Critical Analysts and Weavers also had to draw from Code-Breaker and Text Participant practices and operational-technical and cultural-discursive dimensions to begin to read, interpret and analyse text before they could fulfil their specific roles.

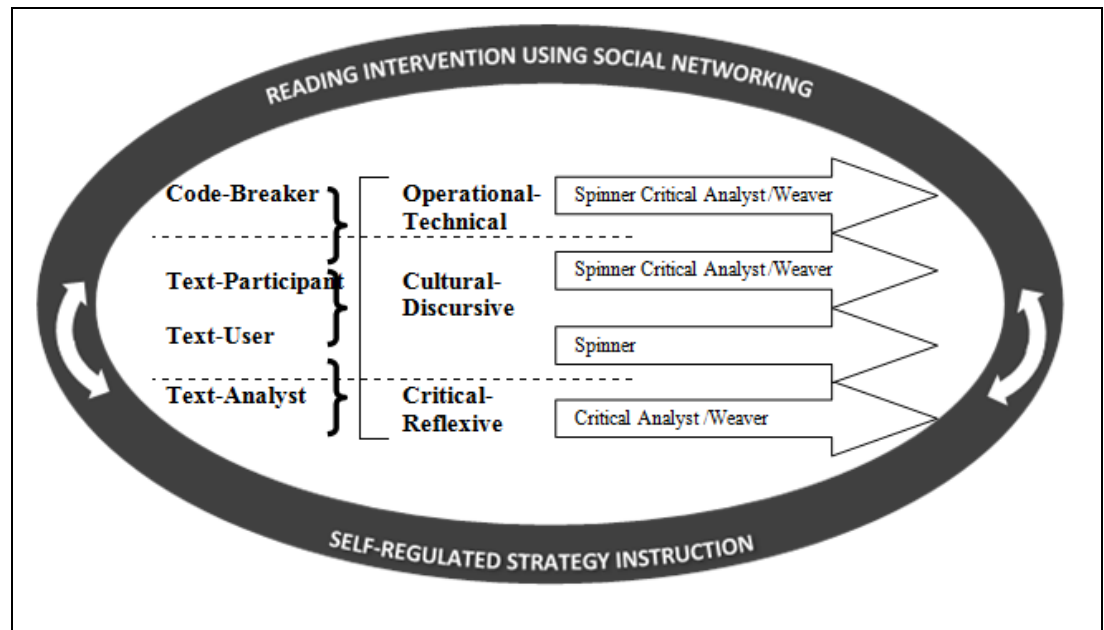


Figure 2.5. Reading intervention integrating the four reading practices, 3D model, social networking using three roles, and self-regulated strategy instruction (RISN).

Self-regulated strategy development (SRSD) was included in the theoretical framework used for the intervention as a basis for decentering participants' dependence on their teachers for taking up agency and benefitting from the roles they would play in affecting improvement in their reading comprehension as explained in the following section.

2.5.3 Application of self-regulated strategy development.

Self-regulated strategy development (SRSD) was built into the framework of my intervention, based on researchers' assertions that learner engagement and comprehension will improve when readers are responsive to guidance in self-regulating their own ways of going about understanding what they read and in communicating how they use strategic processes (B. J. Bartlett, 2010; K. R. Harris et al., 2003; Mason, Benedek-Wood, & Valasa, 2009). Vygotsky's (1934, 1978) theory on building students' confidence and competence by determining what they already know and then providing them with scaffolded opportunities to master something a little more challenging was also used in my conceptualisation of the reading intervention to place students into the zone of proximal development in any given task.

The use of SRSD instruction, in combination with the merged models of role and social networking, was perceived as an approach that would enable teachers to provide

explicit instruction that targetted reading comprehension skills, and supported students in improving their perceptions of themselves as readers. Through an interactive, engaging and collaborative process, teachers would initially provide the necessary level of scaffolding to ensure an opportunity for students to learn the targetted knowledge and strategies, and recognise their success and how it had happened. Teachers then would gradually and purposefully transfer agency to students so that they would take genuine ownership of the roles they were using to better understand texts and in the event of this occurring, that they might build more positive perceptions of themselves as readers.

It would also be possible to individualise instruction to optimise students' reading comprehension development by adjusting instruction in response to students' individual needs and to encourage them to progress at their own pace. Social networking would create a variety of support opportunities for students to work collaboratively with their peers. Flexible grouping would allow students to work towards the targetted skills in large or small groups, in pairs or individually (Graham et al., 2013; K. R. Harris, Graham, & Adkins, 2015; K. R. Harris et al., 2012). Thus, students would be provided with opportunities to learn new strategies and to refine and expand previously learned ones that aligned with reading and writing tasks set to improve their comprehension and their understandings of their new competence.

2.6 Conclusion

The research relevant to this investigation revealed the complexity of variables that interact with the learner in the reading process, and of factors that impact on the success of readers who struggle with comprehension. Those include poor working memory, inadequate background knowledge, limited vocabulary, inability to successfully apply comprehension strategies, and poor self-perceptions. The literature provided critical elements of an instructional intervention that brought together a number of integrated roles that students might take in strategic application of strengths with their experience, confidence with social media, and openness to self-regulation to reconfigure their performance in reading comprehension.

A significant finding in relation to those of my Year 9 students who struggle as readers concerns the widening gap or Matthew effect in reading that offers some explanation of why in their passage of schooling they have slipped further and further behind their more

able peers in how well they read. The depth of effects on learning and self-efficacy associated with this difference underpins the relevance of the research problem for teaching and learning. Through research, there may be informed opportunities to strengthen educators' work with readers to retrieve their strategic approaches to learning about and through their reading alongside their attention to the content areas of their schooling. In this regard, the literature on the effectiveness of instruction that fosters self-regulated strategy development to improve reading comprehension was especially significant for my research.

Thus, the literature provided a rationale for continuing to intervene. It has also provided components that appear critical for an instructional intervention that will attempt to bring together students' familiarity and confidence with social media with a set of integrated roles to take in the strategic application of an increasing awareness of how to use self-regulation to reconfigure their performances in reading comprehension and self-perceptions as readers. In order to test these assertions, the following research questions were framed:

- 1) To what extent will adolescent students who are struggling as readers and who participate in a specifically designed reading intervention improve their
 - a. reading comprehension; and
 - b. self-perceptions as readers?
- 2) How will any gains that these struggling readers make compare with performances of their peers who were not struggling and who have participated in the same intervention?
- 3) What descriptions do participants provide to account for their experiences and outcomes of the intervention?

The method used to conduct my research including description of the reading intervention is articulated in Chapter 3.

Chapter 3

Method

My theoretical position informing the conduct of the study is reflected in what Mustafa (2011) referred to as the POEM, an acronym for a researcher's lens as shaped by paradigm, ontology, epistemology and methodology. My paradigm is transformative emancipatory positioning through social cultural theory wherein students struggling as readers and their non-struggling peers are given a voice as to their own response to an intervention rather than being treated as objects. My ontology is relativism, a view of knowledge as being shared understandings, that the sharing and the understanding are socially developed, and that behaviour will change because of such development. My epistemology is constructivism, that is, that knowledge is filtered through experience and beliefs and cannot be separated from knowers, and that knowers' awareness interacts with the world. My methodology is mixed quantitative and qualitative methods.

A mixed methods design embedded within the particular parameters afforded by permission granted for the research was used to investigate effects of an intervention–RISN– in an attempt to close gaps between the reading comprehension and self-perceptions of students struggling as readers and their peers who were not struggling. An explanation of the conduct of the research and justification for the choice of the research design are presented in this chapter, with description of the setting, participating students and teachers, and procedures used for collecting and analysing data. The investigation was framed by three research questions:

- 1) To what extent will adolescent students who are struggling as readers and who participate in a specifically designed reading intervention improve their
 - a. reading comprehension; and
 - b. self-perceptions as readers?
- 2) How will any gains that these students make compare with performances of their peers who were not struggling and who have participated in the same intervention?
- 3) What descriptions do participants provide to account for their experiences and outcomes of RISN?

3.1 Research Design

The intervention was designed from evidence-driven models of roles learned and applied across the functions of reading that might help Year 9 students struggling with reading comprehension to improve their performances and self-perceptions as readers. A mixed-methods research design was ideal for this purpose because its quantitative component provides for objective measurements and the statistical analysis of data collected through the standardised tests available to the researcher to determine overall effects related to the three research questions (Creswell, 2015; Yin, 2015). Its quantitative component provides a means of analysing data statistically to determine whether the intervention had an impact on the outcomes of students' reading comprehension and self-perceptions as readers, and to compare performances of readers classified as struggling and those not classified. Its qualitative component values subjectivity in providing insights into social phenomena via students' and teachers' descriptions of progress through the intervention (Yin, 2006, 2009).

Thus, the design to fit the setting accessible to the researcher and capitalise on her insider position, was based on a mixed-methods approach beginning and concluding with testing of intact classes of Year 9 participants on measures of their reading comprehension and self-perceptions as readers. This was accompanied by individual interviews and analyses of students' work samples and teachers' records in order to gain first-hand information on how students were experiencing the intervention from multiple sources and the perspectives of students and teachers. The approach also allowed for cross-checks of data and elaboration of ideas about the data as evidence of students' progress.

3.1.1 Context of the study.

The research was conducted in a Catholic secondary school in outer metropolitan Sydney. The school had a population of 750 female students from Year 7 to Year 12, and served families from diverse ethnic and socioeconomic backgrounds. The school was allocated by the governing system for Catholic schools and with agreement from its Principal, following my application to the Catholic Education Office, Parramatta (CEO). Its name is now Catholic Education Diocese of Parramatta (CEDP). As part of her approval, the

Principal indicated Year 9 as the level at which the project was to be implemented. The researcher was a member of the teaching staff at the school and had been supporting students' literacy and teaching Music and ICT for six years. This set of circumstances created specific description in two respects as contextual features of the study.

The first raised a confronting issue concerning sampling as to which of the students in the two Year 9 classes were to be included in a project intended to improve students' reading comprehension and self-efficacy in relation to reading. This was addressed in a decision to include all students, with a nested comparison condition for students who were struggling as readers and those who were not struggling, and to embed a mixed-methods approach within a case study design wherein the specific context of a specific setting would be accommodated as a condition of the case. Findings would be contained within the parameters of case study (Flyvbjerg, 2006; Yin, 1989, 1994).

The second challenging issue around possible researcher bias concerned my prior professional contact with those who would participate in the case. I saw this as a unique opportunity to conduct the research from the position of an insider (S. McBride, Tilley, Becker, Orchiston, & Johnston, 2016). My view is that my prior contact was and remained one of positive relationships and that these were likely to have been influential in establishing favourable conditions within which to progress elements of the research. The two most notable of these elements were the enlistment of staff to assist in developing, implementing and monitoring the content, delivery and effects of RISN, an account of which is provided below, and the recruitment of students to participate as subjects in the study.

As an insider-researcher, I acknowledge that sampling and researcher bias were likely to be affected directly and positively by my prior relationships with staff, students and parents of the school. Other manifestations of those prior relationships are possible including a willingness within the community of non-participating teachers to provide a peripheral social context conducive to RISN and its participants being seen positively, albeit making only sporadic observation of this and doing so in very general terms such as a colleague's smile. Nonetheless, signposting these personal relationships as part of the context within which the case evolved and is reported as a possible distinctive feature is provided on Yin's (1994) advice as an appropriate means of address in recounting the case.

My research position as an insider gave me the benefit of having knowledge and understanding of the social structure and organisation of the school. Additionally, having been part of the professional and social network at the school for over six years created greater confidence that the culture of students, parents and teachers would be positive toward my accessing participants for the study. As noted by S. McBride et al. (2016), an outcome from this trust and exposure was that I was better positioned to appreciate the full complexity of the social world of the setting, resulting in a potentially accurate portrayal, rather than a simplistic impression. I was mindful also of the caution in S. McBride et al. (2016) about potential weaknesses of insider research such as a lack of objectivity, seeking confirmatory evidence for views and opinions, and of ethical considerations such as susceptibility to an embedded viewpoint and issues of bias.

My planned research design mitigated against these weaknesses in a number of ways. I positioned myself throughout the study as a researcher in relation to the topic of my research. This is the role-taking that Denscombe (2007) had described as a precondition for recognising and coping with bias as an insider researcher. To overcome prejudices and expectations and establish validity, I set out to be objective about the data. I reflected on subjectivity and used field notes and teacher participants' feedback to assist in cross-checking data through triangulation, and monitored my own and others' responses for completeness, accuracy and reliability. The data were triangulated, and to further minimise errors of commission or omission that might otherwise result from data recording and interpretation, I applied the advice of S. McBride et al. (2016). I used member-checking of the accuracy and fullness of data by giving each participant a copy of their interview transcript for comment and correction or amendment as each saw appropriate. I endeavoured to maintain a critical distance and to be constantly reflexive during classroom observation and interviews, clarifying the meaning of responses with participants rather than presuming as an insider that I had complete and accurate understanding of their contributions.

3.1.2 Case study research.

An advantage of case study method is its applicability to real life situations in contexts that cannot be separated from the phenomenon under study (Weston, Burton, & Kowalski, 2006; Yin, 1994, 2003). That advantage applied in this study. RISN was conceptualised by the researcher, and designed in collaboration with two colleagues who

were teachers at the school and who volunteered, with the Principal's permission and facilitation through their teaching assignments for the year, to participate in its implementation. The intervention was applied to capitalise on social interaction by affording an opportunity for student participants to recognise, produce and post authentic and pragmatic instancing of their classwork and reading experiences on a Wiki. RISN, and its specific nature in this setting with this researcher and participants, is yet another instance of what Yin (1994) considered acceptable as a distinctive feature of design and an artefact of the case.

The conceptualisation of datasets for the case study was that evidence would flow from instances reflecting perspectives taken and knowledge shared in relation to the learning tasks involving reading, and that such evidence would be conceivable in relation to the research questions in the case. Mixed methods, “using both qualitative and quantitative approaches in a single study” (Creswell & Plano Clark, 2011, p. 4) to capture data and enable findings to be synthesised and inferences drawn, seemed highly appropriate for this purpose. Since reading practices are interrelated and interdependent, combining quantitative and qualitative methods was an attempt to mitigate against gaps in data-capture being left by one method alone and therefore to provide a better understanding of phenomena under study.

Thus, embedding mixed-methods within a case study was performed principally because doing so made it possible (1) to collect and analyse quantitative data before and after RISN, and (2) to collect and analyse qualitative data during and after RISN with a likelihood of interpretable results in the context of this study. The progression is illustrated in Figure 3.1.

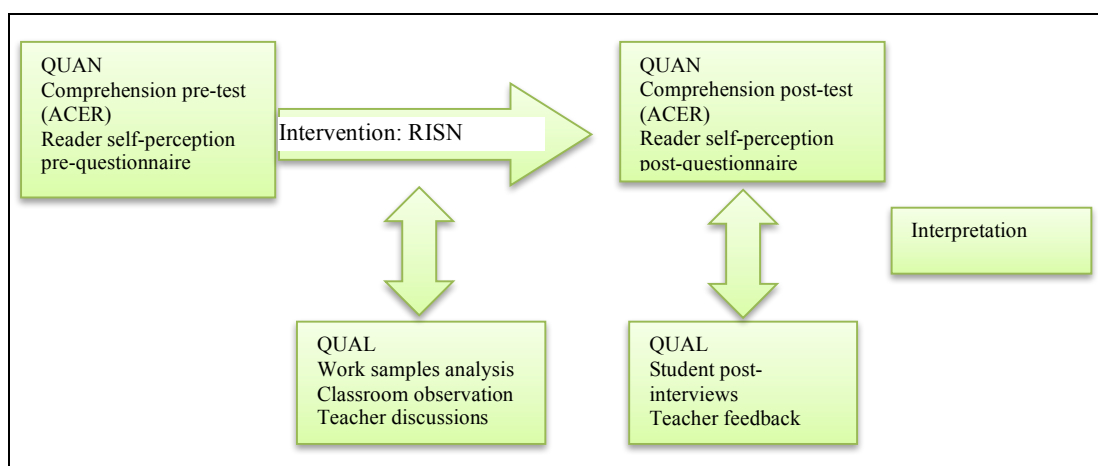


Figure 3.1. Design used by the researcher to embed mixed methods within a case study of an intervention to improve students' reading comprehension and self-perceptions as readers.

Data in relation to the research questions would be sourced from both measurable changes in participants' reading comprehension performance and in their self-perceptions as readers, and from their teachers' voices concerning experience in the intervention and of any effects they observed. As design theorists Bryman (2008) and Weston, Burton, and Kowalski (2006) had advocated, combining quantitative and qualitative methods was instituted to increase validity and, consequently, to minimise weaknesses in design. Mixed methods within a case study provided access to these advantages.

The quantitative data produced before and after RISN consisted of participants' scores on the standardised tests of reading comprehension and reader self-perceptions and were used to determine any changes in these variables across the time interval. Participants' work samples, transcripts of discussions with the researcher and her two participating teacher colleagues, field notes of classroom observation, and transcripts of student post-interviews were generated as qualitative data throughout and after the implementation of RISN. This was an attempt to exemplify and elaborate on quantitative results and to help to explain realisations and attributions relating to any such changes.

To this end, it was possible under the chosen research design to anticipate observing participating students' reading comprehension and self-perceptions before, within, and after the time and experience of the implemented RISN, allowing for detailed contextual analysis (Bryman, 2008). It allowed for what Creswell (1998, 2009) described as thick description of students' reading and statements about themselves as readers in an authentic and pragmatic setting, and what theorist Yin (2009) had indicated may have implications to inform teaching practice within the setting.

Quantitative data generated from the PAT-R pre-tests enabled the researcher and participating teachers to identify students who were struggling as readers on the basis of their reading comprehension scores. While the intervention was provided to whole classes, this differentiation enabled any post-test differences to indicate gains made by participants who were struggling as readers in comparison with those obtained by their peers who were not. It was also possible to compare work samples and interview content as a means of recording participants' reports of outcomes and circumstances they were experiencing.

3.2 Participants

The school was allocated by the governing system for Catholic schools and with agreement from its Principal, following my application to the Catholic Education Office, Parramatta (CEO), now known as the Catholic Education Diocese of Parramatta (CEDP). As part of her approval, the Principal indicated Year 9 as the level at which the project was to be implemented. Students from Year 9 classes, and their teachers who participated in the research are described in the following sections.

3.2.1 Student participants.

A total of 42 female students, aged 15 years, from Year 9 participated in the research with their two teachers. The student participants were in the two Year 9 classes at the school: Class A and Class B. Each class was comprised of 21 participants. Eight participants from each of the classes had been identified by their teachers as students struggling with reading comprehension and 13 participants from each of the classes as not struggling.

3.2.1.1 *Students struggling with reading comprehension.* Participants were identified as struggling with reading comprehension by their teachers who used school data from students' cumulative performance records from the NAPLAN test in Year 7 (those who placed at Band 4 or below), and the Neale Analysis of Reading (those who performed at 2 or more years below their chronological age). Their performances on the Progressive Achievement Test in Reading Comprehension (PAT-R, ACER, 2008), administered as a pre-test in the first stage of the present study, showed scale scores of 124.1 or below. Cumulative performance records for student participants have been tabularised and may be found in Appendix A and Appendix B.

3.2.1.2 *Participants selected to contribute work samples and participate in post-RISN interviews.* To analyse work more closely, two students struggling with reading comprehension and two students who were not struggling, as identified above, were invited to contribute work samples and participate in post-interviews. See Table 3.1 for pre-test performances on the standardised tests for the four selected students.

Table 3.1

Pre-test Performances on the Standardised Tests by the Four Student Cases

Measure	Students struggling as readers		Students not struggling as readers	
	Kate	Camilla	Emma	Sam
Reading Comprehension • Pretest	116	119	126	130
Self-perception as a Reader • Pretest				
Social feedback	22	21	27	28
Observation comparison	19	18	27	27
Physiological states	17	17	29	26
Perceived progress	21	20	27	28

3.2.2 Teacher participants.

Teacher participants were two colleagues who accepted the researcher's invitation to participate, and did so as part of their teaching role in Year 9 History. This made it possible to conduct the research within a convenience sample of participating students under the circumstances permitted as described, and within the natural instructional setting of the school's two Year 9 History classrooms, an important element of the case study approach (Denscombe, 2007).

The two teachers –one from each class– were female, one aged 35 years, Teacher A, and the other 45 years, Teacher B. Both were qualified to teach History and Geography. Teacher A had 10 years of teaching experience and Teacher B had 15 years of teaching experience.

Teacher A and Teacher B collaborated with the researcher to implement RISN in the context of curriculum content from the Year 9 Elective History Program and Syllabus outcomes (Board of Studies, NSW, 2008). They also worked with the researcher to set up a Wiki that students used for discussion and social networking as part of the RISN intervention. Teachers implemented RISN as an embedded structure of lessons using instruction sequences shown in Appendix D and Appendix E. They provided modelling, feedback and questions to prompt participants to develop and use roles to create and develop

argument on the study topics of lessons, monitored students' progress in doing so, and ensured that they were focussed and met deadlines. The teachers met the researcher after each RISN lesson to discuss teaching strategies and to review and plan to ensure consistency in instruction. They met fortnightly with the researcher to analyse students' work.

3.2.3 Researcher as participant observer.

The researcher developed the intervention, RISN, incorporating evidence-driven information and processes on the four reading practices, three dimensions of application and strategic self-regulation objectives described below. She worked with the teachers to set up the Wiki to enable students to engage in discussion and social networking within the three roles of RISN, and to gather student participants' Wiki posts. The researcher observed students in each classroom once per week and recorded field notes. She met with the teachers after each RISN session to discuss teaching strategies, and analysed students' work fortnightly with the teachers.

3.3 Ethical Conduct

Prior to the study, ethical approval for its conduct was sought from and granted by the Human Research Ethics Committee of the Australian Catholic University: HREC Register Number: N2009-47 (See Appendix N). The researcher also sought and obtained permission for its conduct from the Principal, students and teachers from the participating school and the Catholic Education Office, Parramatta. The letter granting approval is located in Appendix O.

Following discussions with the Principal of the participating school, a letter was sent by the Principal to participants' parents, explaining the purpose of the research and the procedures to be undertaken (See Appendix M). A letter with an attached consent form was also sent by the researcher to participants' parents explaining the reasons for the research, and requesting permission for their child to participate (See Appendices M2 & M3). Parents were asked to sign and return the attached consent form if they agreed to their child's participation. They were informed that should their child decide not to participate, they would not be disadvantaged in any way. They were also informed that should their child

decide not to participate on a particular day, or to withdraw at any time from the study, they would not be disadvantaged (See Appendix M2).

A letter with an attached consent form was given by the researcher to the two teacher participants explaining research procedures to be undertaken (See Appendices M4 & M5). Teachers were asked to sign and return the consent form if they agreed to participate in the research (See Appendix M5).

3.4 Measures

The instruments used by the participant teachers to collect quantitative and qualitative data on participants' reading comprehension were the Progressive Reading Assessment Test in Reading Comprehension (PAT-R), the Neale analysis of reading ability, the National Assessment Program – Literacy and Numeracy (NAPLAN), and work samples. The Reader Self-Perception Scale 2 (RSPS-2) was used to collect data on students' self-perceptions of their reading ability. Data were also collected from students' work samples, classroom observation, teacher/researcher discussions, and post-intervention interviews with student participants about their experiences during RISN.

3.4.1 Progressive Achievement Tests (PAT-R) in Reading Comprehension.

The Progressive Achievement Tests (PAT-R) in reading comprehension by ACER (2008) was used in pre- and post-testing to measure participants' reading comprehension. The PAT-R in reading comprehension is a normed test, designed for measuring and tracking students' reading progress. It is comprised of seven text passages with 34 multiple choice items. Items were designed to examine a respondent's performance in retrieving information, reflecting on texts, interpreting explicit information and interpreting information by making inferences. The PAT-R in reading comprehension was selected for use in this study because it reflects the variety of text and format types that students encounter in secondary curriculum (Stephanou, Anderson, & Urbach, 2008). In addition, test items matched outcomes appropriate to students' year level at school, curriculum emphases and coverage of the strands. The scale in Figure 3.2 shows the distribution of achievement of the PAT-R reading comprehension norming sample by year level (Stephanou et al., 2008).

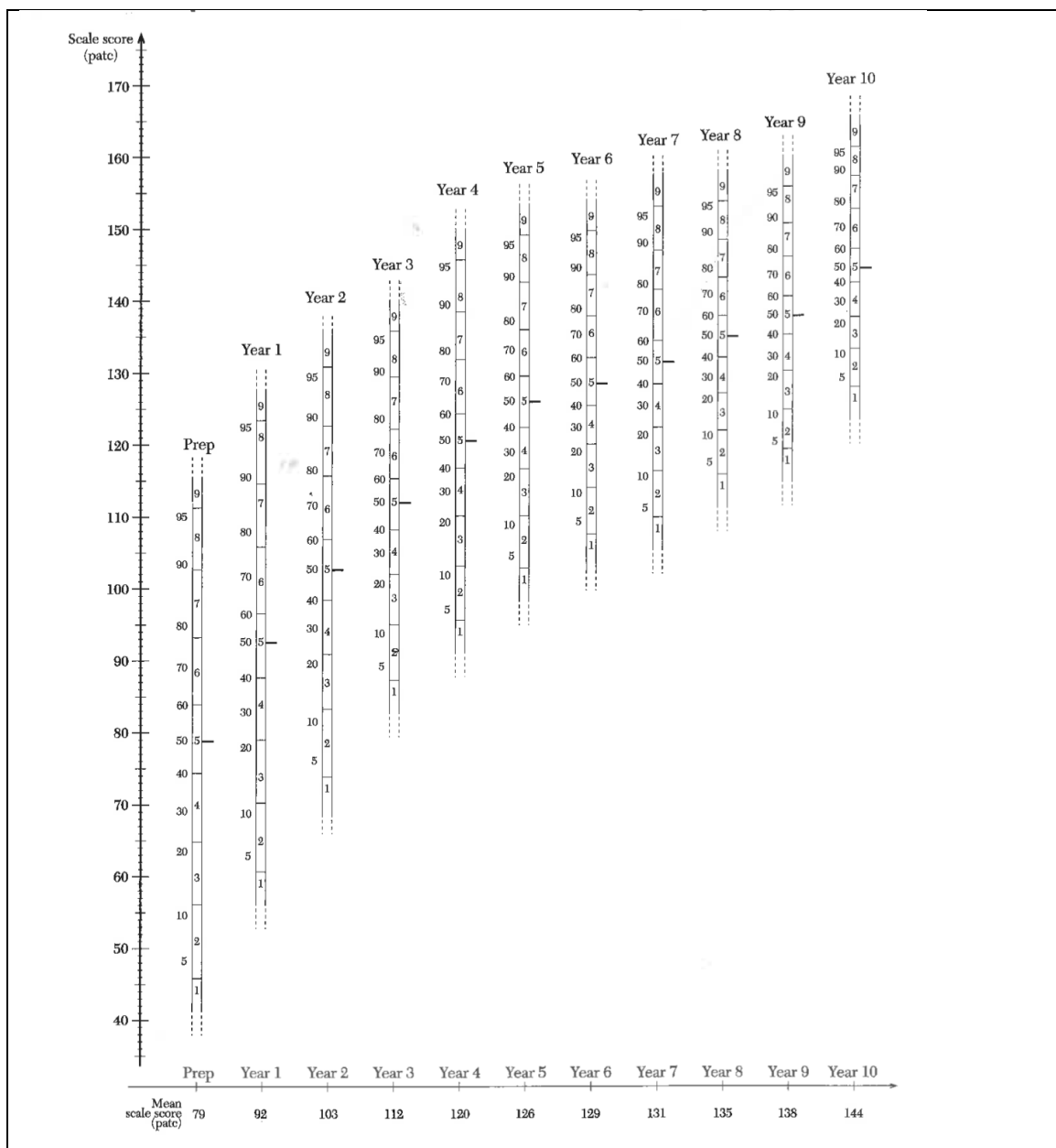


Figure 3.2. Pat-R Comprehension: Achievement of the norming samples by year level, sourced from “Progressive Achievement Tests in Reading: Comprehension, Vocabulary and Spelling (PAT-R) Teacher Manual (4th ed.)” by A. Stephanou, P. Anderson and D. Urbach, 2008, Camberwell, Australia: ACER Press, p. 86.

The PAT-R comprehension tests are designed to assess a range of reading skills. Each item in the test is categorised to identify the key reading skill that the item addresses. Reading skills are classified as retrieving directly stated information, reflecting on texts, interpreting explicit information, and interpreting by making inferences.

PAT-R test results can be used to assess current reading achievement for individual students, to monitor student improvement over time, and to identify types of comprehension that students have not yet developed to inform teaching and learning programs. The test

consists of eleven reading test booklets ordered according to difficulty but with considerable overlap. Each of the test booklets contain seven passages with 34 multiple choice items intended to measure literal and inferential comprehension, and reflect contemporary understanding of the reading process. Test materials feature a range of text types and include tests from Australian sources that are culturally varied with a balanced representation of positive male and female characters. Each test requires 40 minutes of testing time and 15 minutes for administration.

3.4.2 Neale analysis of reading ability.

The Neale analysis of reading ability, by M.D. Neale (1999) is administered in the first week of each school year to students in Year 9 by their class teachers as part of the school's testing procedure. Students' Neale scores were obtained prior to the study and used as a screener to measure participants' reading comprehension level and ascertain whether students were struggling as readers or not.

The Neale analysis of reading ability is described as "both a standardized attainment test and a diagnostic test for readers of all ages and thus can be used to assess reading progress objectively as well as to obtain structured diagnostic observations of an individual's reading behaviour" (Neale, 1999, p. 6). The reading tests are designed to measure the accuracy, comprehension and rate of reading, monitor reading progress and obtain diagnostic observations of reading behaviour. The tests provide "normative data on an individual student's current level of reading skills while identifying weaknesses and strengths in information process including speed, fluency of decoding and comprehension of oral reading" (Neale, 1999, p. 11). Assessment covers oral reading and comprehension, discrimination of initial and final sounds, names and sounds of the alphabet, graded spelling, auditory discrimination and blending, word lists and silent reading and writing. Standardised Tests 1 and 2 and parallel sets of six graded passages of process, each form a continuous reading scale for students aged 6–12.

3.4.3 National Assessment Program – Literacy and Numeracy (NAPLAN).

The NAPLAN assessment, is administered nationally every year by the Australian Curriculum and Reporting Authority (ACARA, 2019), to students in Years 3, 5, 7, and 9. NAPLAN tests cover four domains: reading, writing, language conventions and numeracy. According to the Australian Assessment Reporting Authority (ACARA, 2019), the main purpose of the NAPLAN tests is to measure literacy and numeracy skills and knowledge that provide the critical foundation for other learning essential to productive and rewarding participation in the community (ACARA, 2019).

NAPLAN tests broadly reflect important aspects of literacy in the Australian Curriculum adopted by each state, and use test formats and questions familiar to teachers and students. The reading tests measure literacy proficiency across the learning area in line with English curriculum, and focus on reading, writing and knowledge interpretation, and language conventions (spelling, grammar and punctuation). Students are given a magazine containing a range of texts that illustrate different writing, and are required to read the texts and answer related questions in a booklet. The tests start with simple, short texts and get increasingly longer and more complex.

Assessment results are reported on scales that demonstrate how students have performed compared to established standards. The assessment scale is divided into ten bands, used to report student progress through Years 3, 5, 7 and 9. Band 1 is the lowest band and Band 10 is the highest, allowing achievement to be mapped as students progress through schooling. A band contains a range of scores and is not a specific point. The national minimum standards encompass one band at each year level and therefore represent a wide range of the typical skills demonstrated by students at each level. Band 2 is the minimum standard for Year 3, Band 4 is the minimum standard for Year 5, Band 5 is the minimum standard for Year 7 and Band 6 is the minimum standard for Year 9. These standards represent increasingly challenging skills and require increasingly higher scores on the NAPLAN scale. Students should continue developing their literacy and numeracy skills through their school curriculum because the tests contain content identical to what is undertaken in regular classroom learning and assessment (ACARA, 2019).

3.4.4 Measure of reader self-perceptions.

The Reader self-perception scale RSPS-2 (Melnick, Henk, & Marinak, 2009) was administered by the participant teachers to measure participants' self-perceptions as readers, before and after RISN. The 33 RSPS-2 items are clustered into four meaningful factors—social feedback, observational comparison, physiological states and perceived progress—with alpha reliabilities for internal consistency ranging from a low of .88—social feedback—to a high of .95—perceived progress. (See Appendix F for RSPS-2 items).

The RSPS-2 is based on Bandura's (1977, 1982) theory of perceived self-efficacy, defined as "an individual's judgement of their ability to perform an activity, and the effect this perception has on the ongoing and future conduct of the activity" (Henk & Melnick, 1995, p. 471). Accordingly, self-perceptions are likely either to motivate or inhibit learning. This was important to the present study because, as Bandura (1977, 1982) had asserted, self-perceptions affect reading achievement by influencing a reader's choice of activities, task persistence or avoidance, and effort expenditure, impacting on the reader's overall orientation to the reading process.

3.4.5 Work samples.

Participants' work samples provided a record of students' reading progress during RISN. These were analysed by the researcher and teachers collaboratively in fortnightly meetings, using 12 skill-focussed criteria described below, and explained further in Sections 3.5.1 and 3.6.1.

The skill-focussed criteria were compiled through various groupings of reading practices and dimensions of literacy in the digital context of the Wiki. My development of the three roles (Section 3.4.1) was to take the intervention a step beyond the documented work of Durrant and Green (2000) and Luke and Freebody (1999) by identifying a descriptor—Spinner, Critical Analyst and Weaver—for each of the three criteria-based roles that participants would use as literacy users. Description of this development is shown in Figures 3.3 and explicated in Section 3.5 and in subsequent figures.

Three criteria-based roles for participants as literacy users		
The Three Roles	Practices and Dimensions	Skill-focussed Criteria
Spinner Critical Analyst Weaver	Code Breaker and Operational-Technical	1: Vocabulary, makes contextual language choices 2: Uses the Wiki.
Spinner Critical Analyst Weaver	Text Participant and Cultural-Discursive	3: Identifies main ideas 4: Uses background understanding 5: Uses inferencing 6: Responds cohesively.
Spinner	Text User and Cultural- Discursive	7 & 8: As a Spinner, Introduces sources Constructs questions to initiate discussion.
Critical Analyst	Text Analyst and Critical-Reflexive	7 & 8: As a Critical Analyst, Examines writers' positions Presents a critical response.
Weaver	Text Analyst and Critical-Reflexive	7 & 8: As a Weaver, Synthesises information Generates two questions for discussion and evaluation.

Figure 3.3. Three criteria-based roles used in RISN, developed from the Year 9 Program, and the Stage 5 Syllabus Outcomes as outlined in the New South Wales Board of Studies, 2008, Syllabus Documents: Stage 5, Sydney, Australia: New South Education Standards Authority, and applied to an integration of the four reading practices model discussed in “A map of possible practices, further notes on the four resources model” by A. Luke & P. Freebody, 1999, in *Practically Primary*, 4(2), pp. 5–8 and the 3D model described in “Literacy and the new technologies in school education: Meeting the (IT) challenge?” by C. Durrant & B. Green, 2000, in *The Australian Journal of Language and Literacy*, 23(2), pp. 90–109.

The four reading practices and three dimensions yielded 12 possible combinations and each combination became a criterion for checking whether students were applying the specific skills in the new literacy context. While there are 12 criteria, only 8 criteria were applied to each written response provided by participants within each of the three assumed roles of Spinner, Critical Analyst and Weaver. Explanation of these criteria groupings is provided in Sections 3.5.1 and 3.6.1.

3.4.6 Classroom observation.

Bryman (2008) had suggested that classroom observation be undertaken to ascertain evidence of participants' experiences. This was done in the current study. These observations sought specific information on participants' active learning and engagement with the activities of RISN. My field notes were also part of the observation. I recorded observations on participants' active engagement demonstrated by attending to and completing their work and contributing to class discussion, sharing their ideas with others in their groups and taking turns listening and speaking. I also noted learning engagement demonstrated through their willingness to respond to a teacher's questions or instructions such as, "What is meant by self-monitoring?" and, "Show me what you do when you self-monitor" (See Appendix G). All observation records were member-checked with the participating teachers.

3.4.7 Teacher/researcher discussions.

The researcher provided professional development to participating teachers before the intervention through professional reading and teacher-researcher discussion sessions. The researcher gave each teacher a copy of the RISN intervention sessions and lesson plans, explained the SRSD teaching strategies to be used and led collaborative discussion on their purpose and content. A sample lesson plan is located in Appendix E. Throughout the intervention, both teachers taught the same lessons in the same sequence, and maintained the same objectives and strategies, using lesson plans provided by the researcher for each RISN session.

Following each session, the researcher held a 15-minute discussion with the teachers to discuss lesson content and teaching strategies to ensure that instruction sequences were being consistently and similarly applied in both classes. Teachers also shared information on participants' progress. Each discussion was audiotaped and member-checked (See Appendix H). On each of these feedback sessions, teachers' reports were free of any discrepancy in regard to the content delivered and the processes of delivery. Transcripts were saved and used to inform RISN and supplement other data sources. The researcher and teachers met fortnightly to analyse collaboratively the work that students had posted on the Wiki.

3.4.8 Student participant post-RISN interviews.

Following RISN, the researcher held semi-structured interviews with the four participants who contributed work samples. Each student was interviewed individually for 20 minutes in the seminar room. They were asked to respond to questions based on their learning experiences and social networking on the Wiki. Questions were formed to gain students' perspectives on whether or not, and how the intervention had helped them in their reading through the use of the three roles and social networking (See Appendix I). For example, Question 1 was used to ascertain whether or not students perceived the intervention as being useful to improve their reading, and Question 3 to probe whether or not social networking with others had helped their reading and learning, and if so, in what way. The researcher recorded participants' responses and secured the accuracy of record through their member-checks. The following section contains a description of RISN and collection of qualitative data.

3.4.9 Interrater reliability.

All teachers at the school are trained in the administration and scoring of tests as part of their annual professional development. Prior to each of the tests, teachers undertook a review of test materials and administration procedures by reading the administration guidelines and instructions in the Teacher Manual. Teachers also worked through each test to identify and rectify any difficulties they perceived that students may experience in relation to test procedures. This was followed by a discussion to the satisfaction of the researcher that teachers were familiar with the purpose of the test, the test materials and details on administration. At the conclusion of each test teachers, in discussing the activity, confirmed that there had been no difficulties in administration of the test procedures or issues raised by students during or after taking the test.

3.4.9.1 Scoring of the *PAT-R comprehension test*. Teacher participants worked collaboratively to score students' reading comprehension tests, using the guidelines set out in the PAT-R teacher manual (Stephanau et al., 2008). As recommended by Stephanau et al. (p. 31), teachers read each answer from the correct responses provided in the manual, and circled the items answered correctly on each student's answer sheet until scoring was completed. Each student's correct answers were then counted and the corresponding

information from the PAT-R comprehension norm table was inserted onto the student's report (p. 97). Following the analysis, teachers checked for consistency and accuracy of scoring and analysis by reviewing and discussing students' responses in reference to test guidelines.

3.4.9.2 Scoring of the Neale test. The teachers followed the scoring procedures, table of norms and instructions for interpreting test data as detailed in the Neale analysis of reading ability manual (Neale, pp. 20–21). Once the raw score summary was completed, scores were converted to standardised scores using the procedure detailed in the manual (p. 29). Teachers worked in a group, using the checklist provided on page 32 of the manual, to ensure that students' scores were accurately converted to standardised scores and in confirming the rigour and commonality of their work.

3.5 Reading Intervention Using Social Networking (RISN)

RISN was designed by the researcher to improve participant students' reading comprehension and perceptions of themselves as readers by capitalising on social networking and using a Wiki to resource opportunities for formal and informal networking contact, and by building concepts and language integral to readers' better performance, realization and communication of the target variables. It was considered that participants' Wiki posts would provide data reflecting their comprehension and views of themselves as learners attempting to improve as readers in authentic and pragmatic instancing of their schoolwork during RISN sessions (See Appendices D and E for RISN instruction sequences and sample lesson plan).

Content components of RISN were based on how History source materials might be read, understood and discussed using the different perspectives available from the theorisation of the four reading practices model (Luke & Freebody, 1999), the 3D model of literacy (Durrant & Green, 2000), and SRSD instruction (K. R. Harris, Graham, & Mason, 2003). RISN was organised to stage opportunities for participants to build agency in realising, using and talking about their reading practices through three interactive roles, as explained.

3.5.1 Development of the three roles.

The researcher developed the three roles to link with aspects of the two reading models and to engage participants in meaningful interaction with textual information, and with their peers and teachers in discussion of what they were understanding and how they were doing so. Although the reading practices and three dimensions are interrelated (B. Green, personal communication, October 31, 2013 in Appendix J, Lines 3–4), aspects of reading comprehension were analysed separately to examine students' reading development more closely as they responded within the three roles.

3.5.2 Participants' responses within the three roles.

As participants responded within the role of Spinner, Critical Analyst or Weaver, they drew from aspects relating to Code Breaker practice and the operational-technical dimension, and from aspects of Text Participant practice and the cultural-discursive dimension. Those aspects were evident in their ability to identify main ideas from curriculum sources and others' responses on the Wiki, and in using background understanding to organise and present information logically. Aspects of Text Participant, Text User and Text Analyst practices and the cultural-discursive and critical-reflexive dimensions were also evident in participants' inferences from source texts or formed in relation to their peers' responses, and in communicating an account on the Wiki from the position of their active role—Spinner, Critical Analyst or Weaver.

Spinners used aspects of Text User practice and the cultural-discursive dimension in order to introduce a source text, or to orient themselves and other readers by establishing the context of the source, and to construct questions to promote critical evaluation of the source. Critical Analysts drew from aspects of Text Analyst practice and the critical-reflexive dimension in order to examine points of view with reference to main ideas in a source text, to connect and elaborate on main ideas, and to present a critical response with supporting ideas. Weavers applied aspects of Text Analyst practice and the critical-reflexive dimension in order to communicate a chosen line of argument, integrate and synthesise main ideas from sources and responses of Critical Analysts, and generate questions that would promote further discussion.

The Wiki Home Page, as shown in Figure 3.4, provided participants with opportunity and resources to develop and demonstrate their reading and understanding through informal and formal discussion.



Figure 3.4. Screen shot of Wiki Home Page showing various prompts posted by teachers to guide students through the Wiki pages.

Teachers modelled how participants could respond within each role of Spinner, Critical Analyst and Weaver, and guided the participants' own development of this in selecting textual material from the folder and then finding within it opportunities for populating the role using text content as a response to the text and then posting it (See Appendix D, Instruction Sequences: Lessons 26 to 40). The roster alerted students to the specified roles and due dates, providing a schedule for each participant to post a total of five responses on the Wiki, responding at least once within each of the three roles.

The discussion forum on the Wiki worked in *thread mode* to encourage participants to contribute iteratively to a gradually evolving set of threaded messages while leaving their original messages intact and accessible as Leuf and Cunningham (2001) had suggested as desirable. Specifically, threading made it possible for participants to engage in discussion by posting their responses, arguments and views using signed messages within the three roles, and to gradually develop and demonstrate their reading and understanding of textual material.

The resource folder contained textual material upon which participants could build their responses for discussion on the Wiki. Examples of sources are shown in Figure 3.5.



Examples of Sources in the Resource Folder

Source 1: *British maps of India: 1765, 1857, 1909*. [Map]. Retrieved from <https://www.mtholyoke.edu/courses/rschwart/hist151/India/maps.htm>

Source 2: *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry, 1845* [Photograph]. Retrieved from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>)

Source 3: “First War of Independence: Indian Mutiny, 1857” [Text & photograph]. In B. Hoepper, J. Hennessey, K. Cortessis, D. Henderson, & M. Quanchi (Eds). *Global voices 2: Historical inquiries for the 21st century* (p. 214). Milton, Australia: John Wiley & Sons.

Source 4: Kipling, R. (1899). *The white man’s burden*. Retrieved from http://www.kiplingsociety.co.uk/poems_burden.htm

Source 5: Devine, F. (1999, April 11). “The Battle of Isurava- Australia’s Thermopylae?” In B. Hoepper, J. Hennessey, K. Cortessis, D. Henderson, & M. Quanchi (Eds). *Global voices 2: Historical inquiries for the 21st century* (p. 56). Milton, Australia: John Wiley & Sons. (Reprinted from *The Australian*, 1999, April 11)

Source 6: Ham, P. (2004). “The legend of Isurava”. In P. Ham, *Kokoda*, (p.163). Sydney, Australia: HarperCollins.

Source 7: Walsh, M. (Producer), Lay, D. (Producer & Director). (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films.

Source 8: Kipling, R. (1894). *The jungle book* [ebook]. Retrieved from <https://www.globalgreyebooks.com/jungle-book-ebook/>

Figure 3.5. Examples of sources included by teachers for students to access from the resource folder.

As participants became more confident in their reading and social networking activities, the teachers encouraged them to contribute materials relevant to the topics being studied to the resource folder.

3.5.3 Strategic reading and social networking.

The researcher and teachers incorporated self-regulated strategy development (SRSD) and social networking, through the use of three roles, into RISN instruction as shown in Figure 3.6. Instruction proceeded with participants learning to self-regulate their learning and apply comprehension strategies in the order detailed in Figure 3.6. Teachers

used the instruction sequences outlined in Appendix D and E, and taught strategies explicitly, shown in the sample lesson plan in Appendix E, and illustrated in Figure 3.6.

Self-regulation strategies

- 1. Develop background knowledge.** Teachers assessed students' prior knowledge about task and strategy, and provided remediation, consolidation and new conceptual information and descriptive language as required.
- 2. Discuss the strategy** to be learned. Teachers emphasised the purpose and benefits of the strategy.
- 3. Model the strategy.** Teachers used *think aloud* to demonstrate how to apply the strategy in completing a typical task.
- 4. Memorise the strategy.** Teachers guided students in memorising the steps of the target strategy until they understood and used the mnemonic (e.g., **POW**: Pick my ideas, Organise my notes, Write my response).
- 5. Guided practice.** Teachers set up support for students through collaborative practice using group work and peer mentoring to show students how to make and use word banks, cue cards and prompts on the Wiki.
- 6. Independent practice.** Teachers encouraged students to practise what they had learned of the strategy across other tasks and settings encountered to foster generalization and maintenance.

Comprehension strategies explicitly taught by teachers:

Teachers showed students how to:

- Scan and skim-read to develop background knowledge.
- Re-read for understanding to detect main ideas, information, inferences.
- Read for purpose and ask questions about that purpose while reading.
- Discuss text by exploring the writer's intent, how it can be interpreted, and ways to find and integrate main ideas.
- Reflect on text by examining the writer's point of view with reference to main ideas, unstated assumptions and bias.
- Present a position and provide evidence to support it.
- Write a response using the mnemonics **POW** and **TWA**.

Teachers explained how responses were to be constructed using the strategies POW and TWA.

POW:

- ✓ Pick my ideas from a resource
- ✓ Organise my notes into a writing plan
- ✓ Write a draft.

TWA:

- ✓ Think about what I have written
- ✓ Write my final response
- ✓ Add more and edit my response.


Teachers explained how responses were to be constructed within each of the three roles, using the POW and TWA strategies. The steps were rehearsed until students were able to demonstrate that they were able to use them appropriately in relation to features of each of the three roles. Specifically, to be able to:

- Select and introduce sources, devise two questions and form a conclusion [**Spinner**].
- Introduce a Spinner's questions, and responses to questions from peers in a Critical Analyst role; Analyse these contributions and link them to source materials; Critically evaluate contributions in terms of their supporting ideas; Integrate propositions into a pattern of main idea and its supporting details; Consider presence and effects of any bias or assumptions (stated or unstated), add own views; Conclude. [**Critical Analyst**].
- Introduce and synthesise information across Critical Analysts' responses; Summarise and present evidence for a position with links between the summarised evidence; Conclude with two questions to promote further discussion. [**Weaver**].

Figure 3.6. Examples of self-regulation and comprehension strategies taught by teachers in RISN instruction sequences, shown in Appendix D.

Teachers posted prompts on the Wiki to help students consolidate these strategies as exemplified in Figure 3.7.

[guest](#) · [Join](#) · [Help](#) · [Sign In](#) ·


nnelective2011

Five tips to improve your reading comprehension

1. When reading text and you see a new word, try to guess the meaning from the context. Note the word and look it up later.
2. Stop after each paragraph. Think about the argument the author is making. Summarise information as if explaining it to someone. Ask yourself: What are the main ideas? What are the people doing/thinking/saying? What is going on?
3. Think about your feelings while reading. Did you feel: Interested, bored, concerned, amused, other feelings? What caused you to feel that way? In your opinion, what points was the author trying to make (through the actions of the people in the text)? Do you believe that what was said makes sense? Give reasons.
4. Think about questions you may have. If you are not convinced by an argument, what further evidence do you require? How is it written, how are words used? Does this make you question anything about the information? What questions would you want to ask the author if the text ended at this point? As

you read on, these questions may be answered, but having questions in mind will help you to become a critical reader.

5. Finish the text. Do you think your questions were answered? Think about your overall impressions. Did you find the writing believable? Did you like the text? What were your favourite and least favourite aspects?

Figure 3.7. Examples of prompts posted by teachers on the Wiki to scaffold students' strategic action during RISN instruction.

3.6 Qualitative Analysis of Participants' Reading

The researcher developed a marking guide as a basis for systematic analysis of participants' reading. Its construction incorporated the four reading practices modelled by Luke and Freebody (1999), and the three dimensions of literacy and new technology highlighted by Durrant and Green (2000). It was believed that if students were able to achieve the criteria as readers, they would become more successful in their learning of Year 9 syllabus outcomes specified by the Board of Studies' Teaching and Educational Standards (Board of Studies, NSW, 2009), and the curriculum goals of the two Year 9 classrooms in which the study was conducted.

Having undertaken a critical reading of the literature, I interpreted the four reading practices model and 3D model as having different but complementary purposes in my intervention design: the first, viewing reading from the perspective of readers as consumers of text in social contexts, and the second, concerned with readers producing and communicating text in the digital social context of the Wiki. I contacted Durrant and Green (personal communication, October 12, 2013, Appendix J), authors of the 3D model (2000) who previously attempted to integrate the four reading practices model with their own model Green described the two models as interrelated and compatible (personal communication October 31, 2013). Durrant indicated that reading practices and dimensions were produced simultaneously rather than sequentially (personal communication, October 15, 2013). On advice provided by the two authors, I set out to blend the two models in RISN.

3.6.1 Three criteria-based roles for participants' performance.

In preparing instructional support through RISN with readers in mind, some of whom were struggling at this level of reading practice (decoding) and technological competence (use of the Wiki), my objectives were to establish the Spinner, Critical Analyst and Weaver roles as new perspectives through which students could revisit the skills involved (Figure 3.8). The previous delineation of criteria designed to analyse Wiki data (See Figure 3.3) is expanded below (Figure 3.8) to outline consideration of what is required of a reader to meet them.

Three criteria-based roles for participants' performance			
The Three Roles	Practices and Dimensions	Skill-focused Criteria	The reader is able to:
Spinner Critical Analyst Weaver	Code Breaker and Operational-Technical	1: Vocabulary, makes contextual language choices 2: Uses the Wiki.	Apply code-breaking skills to transact with text, understand the form and function of text to achieve a social purpose, engage in co-construction of meaning on the Wiki.
Spinner Critical Analyst Weaver	Text Participant and Cultural-Discursive	3: Identifies main ideas 4: Uses background understanding 5: Uses inferencing 6: Responds cohesively.	Focus on the way a text is constructed by activating background knowledge to make meaning at literal and inferential levels and extract main ideas. Build knowledge by developing a clear and logical response to textual material.
Spinner	Text User and Cultural-Discursive	7 & 8: As a Spinner: Introduces sources Constructs questions to initiate discussion.	Orient the reader by establishing the context of a source text, investigate historical issues by framing questions to interrogate the underlying meanings of text.
Critical Analyst	Text Analyst and Critical-Reflexive	7 & 8: As a Critical Analyst: Examines writers' positions Presents a critical response.	Critically examine point of view, underlying assumptions and writers' attempts to situate readers through the use of words, grammatical structures, images. Voices own view by analyzing, interpreting and evaluating.

Weaver	Text Analyst and Critical-Reflexive	7 & 8: As a Weaver: Synthesises information Generates two questions for discussion and evaluation.	Synthesise readers' interpretations of text Demonstrate awareness of how meaning can be constructed from different sociocultural standpoints by reflecting critically on how these confirm, unsettle or disrupt positioning of readers. Use metalinguistic skills to create and shape meaning by generating questions to stimulate further thinking and challenge readers to reflect on text,
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Figure 3.8. Three criteria-based roles used to measure participants' performance.

The assessment criteria pertinent to measuring learning outcomes were students' performances in making contextual language choices (Criterion 1), and in using the Wiki medium when accessing and responding to text (Criterion 2). As well, it was important for teachers to monitor students' vocabulary levels, identify those who were making insufficient progress, and apply strategies to enable students to build their word knowledge.

Code Breaker practice in reading and the operational-technical dimension in which such practice occurs, relate to transacting the written word at the level of vocabulary and thereby opening access to information that texts convey in combination with using digital technology such as the Wiki medium (Anstey & Bull, 2009). To do this students need to have and to apply minimal word-level decoding skills in accessing text (Cain & Oakhill, 2011), and to know how to use the Wiki.

Text participant practice and the cultural-discursive dimension associate with a reader's ability to focus on the way a text is constructed by making meaning at literal and inferential levels and relating text to prior knowledge, thus participating in the construction of meaning of the text (P. Harris, Turbill, Fitzsimmons, & McKenzie 2006). In order to do this, students need to activate prior knowledge, explore the variety of meanings in a text and engage in a text-reader transaction to construct meaning by playing with possible meanings and interpretations in efforts to grasp what is conveyed in the text at hand.

In supporting students struggling at this level of reading, I set out to ensure that all readers—Spinners, Critical Analysts and Weavers—further developed their ability to derive literal and inferential meaning by combining their background knowledge with what the text offered within the social context of their reading experiences (Chambers, 1993; Rosenblatt, 1978). The criteria that were applicable to assessing students' reading were students' capacity to identify main ideas (Criterion 3), construct their own meaning by engaging with the text by relating these ideas to their previous knowledge (Criterion 4), using inferencing (Criterion 5), and demonstrating their ability to construct meaning by unifying and organising a written response to the text (Criterion 6).

3.6.1.1 *Spinner role.* Spinners engaged in Text User reading practice and the cultural-discursive dimension. These aspects linked with the reader's aptitude to understand the form and function of a text to achieve a social purpose through structure and language features, to adjust reading strategies to suit the purpose of text at hand, and engage in the construction of meaning through social interaction with others (Green & Beavis, 2012; Luke & Freebody, 1999; Freebody, 2004).

To achieve this, readers need to understand the way in which a particular text urges them to take some action. They need to use the text in social situations to achieve a social purpose through interaction with others around the text. In enabling readers to participate in reading at this stage, my goal was to establish the Spinner role as a perspective through which students could further develop these skills.

In addition to using skills relating to Criteria 1 through to 6, assessment criteria relevant to further assessing outcomes of Spinners was their ability to introduce selected sources by orienting the reader and establishing the context, and to demonstrate synthesis and analysis by constructing two questions to initiate discussion and critical evaluation of text in those sources (Section 3.5.1, Spinner Criteria).

3.6.1.2 *Critical Analyst role.* Text Analyst practice and bringing the critical-reflexive dimension of comprehension to bear equate with the ability to understand point of view, bias or underlying assumptions, and possible attempts by writers to situate readers through words, grammatical structures and images (Freebody, 2004), and to voice one's own views about text by analysing, interpreting and evaluating information in text (Durrant & Green, 2000).

As P. Harris et al. (2006) advised, to accomplish effective levels of analysis and critical consideration, readers need to recognise that no text is neutral and that information presented by the writer is intended to influence the reader in some way. They need to confront their own biases and prejudices as reflected in texts that deliberately have a hidden agenda of ideological construction. They need to discuss bias and point of view in a text, and decide whether to endorse the position taken by the writer, or to present an alternative position to it. In promoting the development of these practices, my intention was to support readers in the RISN by moving them beyond meaning-making without thought as to how they are doing so, and to know how to engage critically with text by adopting the role of Critical Analyst. I sought to make the skills specific to Criteria 1–6 evident and describable, and in assessing participants' progress, included the criterion-based quality of their reviews when in Spinner and Critical Analyst roles to determine writers' positions and decide whether to accept or reject those positions by presenting a critical response to the writers' texts (Section 3.5.1, Critical Analyst Criteria).

3.6.1.3 *Weaver role.* As Weavers, readers were challenged to use skills linked with Text Analyst practice and the critical-reflexive dimension of literacy, and awareness of how meaning is constructed from different sociocultural standpoints, by reflecting deeply and critically on how these work together to confirm a text's positioning of oneself as a reader, or to perhaps unsettle and disrupt that positioning (Curriculum Council of Western Australia, 2011).

For readers to realise this they needed to become reflexive, and to articulate information in text to include more implicit levels than only its literal content. They needed to develop an understanding that producers of text make meanings in preferred ways and that views and ideas are constructed differently. The role of Weaver was my vehicle for helping participants recognise this need, and to enact a means of achievement. The teachers and I encouraged students to adopt the role by acting as explorers of the range of opinions, reactions and interrogations to text produced by other students, by examining different points of view on the same texts, synthesising and evaluating texts, and voicing their own views about textual information as Green and Beavis (2012) had suggested would deepen their insight and increase their understanding of texts.

Accordingly, Weavers, as well as using skills linked to Criteria 1–6 (Section 3.5.1), needed to demonstrate a capacity to transform the discussion of textual information into reflexive practice. The assessment criterion applicable to measuring learning progress for students acting as Weavers was built around their capacity to integrate and synthesise similarities and differences between textual sources and Critical Analysts' responses. They demonstrated their growth as they came to summarise key issues and determine links between the information. Their ongoing outcome was revealed in the task asked of them in Weaver role to transform small group discussion with peers about the text into reflective practice by generating two questions for further analysis (Section 3.5.1, Weaver Criteria).

As illustrated in Figure 3.9, responses from participants in the roles of Spinner, Critical Analyst and Weaver were analysed using Criteria 1 and 2. A numeric score was awarded for each criterion to indicate assessed performance at three levels of proficiency: Beginning to use skills = 1 Mark, Developing skills = 2 Marks, and Achieving skills = 3 Marks.

Skill-Focussed Criteria Combining Aspects of Code Breaker Practice and the Operational-Technical Dimension		
Code Breaker practice	Code Breaker/Operational-Technical dimension	Operational-Technical dimension
Decodes and encodes codes and conventions of written and visual texts.	Operates language system, uses a range of decoding and encoding strategies (semantic, syntactic), and combines language aspects of text and images.	Uses generic features and architecture of new textual spaces. Decodes and encodes digitally on the Wiki.
Skill Focus on Roles as Spinner/Critical Analyst/Weaver: Understands and uses a range of contextually appropriate language choices with precision. Decodes/encodes digitally on the Wiki.		
As Spinner, Critical Analyst and Weaver:		
Beginning = 1 Mark	Developing = 2 Marks	Achieving = 3 Marks
1. Vocabulary, contextual language: Uses two contextually appropriate precise words, two content words and two phrases.	1. Vocabulary, contextual language: Uses three contextually appropriate precise words, three content words and three phrases with some flexibility and precision.	1. Vocabulary, contextual language: Uses a range of contextually appropriate language choices and content words and phrases with a high level of flexibility and precision.
2. Posts a response on the Wiki: Needs assistance to read, write, format and post a response. Asks teacher for assistance on two or more occasions.	2. Posts a response on the Wiki: Reads, writes, formats and posts a response but lacks confidence. Asks teacher for assistance on one occasion.	2. Posts a response on the Wiki: Reads, writes, formats and posts a response with confidence.

Figure 3.9. Skill-focussed criteria combining aspects of code breaker practice and the operational-technical dimension. Figure shows how a numeric score was awarded for each criterion to indicate assessed performance at three levels of proficiency: Beginning to use skills = 1 Mark, Developing skills = 2 Marks, and Achieving skills = 3 Marks.

Responses from students in all three roles: Spinner, Critical Analyst and Weaver were analysed using Criteria 3 through to 6 as shown in Figure 3.10.

Skill-Focussed Criteria Combining Aspects of Text Participant Practice and the Cultural-Discursive Dimension		
Text Participant practice	Text Participant practice/Cultural-discursive dimension	Cultural-discursive dimension
Comprehends, links text to real life issues, and draws on background knowledge to make literal and inferential meaning.	Considers point of view, responds on a personal level, and interprets meaning from written and visual text.	Accesses and reflects on text, purpose, context and meaning, and interprets meaning from digital text.
Skill Focus as a Spinner/Critical Analyst/Weaver Understands purpose, context, meaning, generates background understanding of informational text, makes inferences, uses paragraphing to logically organise information and ideas.		
Beginning = 1 Mark	Developing = 2 Marks	Achieving = 3 Marks
3. Main ideas Identifies one main idea from sources and peer responses but does not make links between information.	3. Main ideas Identifies two main ideas from sources and peer responses using supporting evidence but links between information appear confused.	3. Main ideas Identifies three main ideas from sources and peer responses using supporting evidence. Ideas are related and elaborated.
4. Background understanding Does not generate background understanding of source.	4. Background understanding Generates background understanding of source, examines one source or one response.	4. Background understanding Generates background understanding of sources, examines two sources or two responses.
5. Inferencing Makes one inference from source and peer responses but does not give evidence.	5. Inferencing Makes one inference from sources and peer responses and provides evidence.	5. Inferencing Makes two inferences from sources and peer responses and provides evidence.
6. Responds cohesively Does not use paragraphs, information does not follow a logical sequence. Lacks organisation and progression.	6. Responds cohesively Uses paragraphs to present information with some organisation and progression but ideas do not always follow a logical sequence.	6. Responds cohesively Uses paragraphs to organise and present ideas and information logically, and there is clear progression throughout.

Figure 3.10. Demonstrates how students' responses in roles of Spinner, Critical Analyst and Weaver were analysed using Criteria 3 through to 6.

Responses from Spinners were analysed using two additional Spinner criteria, as illustrated in Figure 3.11.

Skill-Focussed Criteria Combining Aspects of Text User Practice and the Cultural-Discursive Dimension		
Text User practice	Text User/Cultural-discursive	Cultural-discursive dimension
Constructs texts for social purposes.	Makes meaning in contexts and reflects on issues. Responds to text on a personal level.	Uses information to respond as a Spinner and infer ways by which sources portray a message.
Skill Focus as Spinner Introduce sources and set the context. Show synthesis and analysis by introducing source/s on specific events in text and generate two questions for Critical Analysts.		
As a Spinner:		
Beginning = 1 Mark	Developing = 2 Marks	Achieving = 3 Marks
Introduces sources Introduces one source but does not orient the reader by establishing the context. Shows synthesis and evaluation of sources Constructs one question about source content, but the question is not relevant to the content.	Introduces sources Introduces two sources and orients the reader by establishing the context . Shows synthesis and evaluation of sources Constructs one question to initiate discussion and evaluation of source content.	Introduces sources Introduces three sources and orients the reader by establishing the context. Shows synthesis and evaluation of sources Constructs two coherent questions to initiate discussion and critical evaluation of source content.

Figure 3.11. Responses from Spinners were analysed using two additional criteria: Introduces sources, and Shows synthesis and evaluation of sources.

Responses from Critical Analysts were analysed using Criteria 1 through to 6, and two Critical Analyst criteria. Similarly, responses from Weavers were analysed using Criteria 1 through to 6, and two Weaver criteria, as shown in Figure 3.12.

Skill-Focussed Criteria Combining Aspects of Text Analyst Practice and the Critical-Reflexive Dimension		
Text Analyst practice	Text Analyst/critical-reflexive	Critical-reflexive dimension
Understands how texts position readers, viewers. Examines writers' point of view and how writer is positioning reader, and develops own position.	Analyses and discusses if texts provide an accurate representation. Evaluates and reconstructs meanings in texts.	Develops a critical response in the role of Critical Analyst. Synthesises peers' responses in the role of Weaver.
<p>Skill Focus as a Critical Analyst Critically analyses and assesses specific events, groups and individuals.</p> <p>Skill Focus as a Weaver Synthesises and evaluates commonalities and differences between Critical Analysts' posts, and poses coherent questions for future discussion.</p>		
Beginning = 1 Mark	Developing = 2 Marks	Achieving = 3 Marks
<p>As Critical Analyst Examines writers' point of view with reference to one main idea from sources and/or Critical Analyst responses but does not make links between information.</p> <p>Responds to the task in a minimal way, does not state a position.</p>	<p>As Critical Analyst Examines writers' point of view with reference to two main ideas from sources and Critical Analyst responses. Links in information seem confused.</p> <p>Presents a position, but supporting ideas lack focus and do not support position.</p>	<p>As Critical Analyst Examines writers' point of view with reference to three or more main ideas from sources and Critical Analyst responses, links information.</p> <p>Presents a fully-developed response with relevant, well-supported ideas .</p>
<p>As Weaver Communicates information with reference to sources. Attempts to summarise information but ideas appear unrelated.</p> <p>Reveals synthesis and evaluation Poses one question for future discussion but the question lacks focus.</p>	<p>As Weaver Communicates a chosen line of argument with reference to two sources. Examines similarities and differences but does not integrate ideas.</p> <p>Reveals synthesis and evaluation Poses one focussed question for future discussion.</p>	<p>As Weaver Communicates a line of argument integrating ideas from sources. Synthesises and evaluates similarities and differences.</p> <p>Reveals synthesis and evaluation Poses two coherent questions to promote future discussion.</p>

Figure 3.12. Demonstrates how responses from Critical Analysts and Weavers were analysed using Criteria 1 through to 6, with two additional criteria appropriate to each role respectively.

3.7 Procedure

Prior to the study, the researcher held two meetings with the teachers to plan the implementation of RISN. Each was one hour in duration. We shared information on self-regulated strategy instruction and social networking on the Wiki that were to establish and build students' knowledge and use of the Spinner, Critical Analyst and Weaver roles and create opportunities for students to experience success and awareness as comprehenders. The research procedure applied in the study is described in following sections.

3.7.1 Establishing the Wiki.

Following planning meetings, the Wiki was established by the researcher and participating teachers. The Wiki Home Page contained links to a netiquette tutorial, a discussion forum for student participants to build knowledge through social networking, and a resource folder containing source materials for participants' reading and learning. A roster was set up on the Wiki to ensure that all students could respond within each of the three roles of the intervention at least once, and that they adhered to deadlines for submitting their Wiki posts.

There were 22 laptops in each classroom with Internet access and a data projector. The furniture was arranged to enable participants to be seated facing each other to promote interaction and discussion. Participants were encouraged to ask and answer questions, offer opinions, and engage in group and whole-class discussions.

3.7.2 Student participants' briefing.

Student participants were briefed on the procedures to be applied in RISN using a dialogue sheet (See Appendix K). They were informed that their involvement as participants in the study would include being observed and recorded in what they were doing as students. However, this was voluntary and there would be no disadvantages or penalties should they not want to participate. If so, they would continue as usual in the class but no observations or test data would be recorded for the study. They were also informed that should they decide not to participate on a particular day or to withdraw completely from the study, they could

do so without being disadvantaged in any way. The researcher's role was fully explained, after which participants were given time to ask questions.

3.7.3 Pre-tests and collection of quantitative data.

Pre-tests were administered to all 42 student participants using the PAT-R (ACER, 2008). The 45-minute test was administered by the participating teachers in classrooms during class sessions. Following the reading comprehension pre-test, students completed the RSPS-2, 30-minute pre-test questionnaire (Melnick et al., 2009; Appendix F).

3.7.4 Implementing RISN.


RISN was implemented by the participating teachers as an instructional intervention in daily lessons over two school terms, each of 10 weeks. RISN sessions were held during a 30-minute reading period every morning when students and teachers all read together, a practice that became known by its acronym, START. The teachers used RISN sessions as a conduit for engaging students with content in the History subject, Elective World History.

The teachers began RISN by conducting three, 1-hour orientation sessions with their students. This was done in class using the following sequence.

3.7.4.1 Orientation session 1. During Orientation Session 1, the teachers explained the purpose and procedure to be used in RISN sessions, to be held during the first 30 minutes of Lesson 1 every morning. Teachers explained that during RISN lessons, students would learn a number of strategies to help them to improve their reading and understanding of informational text from History content, respond to the information they read by interacting with other students about what they were reading by using a Wiki, and become independent learners.

The teachers explained social networking to students, modelling and demonstrating on the screen the procedures for logging onto the Wiki using the link [nnelective2011](#) to access the Wiki Home Page, resource folder and discussion forum to read and respond to resources and peer posts. Figure 3.5 contains examples of sources located in the resource folder.

The teachers explained to students that after they had attended RISN lessons and become confident in writing and social networking on the Wiki, they were to submit five Wiki posts in total during RISN. They made it clear that on each occasion, students were to assume one of three roles they would learn, posting their response within a different role each time on or before the given due-by date. Responses were to be posted each fortnight. Figure 3.13 contains instructions students were given for posting their responses.

**nnelective2011**

Instructions

This space Is your space! It has been designed to enable you to discuss your ideas and opinions in a safe and supportive environment. So share your passion for reading and get involved!!!

As discussed, complete the netiquette tutorial.

Place your name on the roster five times. You need to sign on at least once as a **Spinner** once as a **Critical Analyst** and once as a **Weaver**.

To prepare your response for posting on the Wiki:

1. Browse through sources in the resource folder and other students' responses on the discussion forum.
2. Read what is required within your role.
3. Choose sources from the resource folder and responses from other students.
4. Analyse sources by, for example, using a mind map to note themes and main ideas.
5. Draw links between sources and other students' responses.
6. Record ideas and questions that you may have after analysing sources.
7. Write your response.
8. Edit your response.
9. Post your response on the Wiki on or before the due date :)
10. Check regularly for responses from other students and feedback from your teacher :)

Spinners

1. Select at least two sources from the resource folder.
2. Introduce material from your selected sources.
3. Conclude with two questions you have devised based on source material.

Critical Analysts

1. Select one Spinner question and two Critical Analyst responses.
2. Start with an introduction.

3. Analyse and integrate the Spinner question with main ideas from selected Critical Analysts' responses, link to sources, critically evaluate integrating main ideas, consider bias or unstated assumptions using evidence.

4. End with a conclusion.

Weavers

1. Select at least two Critical Analyst responses.

2. Start with an introduction.

3. Synthesise similarities and differences from Critical Analysts' responses and link these to sources, present a position providing evidence.

4. Conclude with two questions for further discussion.

Figure 3.13. Teachers' instructions to students for posting their responses within the three roles on the Wiki Home Page.

3.7.4.2 Orientation session 2. The teachers invited all 42 students on the Wiki and, by projecting the Wiki on the screen, demonstrated procedures for logging onto the Wiki Home Page and accessing the resource folder and discussion forum.

After teacher explanation and demonstration, students were instructed to log onto the Wiki Home Page and access the student roster by clicking on the link.

3.7.4.2.1 Roster for posting Wiki responses. Teachers asked participants to add their name to the roster and the role they would assume for the response they would post each fortnight (Figure 3.14). The teachers guided student participants as they logged onto the Wiki, navigated from the Wiki Home Page as explained earlier in Section 3.4.2, located the roster, and placed their names on the Posting Roster.


 nnelective2011				
<u>Roster</u>				
Students, you need to sign up for five postings on the Wiki. At least Once as a Spinner; Once as a Critical Analyst; Once as a Weaver				
Wiki Postings	Date due	Spinner	Critical Analyst	Weaver
Post 1				
Post 2				
Post 3				
Post 4				
Post 5				

Figure 3.14. Roster used by students for posting their Wiki responses each fortnight within each of the three roles.

Participants were given time to access the roster displayed, and place their name and the role they would assume for each Wiki post on the roster. Participants were then given time to explore the Wiki independently and to discuss what they were discovering.

3.7.4.3 Orientation session 3. The teachers asked participants to complete the netiquette tutorial and view the video on copyright laws, using the link in Figure 3.15. Those who experienced difficulty were assisted by their teacher or a more able peer.

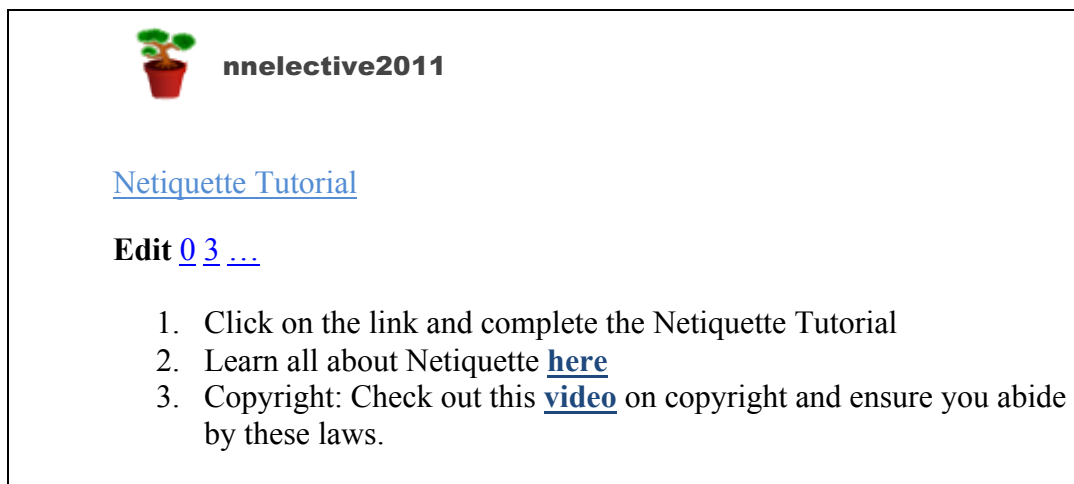


Figure 3.15. Link to the Netiquette tutorial which explained both the process for recording students' responses and the laws on copyright.

3.7.4.4 SRSD and comprehension strategies. Following Orientation session 3, teachers began RISN instruction using the sequences and lesson plan outlined in Appendices D and E. SRSD and comprehension strategies were taught systematically and explicitly by the teachers using the SRSD process explained further in the following section. The researcher used a checking system involving discussions with participant teachers after each RISN lesson. This ensured that lessons on the strategic procedure were executed consistently and as intended across the two classrooms, and allowed for independent understanding of RISN such as progress and measuring of effects from the intervention. The researcher kept audiotapes and transcripts of these discussions.

The teachers facilitated participants' learning by guiding them as they developed increasing awareness and confidence in their roles and in how to go about posting their responses on the Wiki. They themselves posted reminders on the Wiki of what tasks and timeline students had to complete their work (Figure 3.16).



nnelective2011

Wikispace reminder

Please make sure you have completed the following by the end of this week:

- Finished the Netiquette Tutorial.
- Used the Wiki for a trial post.
- Placed your name on the Posting Roster for 5 postings (once in each role of SPINNER, CRITICAL ANALYST, WEAVER).
- For Monday, please do reading pp. 236–253 in your text book: India.

This will set the context for our next lesson. Miss A

Figure 3.16. Example of reminder posted on the Wiki by Teacher A showing guidance about the students' tasks and timeline.

In accordance with the SRSD approach, the teachers used the stages of SRSD instruction as guidelines for flexibly combining, modifying, and revisiting stages of instruction on being strategic in response to students' reading comprehension needs. The four principles of self-regulation: goal setting, self-instruction, self-monitoring, and self-reinforcement, were combined throughout RISN sessions to foster students' strategic competence and independent regulation (K. R. Harris et al., 2003; See Section 3.4.3, and Appendices D and E). The principles were integrated also with instruction about how to be strategic in each of the four reading practices and across different dimensions of literacy (Durrant & Green, 2000; Luke & Freebody, 1999).

In bringing together what they found and could discuss in the social networking they were doing on the Wiki, students were acting in the Spinner, Critical Analyst and Weaver roles they had also learned. The target of direct instruction was to help participants build a combination of their new learning about self-regulated strategic development, reading practices and dimensions, and framed role-playing when socially networking through discussion of what they were reading. The instruction involved interactive discussion, amongst teachers and students, of the conceptual basis of each component. Discussion was proceeded by modelling, guidance, and group and independent practice of each strategy across the reading practices and dimensions, and of the three socially interactive roles on the Wiki.

The teachers used focussed and explicit instruction, discussing and modelling one strategy at a time until students were able to demonstrate that they could connect independently with textual material, associate it with their existing knowledge and own ideas, and construct their responses within each of the three roles described in Section 3.6.1. This was done through interactive and scaffolded instruction in recursive and integrated stages for strategy acquisition (RISN instruction sequences are located in Appendix D, and a sample lesson plan is in Appendix E).

Pre-skills were developed through teacher-led discussion and modelling of each strategy. Nested within this approach, teachers combined comprehension strategies through discussion and focus on self-regulated procedures using the mnemonics POW (**P**ick my idea, **O**rganise my notes, and **W**rite and say more, and TWA (**T**hink about what I have written, **W**rite my final response, **A**dd more and edit my response), from the work of K. R. Harris, Graham, and Mason (2003).

3.7.4.4.1 *How to apply POW.* The teachers explained and modelled the POW strategy, using a graphic organiser to respond to text, collaborating with students to consider decisions on what ideas to pick, how to organise their notes and how to build and write responses (Figure 3.6). Teachers modelled *think aloud statements* to help focus attention and use the strategy steps:

- To get started: “What is the first thing I need to do? I need to stay focussed.”
- To monitor performance: “Will this introduction catch my reader’s attention?”
- To cope with frustration: “I can do this, I’ll take a deep breath and try again.”
- To reinforce effort: “I knew I could think of a better explanation for that reason.” (K.R. Harris et al., 2003).

3.7.4.4.2 *How to apply TWA.* The teachers explained each TWA step using a chart they had posted on the Wiki describing the three steps of the strategy (Figure 3.6). Using informational text, teachers highlighted features, main ideas and details using think-alouds to demonstrate how TWA could be used to identify information appropriate for composing their responses on the Wiki in each of the Spinner, Critical Analyst and Weaver roles. Teachers emphasised using one’s own ideas for reasons and explanations, and told students that this would help them to develop the skills required to think creatively and meaningfully.

Teachers revisited reasons they had for selecting particular text content in a Spinner role, or for critically analysing it, or weaving it together as a model for explaining their interpretive action. Students then practised their own interaction with text in assigned roles using the TWA strategy with other texts.

Students worked throughout lessons to consolidate their memory, understanding and use of the steps of the POW and TWA strategies and what each step was intended to do, and, why doing it was important for them as readers. Teachers supported this development by prompting students to talk through what they were learning to do and outcomes they were achieving, and providing feedback and reinforcement to help students strengthen their self-perceptions and descriptive language. For example, teachers celebrated apparently new awareness some students had of text structure that assisted them in the selection and organisation of information, and how others had begun to use graphic organisers to summarise, organise and integrate information across several texts that related to a History topic under study.

The teachers' objective now extended beyond introducing the various elements of the RISN intervention to encouraging students to seek out opportunities in their classwork for applying them, observing their own effects and critically evaluating what they were doing well and what needed strengthening.

3.7.4.4.3 *Strategies to support writing within the three roles.* The implementation of RISN had involved teachers' discussing, modelling and strengthening of students' self-regulation of the strategies POW and TWA when decoding, participating and being critically analytic with information texts in the History content area. The integration of social networking –Wiki– was intended to broaden the media in which readers would encounter the dimensions of make-up, familiarity and critical positioning features of text (Durrant & Green, 2000; Green & Beavis, 2012). Teachers now supported students' encounters by modelling a set of three interactive roles –Spinner, Critical Analyst and Weaver– understanding and enactment of which were intended to provide a procedural basis for using POW, TWA and any other strategic action such as using text structure and graphic organisers to strengthen their reading comprehension and self-perceptions as readers. They modelled each strategy and how to use it when reading and responding to classroom text examples in

a sequence until students were able to read, write, post and explain the genesis of their responses on the Wiki (See Section 3.5).

Teachers reinforced students' explanations as acceptable when they gave coherent accounts of strategic applications of POW and TWA while reading. For example, they celebrated students' demonstrations of picking main ideas from the information in the text, thoughtfully reflecting on what was required for the particular role to be taken in forming and posting a response on the Wiki, and re-reading to better use and organise background knowledge and evidence from the text/s to support the initial response.

3.7.4.5 *Qualitative data gathering during RISN.* Qualitative data were collected during the intervention through work samples from the four selected student participants: Kate, Camilla, Emma and Sam, and from teacher/researcher discussions after each RISN lesson.

Teachers analysed participants' work each fortnight, using criteria explained earlier in Section 3.6.1 and shown in Figures 3.8 to 3.12. The two classes operated throughout the instructional period within the conventional school program timetabling and classrooms allocated. No additional students joined either class. These data included teachers' perception of students' uptake of the RISN intervention.

3.7.5 Post-testing.

Following the RISN intervention, quantitative data were collected from all 42 student participants through post-tests in reading comprehension using PAT-R, (ACER, 2008), and the RSPS-2 (Melnick et al., 2009). The tests were administered by their teachers in their classrooms.

Qualitative data were collected through post-interviews with the four case study participants: Kate, Camilla, Emma and Sam. The researcher interviewed each participant individually for approximately 20 minutes. They were asked to respond to questions in relation to their reading and learning during RISN (See Appendix I). The researcher recorded participants' responses with their permission. Following each interview, the researcher read each interview transcript to the participant to check for accuracy.

3.8 Data Preparation and Analysis

After the RISN intervention, all 42 student participants were debriefed by their teachers, data were prepared and analysed, and a summary of preliminary findings was presented to the Principal of the participating school. The following sections detail strategies used for the preparation and analysis of quantitative and qualitative data.

3.8.1 Quantitative data.

All data analyses, descriptive and inferential, were conducted using the IBM PASW Statistics Version 24 (IBM, 2016) and significant levels for the analyses were maintained at $\alpha < .05$. Inspection of the data indicated no incomplete data. $< .05$. Inspection of the data indicated no incomplete data.

To investigate relationships amongst the five instruments, Pearson's correlation coefficients (Pearson's r) were calculated.

Non-parametric statistical analyses were employed due to the small sample size ($N=42$). The Wilcoxon Signed-Ranks test was employed to compare the repeated measures of each of the five instruments obtained from the 42 participants as a group. The Wilcoxon Signed-Rank test is an alternative tool to the paired Student's t -test when the sample under consideration cannot be assumed to be normally distributed and/or the sample size is considered small (Corder & Foreman, 2014).

In assessing differences between the Struggling and Not-Struggling groups on each of the measuring instruments (Pre- and Post-Intervention) a Mann-Whitney U test was utilised. The Mann-Whitney U -test is a powerful non-parametric tool and most useful as an alternative to the parametric independent t -test (Siegel & Castellan, 1988).

3.8.2 Qualitative data.

Qualitative data collected from work samples, field notes, classroom observation, teacher-researcher discussions and student post-interviews were analysed.

3.8.2.1 Analysis of work samples. Work samples collected fortnightly from the four participant students participating as case studies were analysed collaboratively by the researcher and teachers using the marking criteria shown in Figures 3.8 to 3.12 where aspects of the four reading practices, 3D model, Year 9 Program and outcomes from Stage 5 Board of Studies Syllabus were combined.

Student participants were awarded a score of 0 = No evidence of having achieved skills, 1 = Beginning to use skills, 2 = Developing skills, or 3 = Achieving skills, based on marking criteria previously explained in Section 3.6.1 and displayed in Figure 3.3 and in Figures 3.8 to 3.11. A detailed analysis of work samples collected from the two selected students who were struggling as readers: Kate and Camilla, and two students not struggling: Emma and Sam, can be found in Chapter 4.

3.8.2.2 Analysis of data from field notes, transcripts of teacher/researcher discussions and participant post-interviews. Data from field notes taken during classroom observation, transcripts of teacher/researcher discussions, and transcripts of participant post-interviews were coded, summarised and interpreted using an inductive coding process (Creswell, 1998, 2012). Inductive coding allowed for codes to be developed from data that was generated directly from participants within the classroom context, providing a more in-depth investigation on the effects of RISN on participants' reading and learning. Inductive coding, strictly grounded in the data as Creswell advised (1998, 2012), enabled codes and themes to emerge from the data and uncover meanings attributed directly by participants through their learning experiences rather than imposing pre-determined classifications or prior theoretical categorisation. This allowed the datum "to speak for itself" (Creswell, 1998, p.4) as units of analysis were based on what was taking place in the two classrooms throughout RISN.

Qualitative methods seek to uncover meanings participants attributed to their experiences. Developing codes and themes inductively made it possible to clarify participants' understanding of their experiences, and generate assertions and uncover meanings attributed by students through their learning experiences rather than imposing pre-determined classifications on the data (Creswell, 1998). Thus, language used by participants to describe their reading and learning experiences during RISN guided the development of codes and themes.

Specifically, codes and themes emerged directly from the data without prior theoretical categorization, as suggested by Creswell (2012), where analysis aligned with what was taking place and uncovered meanings that students attributed to their experiences of RISN that supported reading (Appendix L). A detailed account of the coding process undertaken to analyse data collected from field notes, transcripts of teacher/researcher discussions and participant post-interviews is presented in Chapter 4.

3.8.3 Data trustworthiness.

Since mixed methods applied in this study involved quantitative and qualitative data, it was necessary to address specific types of validity checks for both quantitative and qualitative processes (Creswell & Plano Clark, 2011). To ensure validity of qualitative findings, triangulation of data through multiple methods was employed.

Data from field notes of classroom observations, transcripts of teacher discussions, along with transcripts of participant post-interviews were combined to create different levels of data for analysis. These data were the measure by which participants' experiences during RISN were identified and coded. As new data emerged, these too were coded and compared to earlier findings.

3.8.3.1 Triangulation. Triangulation has been defined by Bryman (2008, p. 700) as “the use of more than one method or source of data in the study of a social phenomenon so that findings can be cross checked”. For greater validity, and to reduce the observer effect, data for this study were obtained from several sources as Bryman (2008) and Yin (2003) had recommended. This was achieved using quantitative and qualitative methods, and triangulated

before drawing conclusions about them as findings or using them as a basis for inference in relation to the research questions.

3.8.3.1.1 Respondent validation. As a form of triangulation, respondent validation is encouraged through constant comparisons of a respondent's data with those of others that pertain to the same phenomenon (Hammersley & Atkinson, 1995; Lincoln & Guba, 1985). I addressed trustworthiness of my own observations in relation to the phenomena of the research questions concerning reading comprehension, students' self-perceptions as readers and comparisons of any effect between struggling readers and their non-struggling peers. I accomplished this by looking for, and, confirming and/or resolving correspondences and mismatches with what my colleagues and participating students observed in the learning-teaching context of RISN's implementation. Since the qualitative strands of the study were descriptive in nature, triangulation of colleagues' and students' perspectives with mine served as a basis for validation and constituted another contextual element of the study.

3.8.3.1.2 Member-checking. Member-checking is confirming with the participant who provided them the accuracy and fullness of reported data (Bryman, 2008). I used this procedure throughout the study in conference with participants as previously explained. It reassured me that I had attended to the possibility of misrecording or misinterpreting data collected in the classrooms during the study, or meaning I was attributing to those data. As Yin (2009) had suggested, I routinely discussed with participating students and teachers the data collected from transcripts of discussions, field notes from classroom observations, and transcripts from post-RISN interviews on participants' experiences. For example, following each discussion with my two teacher-colleagues, I invited them to read the transcript and to amend and/or ask for clarification if either was needed, to suggest changes that would more faithfully present their observation or otherwise challenge anything that seemed incorrectly or not fully reported. Similarly, following each post-RISN student interview, I shared and discussed the interview transcript with participants and requested they make any changes that they considered would give a more accurate and a fuller account of their position.

3.8.3.1.3 Data source triangulation. Finally, to reduce the likelihood of any observer effect, data source triangulation was applied across the multiple sources (Yin, 2003). Samples of work that students had contributed during lessons had been collected and analysed progressively during RISN. Analysis of these data was used to determine whether

results might be found in evidence that was emerging consistently from observational data gathered during RISN's implementation, another feature that Yin (2003) considered would assist in reducing any observer effect. Data from this source were then compared with the quantitative data gathered from pre- and post-RISN testing of participants' reading comprehension and self-perceptions as readers. With these practices I had attempted to offset to whatever degree possible any bias associated with the circumstances reported above in relation to the school and participants.

In this chapter, the research design and method used for collection of quantitative and qualitative data to answer the research questions were described, and procedure used for implementing RISN detailed. Quantitative and qualitative results are presented in the following chapter.

Chapter 4

Results

Results of quantitative and qualitative data gathered, as outlined in the previous chapter are organised and presented here as evidence of the fidelity of treatment with the RISN intervention, and in relation to each of the research questions explored in the study. The research questions are:

Research Question 1: To what extent will adolescent students who are struggling as readers and who participate in a specifically designed reading intervention improve their

- a. reading comprehension; and
- b. self-perceptions as readers?

Research Question 2: How will any gains that these struggling readers make compare with performances of their peers who were not struggling and who have participated in the same intervention?

Research Question 3: What descriptions do participants provide to account for their experiences and outcomes of RISN?

4.1 Case Study Results Reporting Quantitative and Qualitative Analysis

Quantitative analyses of standardised tests of participants' reading comprehension and self-perceptions as readers, and analysis of qualitative pre- and post-intervention data are presented in sequence in relation to each of the research questions.

4.1.1 Research question 1.

To what extent will adolescent students who are struggling as readers and who participate in a specifically designed reading intervention improve their

- a. reading comprehension; and
- b. self-perceptions as readers?

Quantitative analyses of data from the reading comprehension measure indicated statistically significant improvement across the sample following the intervention. Students

struggling as readers and their non-struggling peers increased their reading comprehension achievement.

4.1.1.1 Descriptive statistics. Table 4.1 depicts the descriptive statistics results for the PAT-R and RSPS-2 measures Pre- and Post-intervention by classification of reader – Struggling and Not-Struggling. The pattern of scores indicates improvement in mean scores for reading comprehension – PAT-R, and self-perceptions as readers – RSPS-2 for those in both classifications, with consistently higher mean scores for readers Not-Struggling on both pre-test and post-test measures. There is some variation in distribution data for the post-test self-perception scores of the two classifications of participants where this has not appeared in pre-test results. Detailed statistics are in Appendices P to T.

Table 4.1

Pre- and Post-Intervention Means and Standard Deviation Measures of Reading Comprehension and Self-Perceptions as Readers by Classification of Reader

Instrument: Measure	<u>Reader Classification</u>				<u>Total</u>	
	Struggling N=16		Not-Struggling N=26		N=42	
	M	SD	M	SD	M	SD
<u>PAT-R: Reading Comprehension</u>						
Pre-intervention	121.50	2.78	131.88	5.67	127.93	6.96
Post-intervention	131.63	3.96	141.23	7.15	137.57	7.70
<u>RSPS-2: Self-Perception as Readers (Factor: Social Feedback)</u>						
Pre-intervention	20.50	1.37	28.35	1.79	25.36	4.18
Post-intervention	33.13	2.99	41.27	2.13	38.17	4.70
<u>RSPS-2: Self-Perception as Readers (Factor: Observational Comparison)</u>						
Pre-intervention	17.94	1.12	27.27	1.37	23.71	4.76
Post-intervention	27.00	1.79	33.96	2.25	31.31	4.00
<u>RSPS2: Self-Perception as Readers (Factor: Physiological States)</u>						
Pre-intervention	20.06	1.53	25.88	2.16	23.67	3.45
Post-intervention	31.00	1.55	34.31	2.71	33.05	2.83
<u>RSPS-2: Self-Perception as Readers (Factor: Perceived Progress)</u>						
Pre-intervention	21.19	0.66	28.27	2.18	25.57	3.90
Post-intervention	33.50	3.20	41.23	1.96	38.29	4.52

Note. PAT-R = Progressive Achievement Test in Comprehension;
RSPS-2 = Reader Self-Perception Scale 2.

Pearson's correlations. Pre-Intervention Pearson's r correlation coefficients ranged from 0.62 to 0.96 for the five measures taken. All pre-intervention correlations were statistically significant ($p < .001$) (Table 4.2).

Post-Intervention correlations ranged from 0.22 to 0.83. The correlation between Post-Physiological States and Post-Reading Comprehension was not statistically significant ($r_{42} = .22$; $p > .05$). All other post-intervention correlations were statistically significant ($p < .01$) (Table 4.2).

Table 4.2

Pre- and Post-Intervention Intercorrelations of the Total and Sub-scale Measures of Reading Comprehension (N=42)

Instrument	1	2	3	4	5
Reading Comprehension (1)	-----	.69***	.67***	.62***	.73***
Social Feedback (2)	.60***	-----	.90***	.82***	.96***
Observational Comparison (3)	.55***	.74***	-----	.81***	.86***
Physiological States (4)	.22 ^{ns}	.51**	.51**	-----	.85***
Perceived Progress (5)	.53***	.83***	.70***	.46**	-----

Note: Upper diagonal are pre-intervention correlations; Lower diagonal are post-intervention correlations; ^{ns} $p > .05$; ** $p < .01$; *** $p < .001$.

4.1.1.2 Inferential statistics. Wilcoxon Signed-Ranks test was employed to examine whether there was significance of statistical differences between Pre-Post intervention scores on the PAT(R) and RSPS-2 measures (Table 4.3). This assessment compared the repeated measures obtained from the 42 participants as a group. As can be seen in Table 4.3, the test indicated that the post-test scores were statistically significantly higher than the pre-test scores ($p < .001$) for all measures. That is, gains in reading comprehension and in self-perceptions as readers were statistically significant. The effect size (Clark-Carter, 2004) range for all five measures was 0.87. By Cohen's (1988) conventions, this would be

considered a large effect size. Comprehensive statistical details can be found in Appendices P to T.

Table 4.3

Repeated Measures Wilcoxon Signed-Ranks Test Results

Instrument	Negative Ranks	Positive Ranks	Ties	Z	Effect Size(r)
Reading Comprehension	0	42	0	5.65***	.87
Social Feedback	0	42	0	5.66***	.87
Observational Comparison	0	42	0	5.66***	.87
Physiological States	1	41	0	5.64***	.87
Perceived Progress	0	42	0	5.66***	.87

Note. *** $p < .001$; r = range.

While the quantitative analyses reported above indicate that all participants performed significantly better on the two key variables following the intervention, comparison between the two groups of participants was needed to determine the specificity of effect for those struggling as readers. This would provide key evidence in answering Research Question 1 where students struggling as readers were central. It also would inform the response to Research Question 2 where gains these students made are compared with those of their peers not struggling.

The first of two measures to check the strength of effects obtained was a Mann-Whitney U-test, employed to assess measurement differences (Pre- and Post-Intervention) between the two classifications of readers, Struggling and Not-Struggling (Table 4.4).

Table 4.4

Assessment of Measurement Differences Between Type of Reader by the Mann-Whitney U-Test

Instrument	Mean Rank	U	Z	Effect size (r)
<u>Pre-Overall Reading Comprehension</u>				
Struggling Not Struggling	8.50 33.00	.000	5.41***	.83
<u>Post-Overall Reading Comprehension</u>				
Struggling Not Struggling	.000 28.23	33.00	4.57***	.71
<u>Pre-Social Feedback</u>				
Struggling Not Struggling	8.50 29.50	.000	5.44***	.84
<u>Post-Social Feedback</u>				
Struggling Not Struggling	8.56 29.46	1.00	5.42***	.84
<u>Pre-Observational Comparison</u>				
Struggling Not Struggling	8.50 29.50	.000	5.44***	.84
<u>Post-Observational Comparison</u>				
Struggling Not Struggling	8.72 29.37	3.50	5.32***	.82
<u>Pre-Physiological States</u>				
Struggling Not Struggling	9.13 29.12	10.00	5.18***	.80
<u>Post-Physiological States</u>				
Struggling Not Struggling	10.97 27.98	39.50	4.43***	.68
<u>Pre-Perceived Progress</u>				
Struggling Not Struggling	8.66 29.40	2.50	5.40***	.83
<u>Post-Perceived Progress</u>				
Struggling Not Struggling	8.72 29.37	3.50	5.37***	.81

Note. Struggling $N = 16$; Not-Struggling $N = 26$; *** $p < .001$; r = range.

As depicted in Table 4.4, the Mann-Whitney U -test indicated that scores of the readers Not-Struggling were statistically significantly higher than those for Readers Struggling in all five measurements—Pre- and Post-Intervention.

The second step was to determine to what extent the effect size, while statistically significant, might be regarded as crucial. The Clark-Carter measure of effect size (2004) indicated differences ranged from 0.68 to 0.84. According to Cohen's (1988) advice of meaningfulness of fit, i.e. to categories of a 'small' **effect size (0.2)**, 'medium' **effect size (0.5)**, and 'large' **effect size (0.8)**, the differences found in this study are within the medium to large range of importance.

4.1.2 Research question 2.

How will any gains that these struggling readers make compare with performances of their peers who were not struggling and who have participated in the same intervention?

Quantitative analyses of pre- and post-intervention performances revealed that students in both reading classifications improved their self-perceptions as readers. While students struggling as readers made significant gains, so did their peers not struggling to the extent that the latter group remained the higher performing of the two, shown in Figures 4.1 to 4.5 below. Comprehensive statistical details can be found in Appendices P to T.

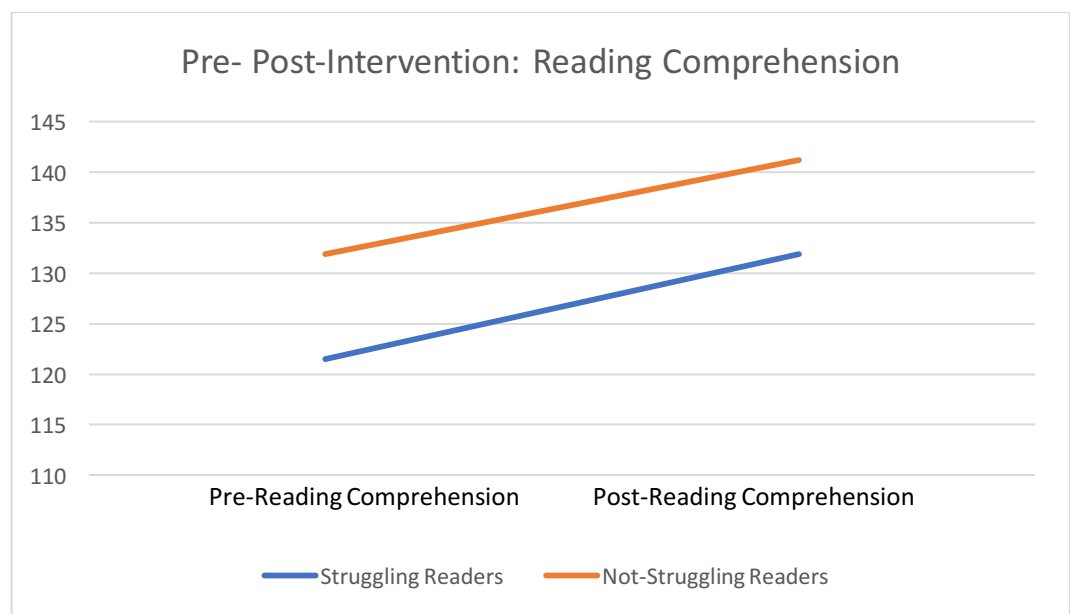


Figure 4.1. Comparison of reading comprehension performance of readers struggling and those not struggling, following the RISN intervention.

Comparison of means for the two sets of reading comprehension scores indicates similar gains made by the two groups of students. Both groups improved an average of 10 points on the standardised test. The standard deviation measures at both testing times show that scores for students struggling as readers were more closely grouped around the mean, with their peers' scores more widely dispersed. The extent of that difference lessened somewhat at post-test, with students struggling as readers at the top end of their group's performance range now operating at levels of their peers at the lower end of their range. Nonetheless, the gap between the two groups remained fairly consistent with an overall outcome of improved reading comprehension across the repeated measures that coincided with the start and finish of an intervention that all shared.

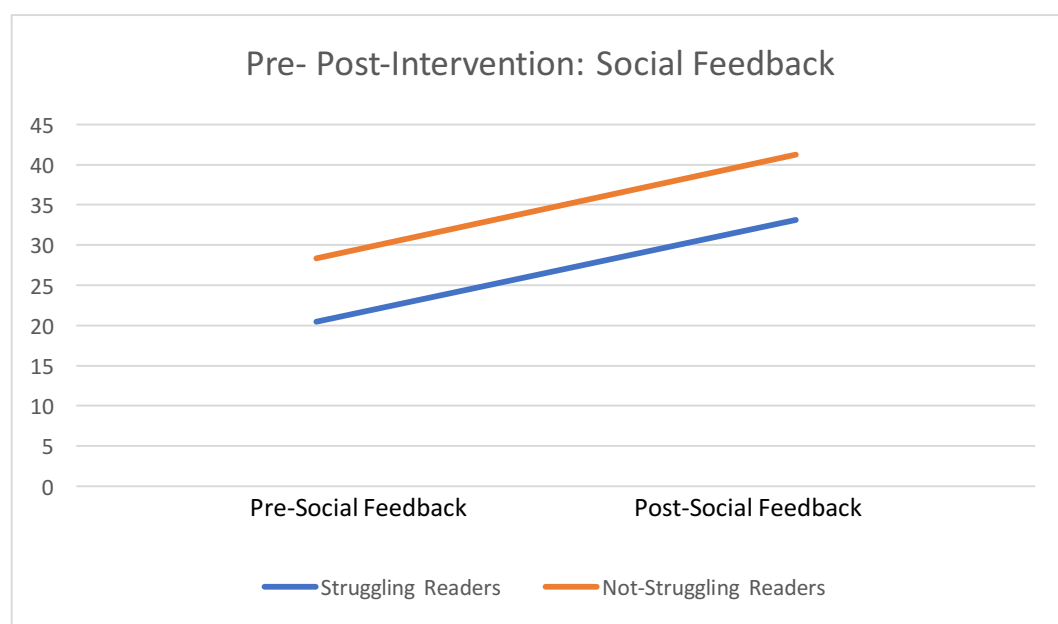


Figure 4.2. Comparison of gains in social feedback made by readers struggling and those not struggling, following the RISN intervention.

The comparison of social feedback levels displayed in Figure 4.2 indicates that the mean score for students struggling as readers rose from 20.50 in the pre-test to 33.13 in the post-test, and that for students not struggling increased in the same way, from 28.35 in the pre-test to 41.27 in the post-test. As with the two previous components, all students rated the feedback they received about their reading ability from their peers and teachers more positively after the RISN intervention than they had done before it.

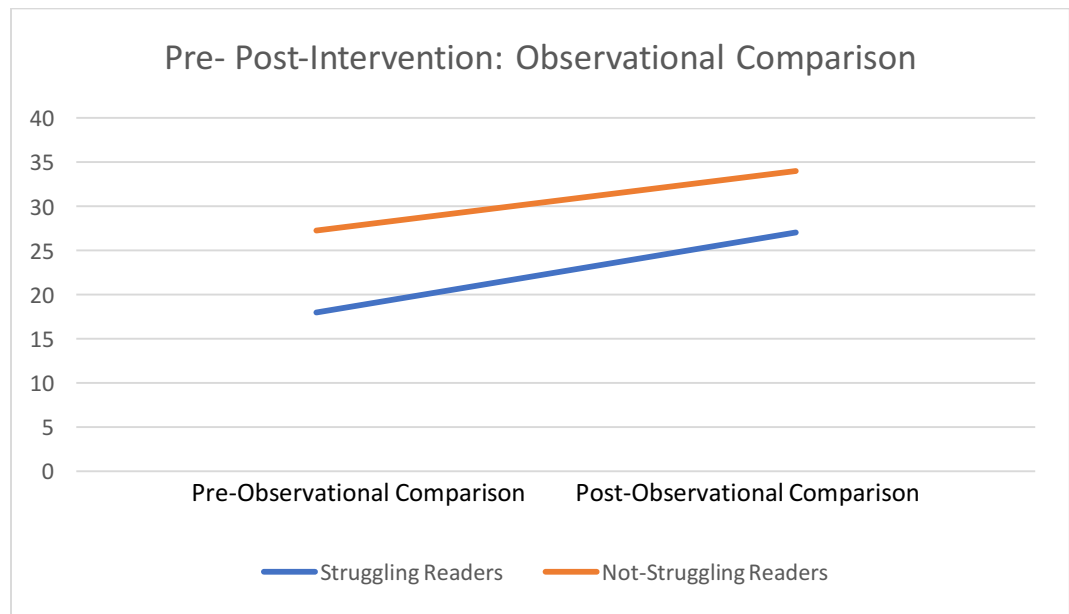


Figure 4.3. Gains made in observational comparison by readers struggling compared with gains made by those not struggling, following the RISN intervention.

The observational comparison levels displayed in Figure 4.3 indicate that the mean score for students struggling as readers rose from 17.94 in the pre-test to 27.00 in the post-test, and the mean score for students not struggling rose from 27.27 in the pre-test to 33.96 in the post-test. These results suggest that overall, all students rated the way they compared their reading with that of their peers more positively after RISN than they did before RISN, and even more so in the case of students who were struggling as readers.

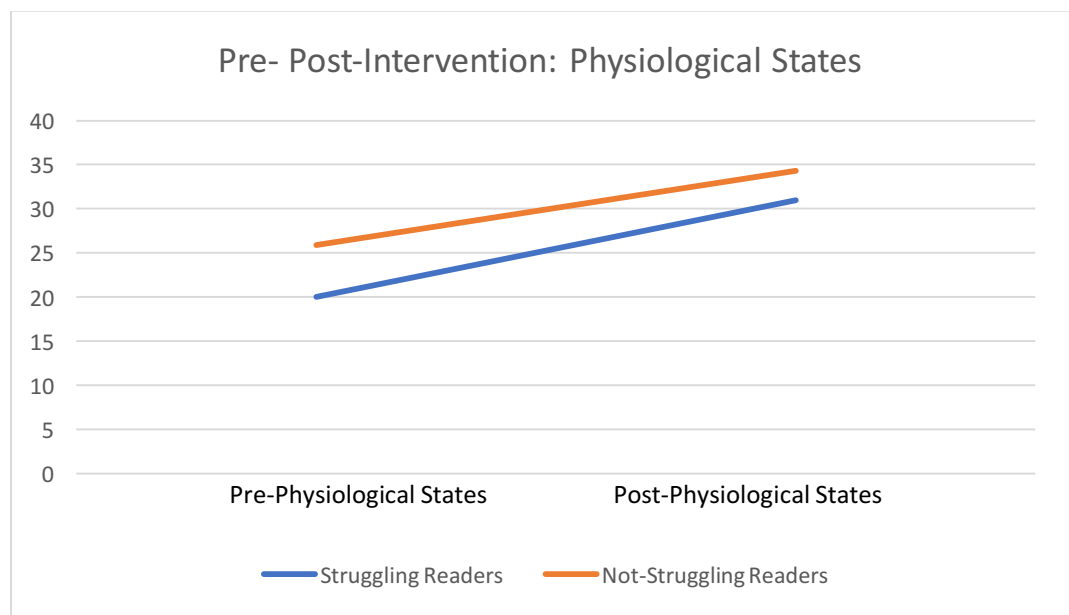


Figure 4.4. Comparison of gains in physiological states levels made by readers struggling and those not struggling, following the RISN intervention.

The comparison of physiological states levels, displayed in Figure 4.4, shows the mean score for students struggling as readers increased from 20.06 at pre-test to 31.00 at post-test, and the mean score for students not struggling rose from 25.88 to 34.31 in the post-test. These results suggest that overall, students experienced more positive feelings when they engaged in reading after RISN, with the effect more pronounced for students struggling as readers.

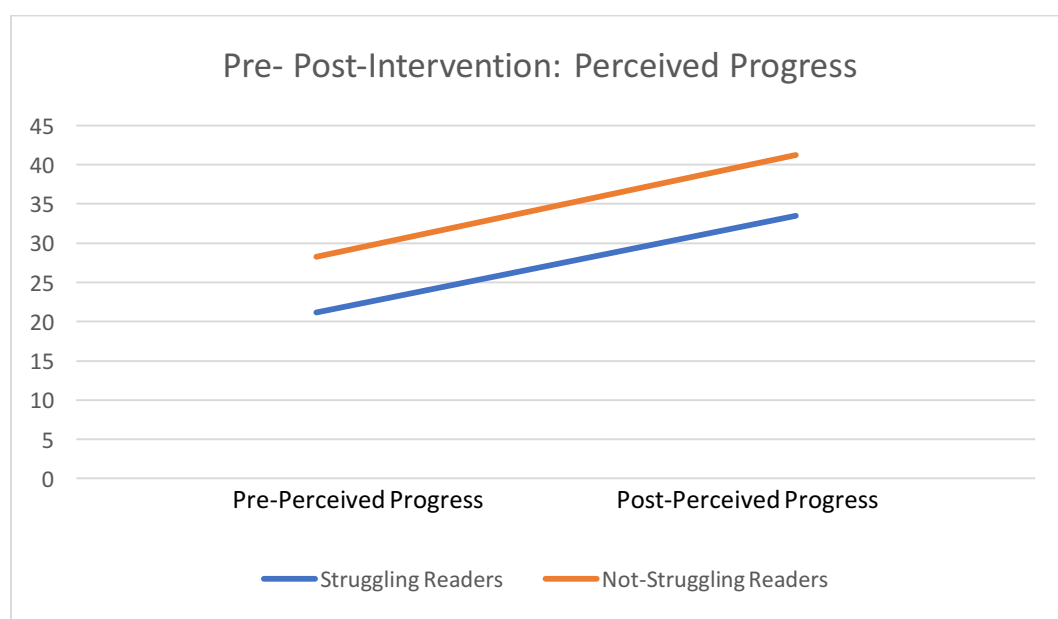


Figure 4.5. Comparison of gains in perceived progress made by readers struggling and those not struggling, following the RISN intervention.

Comparison of students' self-perceptions on progress, displayed in Figure 4.5 indicates increases in mean scores for both groups across testing times. The similar gradients suggest that overall, all students rated their own reading progress with that of their peers more favourably after RISN.

Table 4.5

Performances on the Standardised Tests by the Four Student Cases

Measure	Students struggling to read		Students not struggling to read	
	Kate	Camilla	Emma	Sam
Reading Comprehension				
• Pretest	116	119	126	130
• Posttest	124	130	133	139
Self-perception as a Reader				
• Pretest				
Social feedback	22	21	27	28
Observation comparison	19	18	27	27
Physiological states	17	17	29	26
Perceived progress	21	20	27	28
• Posttest				
Social feedback	29	32	44	43
Observation comparison	27	26	35	37
Physiological states	29	31	33	33
Perceived progress	33	30	41	43

The quantitative analyses reported in Figures 4.1 to 4.5 and in Tables 4.1 to 4.5, indicate that those who received the intervention improved their reading comprehension and their self-perceptions as readers (see Research Question 1, Chapter 4, Introductory paragraph). This was the case not only for students classified as struggling as readers, but also for their peers not struggling who participated alongside them in the intervention (See Research Question 2, Chapter 4, Introductory paragraph). This finding enables the rejection of a null hypothesis for the first question of no likely difference in how students struggling as readers would perform pre- and post-intervention in favour of support for there being a different and positive gain-effect across the two sets of measures.

Findings from the analyses, however, do not allow rejection of a similar hypothesis for the second question where gains for those struggling as readers were examined alongside those of their peers not struggling. Performances of both groups, though significantly elevated on the post-test over pre-test results, remained similarly different at both testing times. Qualitative data reported in the following sections provide explication of these quantitative results.

4.1.3 Research question 3.

What descriptions do participants provide to account for their experiences and outcomes of RISN?

Following RISN, participants' reading comprehension and self-perceptions as readers were examined qualitatively through (1) students' work samples, (2) classroom observation during the intervention, (3) teacher/researcher discussions, and (4) post-intervention interviews with students who contributed work samples.

Results reveal effects in reading comprehension performance and self-perceptions as readers that student participants achieved across the period of an introduced intervention. Students' voice in the students' case study data also reflect qualities of engagement that characterise their own and teachers' observations of the instructional opportunities of the intervention. Data collected in relation to both parts of Research question 3 indicated positive shifts that underlie the statistically significant improvement found from the analyses of the quantitative data used to answer this research question.

Qualitative indicators from samples of work collected from students provided detail about their understandings of meaning in text resources encountered during the intervention. These data reveal students' perceptions of better comprehension and that this better effect had built in discernible ways across the period of instruction. Findings demonstrating this improvement and students' accounts of it are outlined below.

Twenty samples of work were collected for analysis over 10 weeks, five from each of two students struggling as readers and two students who were not. Students' work was used to determine whether evidence existed of qualitative shifts in their approach to reading comprehension and in what they showed in Wiki posts of their metacognition relating to what they were doing when reading. Kate and Camilla demonstrated considerable take-up of the roles and activity involved in the RISN intervention and in their descriptions of how they were going about their reading comprehension. This take-up is illustrated in Figures 4.6, 4.9, 4.11, 4.13 and 4.15 (Kate) and Figures 4.16 to 4.20 (Camilla) and in the analyses of their work samples in the paragraphs below those figures. Emma and Sam, who had not been struggling, showed similar improvement in the content and nature of their Wiki posts (Figures 4.21 to 4.30).

As part of their ongoing cycle of observation of and response to students, teachers decided to use a ratings system across time as a basis for measuring the sustainability of gains they saw students making. They applied a four-point numerical scale, with scores differentiated at four levels of mastery awarded for each criterion, explained in Chapter 3 (see Section 3.6.1). Where there was clear evidence of having achieved target RISN skills, a student's work was scored (3), while work that gave no evidence of skills having been achieved was scored (0). Two intermediate levels of achievement were used to mark students as beginning to use skills (1), or, as demonstrating good rather than complete development of skills (2).

Teachers tracked their observation of students' progress using these ratings and positive movement as a basis for reinforcing students' acquisition of comprehension skills. The ratings also alerted teachers to any flattening of progress (e.g., through scores maintained at a level below 3), or regression of ratings (e.g., scores moving toward 0 rather than 3), to identify where students needed different or additional support.

The following sections contain annotated scripts and detailed analyses for work samples produced and posted on the Wiki by Kate and Camilla, readers designated as struggling prior to the intervention, as they progressed through the RISN intervention (in figures noted above). These compared with work from Emma and Sam – readers not struggling – shown in Figures 4.21 to 4.30, similarly demonstrating awareness and build.

4.1.3.1 Analysis of Kate's work samples. The work sample in Figure 4.6 is from Kate's first Wiki post as the RISN intervention began. She compiled these data from her work as part of a small group that had read material provided by the teacher and in which Kate was in role as a Critical Analyst. Her chief function in this role was to examine points of view from sources and peer responses, and to present a critical response to her understanding of source material, in this case a video clip. As Critical Analyst, she had begun learning and practising making references to main ideas in the source material and their linkages.

Kate's work was analysed using the marking guide and descriptors for the three criteria-based roles shown in Chapter 3 (see Section 3.6.1).

Kate. Wiki Post 1: Evidence of Critical Analyst

May 10, 11:10 am

Source used by Kate:

Walsh, M. (Producer), Lay, D. (Producer & Director). (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films. – Video recording about the Vietnam War.

1. Kate: I am responding to the teacher's question.

Teacher A's question: How does the media footage in Source 7 shape a particular view of history? (See Appendix B, Teacher Question 1).

2. Kate: I think that this footage was broadcast on television to show the viewers at home who were supporting this war to see what they were actually supporting. Also to question their support of the war and to give them an insight into this war, showing that things may not always be the way you may believe them to be.

Teacher A with Teacher B's assent: *On reading the contents of Kate's Wiki post (Kate's two statements in Work Sample 1), we feel that she used inferencing at a very basic level, and showed no evidence of skills as a Critical Analyst – described in Chapter 3 (Section 3.5.1).*

Participant researcher: *I discussed the basis of the perception with Teachers A and B. They used Kate's failure to elaborate to support their assessment and I agreed that these parts of Kate's work, while accurate and useful, had not moved beyond a literal level of comprehension.*

**Skills Relating to the Roles of Spinner/Critical Analyst/Weaver:
Aspects of Code Breaker Practice/Operational-Technical Dimension**

Criterion	Score	Annotations
1. Vocabulary, contextual language choices	1	Used exact words from text, e.g. "viewers; footage; broadcast; insight; supporting this war".
2. Uses the Wiki	1	Needed teacher assistance to format and post a response on the Wiki.

**Skills Relating to the Roles of Spinner/Critical Analyst/Weaver:
Aspects of Text Participant Practice/Cultural-Discursive Dimension**

Criterion	Score	Annotations
3. Main ideas	1	Kate identified one main idea from one source: <i>to question viewer support and give them insight into war</i> . She did not expand on the idea and there were no other links evident.
4. Background understanding of source	0	Did not generate a background understanding or name the source.

5. Inferencing	1	Made two inferences implied from one source but did not provide supporting evidence, responded to the task in a minimal way.
6. Responds cohesively	1	Brief response made it difficult to analyse.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst:		
7. Examines writer's position	1	Examined writer's point of view with reference to one main idea but did not elaborate or provide supporting ideas.
8. Presents a critical response	1	Presented a position but did not provide evidence.

Figure 4.6. Showing the analysis of Kate's Work Sample 1, her first Wiki post, within the role of Critical Analyst. The media footage was sourced from Walsh, M. (Producer), Lay, D. (Producer & Director), (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films. This was often referred to in the Wiki posts as the Video recording about the Vietnam War.

4.1.3.1.1 What is revealed in Kate's first work sample. As indicated in the generally low ratings teachers gave across the 8 criteria, Kate's first Wiki post was seen as providing little evidence of anything but subsistence levels of skillful performance. The words she used: "footage", "broadcast", and "insight", were copied from the original text without change. There was no background provided for the source texts. Her teacher, Teacher A, informed the teaching team that while Kate had composed her response independently, she had done so only with considerable technical assistance in navigating the Wiki and in posting her response on the discussion forum. On the disclosed evidence of the teachers' observations (see Annotations in Figure 4.6), this performance was consistent with the most basic comprehension of the source material she had viewed on the Vietnam War.

Text Participant/cultural-discursive aspects. Kate put forward the idea that the media footage was intended to "question viewer support" and "give them insight into the war". However, there was no evidence of elaboration on this initial idea nor of any background information she had drawn from that might have provided a context for the source she referred to in her short script.

Text Analyst/critical-reflexive aspects. According to Teacher A's assessment, Kate experienced problems using Wiki technology and this may have adversely affected her response. Kate was in the role of Critical Analyst to examine the writer's view and to present a position of her own. Her words, "this footage was broadcast on television to show the

viewers at home who were supporting this war to see what they were actually supporting”, are apposite in two ways. First, they display that Kate had reached an outcome reflecting a critical and analytic position on the intention of the media clip, *Battle of Long Tan Documentary*. Kate shows some deductive reasoning in her comment; notably, she mentioned a targetted audience and a purpose for targetting it, namely, “to show viewers at home who were supporting this war to see what they were actually supporting”. Her deduction is that the media considered itself able to influence targetted viewers at home by showing them specific events that were taking place in the war.


Teachers felt that Kate’s comment leaves much unsaid. For example, there is no information that might expand her comment to include interrogation of the assumption of the capacity to influence a target audience, or of possible effects of what viewers see on their pre-existing support of the war – strengthening, weakening, neutral – or, why and how considering the media’s influence had affected her own view of the war, communication and public opinion.

4.1.3.1.2 Strategies used to assist Kate. After analysing her work, the teachers explained and modelled for Kate and other students who had experienced similar issues using technology, the steps to log on, and format and post a response on the Wiki. They gave them a self-instruction sheet as back-up. They then used a brainstorming activity to help students to see, reflect on and write about the intention of the video clip, *Battle of Long Tan Documentary*.

To help student participants see what was involved to deepen their levels of comprehension, teachers cued students into using the TWA and POW strategies (K. R. Harris, et al., 2008). This step was intended to help students consolidate their ready-to-use knowledge of the two strategies with specific lesson content. For example, they used Kate’s response to the Vietnam War source material as a basis for modelling paragraph construction– identifying a main idea, and building on it with details from the text as illustrated in Figure 4.7.

They began by cuing students into talking through what they already knew of the TWA and POW strategies (K. R. Harris et al., 2008). This step was intended to help students consolidate their ready-to-use knowledge of the two strategies. They then used Kate’s

response as a basis for modelling paragraph construction, to identify a main idea and build on it with details from the text as illustrated in Figure 4.7.



[nnelective](http://nnelective.com)

Outlining a paragraph using TWA

Main idea	J believes that the Australian 39th battalion played a huge part in the Japanese defeat
Supporting detail	39th Battalion as a defence along Kokoda
Supporting detail	Many casualties
Supporting detail	Stalled the Japanese
Main idea	
Supporting detail	
Supporting detail	
Supporting detail	

Figure 4.7. Outlining a paragraph using TWA, adapted from *Powerful Writing Strategies for all Students* by K. R. Harris, S. Graham, L. H. Mason, & B. Friedlander, 2008, Baltimore, MD: Brookes Publishing.

Next, the teachers guided Kate and her student group as they worked towards elaborating the text-based content, using a paragraph outline and the Write and say more component of the POW strategy to scaffold their thinking and Wiki postings (Figures 4.7 and 4.8). For example, they showed Kate's group a sequence to follow where the main idea was posted in sentence form as the initial item, with support following.



[nnelective](#)

Outlining a paragraph using POW

P	Pick my idea and make notes	Kate: I'll start by picking the idea that seems to cover all the rest (what Kate picked is shown in the previous figure). My notes will be the other facts that support it. I can see three.
O	Organise notes	I'll tell them in the order they are in the main idea – first the main idea, then 30 th Battalion, then casualties, then the Japanese.
W	Write and say more	I'll add connecting words to make sentences.

Figure 4.8. Outlining a paragraph using POW, adapted from *Powerful Writing Strategies for all Students* by K. R. Harris, S. Graham, L. H. Mason, & B. Friedlander, 2008, Baltimore, MD: Brookes Publishing.

4.1.3.2 Kate's Work Sample 2. The work sample below is data from Kate's second Wiki post in which she was playing the role of Critical Analyst by examining writers' views and taking a stance.

Kate. Wiki Post 2: Critical Analyst

May 12, 1:10 pm

1. Kate: I am responding as Critical Analyst and refer to Sources 5, 6 and 7.

Sources used by Kate.

Source 5:

"The Battle of Isurava - Australia's Thermopylae?" by F. Devine, *The Australian*, 1992, April 11, in *Global voices 2* by B. Hoepper et al., 2009, p. 56.

Source 6: Ham, P. (2004). "The legend of Isurava". In P. Ham, *Kokoda*, (p.163). Sydney, Australia: HarperCollins, and *Global voices 2* by B. Hoepper et al., 2009, p. 56.

Source 7:

Walsh, M. (Producer), Lay, D. (Producer & Director). (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films.

<p>2. Kate: J believes that the Australian 39th battalion played a huge part in the Japanese defeat. She also states that the 39th Battalion was used as a defence along Kokoda and the many casualties that suffered, stalled the Japanese on their way towards Port Moresby.</p> <p>I conclude with satisfaction that Australia's 39th Battalion played a very large role in the Japanese defeat along the Kokoda track.</p> <p>Teaching Team: <i>Kate's Wiki post as a Critical Analyst (Work Sample 2) lacked detail. In the first paragraph, she merely stated the opinion of a peer (J). In the concluding paragraph, she repeated earlier material, and did not elaborate on her statement: "Australia's 39th Battalion played a very large role in the Japanese defeat along the Kokoda track" (Work Sample 2, Lines 6–7).</i></p>		
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	1	Words and phrases were copied from text: "conclude; played a very large role in the Japanese defeat ..."
2. Uses the Wiki	1	Needed teacher assistance to formulate and post Wiki response.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	1	Identified one main idea from one source: "the Australian 39 th Battalion played a huge part in the Japanese defeat", but merely repeated what a peer had stated.
4. Background understanding		Did not generate background understanding of source.
5. Inferencing	0	Did not make inferences.
6. Responds cohesively	0	Responded in a minimal way.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst:		
7. Examines writer's position	0	Examined the writer's point of view with reference to one main idea but did not elaborate.
8. Presents a critical response	0	Stated a peer's opinion, and did not give her own opinion or provide supporting evidence.

Figure 4.9. Showing the analysis of Kate's Work Sample 2, Wiki post in the role of Critical Analyst. The textual material was sourced from B. Hoepper et al., 2009, p. 56 and the media footage was sourced from Walsh, M. (Producer) and Lay, D. (Producer & Director). (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films. Video recording about the Vietnam War.

4.1.3.2.1 *What is revealed in Kate's second work sample.* Teachers' ratings of Kate's skills in the areas shown indicate their view that if there had been any change in her performances across the two days, it was to a less skillful level. In the role of Critical Analyst, Kate appropriately referred to a peer's response. The Teaching Team stated that in doing so, she merely had copied words and phrases literally instead of moving beyond this, for example, using paraphrasing or open questions that might have suggested her processing the text at a deeper than literal level. Equally, she remained at the same rating. According to Teacher A, Kate was not confident and required some technical assistance to post her response on the Wiki.

Text Participant/cultural-discursive aspects. Kate identified one main idea from the response of fellow Critical Analyst (J), specifically that "the Australian 39th Battalion played a huge part in the Japanese defeat". However, this is solely a repeat of what her peer (J) had written, without elaboration. Thus her response does not include any indication of lexical flexibility, one of the features through which an inference of better quality in her understanding might have been drawn. The teachers' assessment that she had not yet mastered the skill is reflected in the "zero score" allocated to her inferencing performance.

Text Analyst/critical-reflexive aspects. Kate attempted to explore and reflect on a peer's response, and to present a position on the content of the text. However, in responding, she stated only that "Australia's 39th Battalion played a very large role in the Japanese defeat along the Kokoda track". She had not yet added the justification or exemplification through supporting detail that might have shown her deeper consideration of the retrieved fact she had posted.

4.1.3.2.2 *Strategies used to assist Kate.* The teachers revisited TWA and POW strategies and modelled a Critical Analyst's response to assist Kate and readers with similar difficulties in understanding standpoint as a feature of comprehension. Teachers worked collaboratively with the group using a resource, "Firing the Carronade" (Hoepper et al., 2009, pp. 8–9) to model how to identify main ideas, to use background information from which to infer, and to use supporting details to elaborate and take up a position (See Appendix D, Lesson 42). They illustrated from the comments of two writers, Windschuttle and Tardiff, who had taken two opposing positions on the carronade issue (Hoepper et al., 2009, pp. 8–9).

First, teachers helped Kate and her group to look for and underline words and phrases that signalled the position taken by each writer. Following this, as shown in Table 4.6, they discussed how Windschuttle and Tardiff as quoted in Hoepper, Hennessey, Cortessis, Henderson, and Quanchi (2009) had used language to assert their particular viewpoint through argument, evidence, example, counter-argument and repetition.

Table 4.6

Words That Signal Judgement Used by Windschuttle and Tardiff in Source 1.12

<p>Windschuttle seems to have judged that the carronade was not loaded.</p> <p>He accepts Moore's claim that: It was intended <u>to intimidate</u>, not to kill the Aborigines. Carronades were <u>not normally used</u> as field artillery. Carronades were <u>often used</u> for ceremonial purposes. It was <u>most likely</u> to have been loaded with blanks regularly used for ceremony. <u>The sound of a blank being fired would have dispersed the natives just as well.</u></p> <p>Tardiff seems to have judged that the carronade fired actual shot.</p> <p>From Tardiff's standpoint: It cannot be asserted <u>without any evidence</u> that it fired a blank. The carronade had been sent to Risdon Cove <u>with Shot and their other Materials</u>. Bowling had been warned to keep the carronades under close guard <u>lest the convicts rise up and use them against him</u>. <u>Carronades were built to kill and to maim.</u> <u>The details establish clearly</u> that the principle purpose was to kill and maim.</p>

Note. Sourced from "Firing the Carronade" in *Global voices 2: Historical Inquiries for the 21st Century* by B. Hoepper, J. Hennessey, K. Cortessis, D. Henderson, and M. Quanchi, Milton, Australia: John Wiley & Sons, p. 9.

To conclude the activity, teachers guided Kate and her group in building a comparison table (Table 4.7) based on words Windschuttle and Tardiff had used to establish their positions and support their view.

Table 4.7

Comparison Table of Views Taken by Windschuttle and Tardiff in Their Positions Regarding the Firing of the Carronade

	Windschuttle	Tardiff
What key judgement does the writer make about the carronade?	The carronade was fired to intimidate. It was most likely to have been loaded with one of the blanks used regularly for ceremony. The sound of a blank being fired would have dispersed the natives just as well.	It cannot be asserted without any clear evidence that it fired a blank. Bowen had been warned to keep the carronade under close guard lest the convicts rise up against him.
What evidence does the writer offer to support that judgement?	The carronade was often used for ceremonial purposes to welcome or farewell visitors. It was not a weapon normally used by English field artillery.	The carronade had been sent to Risdon with shot and other materials. Clearly the principal purpose was to do what they were built for – to kill and maim.

Note. Sourced from “Firing the Carronade” in *Global voices 2: Historical Inquiries for the 21st Century* by B. Hoepper, J. Hennessey, K. Cortessis, D. Henderson, and M. Quanchi, Milton, Australia: John Wiley & Sons, pp. 9–10.

To further strengthen students’ understanding of standpoint, teachers discussed two extracts containing conflicting comments made by Keith Windschuttle and Henry Reynolds, and guided students as they used a table, Table 4.8, to discern and illustrate differing standpoints in the article on Australian History (Hoepper et al., 2012, p. 11).

Table 4.8

Conflicting Claims Made by Windschuttle and Reynolds in Sources 1.13 and 1.14

Claim made by Windschuttle	Conflicting claim made by Reynolds
The British colonisation was the least violent of all Europe’s encounters and did not meet any organised resistance.	A small town pioneer explained in 1896 that his community had its foundations cemented in blood.
Conflict was sporadic rather than systematic.	Almost every district settled has its history of conflict between local clans and encroaching settlers.
The notion of sustained frontier warfare is fictional.	The frontier settlements bristled with guns. Recent studies have emphasised the extent of frontier conflict in all parts of Australia.

Note. Sourced from *Global voices 2: Historical Inquiries for the 21st Century* by B. Hoepper, J. Hennessey, K. Cortessis, D. Henderson, and M. Quanchi, Milton, Australia: John Wiley & Sons, p. 11.

Teachers then modelled a Spinner response (Figure 4.10) using the feature article on Australian history, “The Man with the Donkey” in *Retroactive 2: Stage 5 Australian History* (3rd ed.) by M. Anderson, A. Low, L. Keese, and J. Conroy, 2010, Milton, Australia: John Wiley & Sons, p. 56.

Teachers’ modelling of a Spinner response.

I was reading the article, “The Man with the Donkey”, about how Simpson carried wounded soldiers to Anzac beach on his donkey.

According to Peter Cochrane (1992), a hero must be acting for the community; what he does must be dangerous. It must involve a test of strength, courage and will, and it must make a difference.

Does the Simpson story achieve each of these basic requirements?
Refer to the text to support your answer.

Something else to consider is:
Simpson was one of a number of men who used donkeys to transport wounded soldiers. Does the fact that Simpson was not unique affect his heroic status?

Figure 4.10. Model of a Spinner response using an extract from Peter Cochrane’s *Simpson and the Donkey: The Making of a Legend*, 1992, Melbourne, Australia: Melbourne University Press.

Kate and her group were shown how to highlight and contrast the writers’ different views by using a comparison table as a scaffold (See Appendix D, Lesson 44). Teachers followed this step by asking the group to read an extract from the novel “The Workingman’s Paradise” written in the 1890s by William Lane and presented in *Global voices 2: Historical Inquiries for the 21st Century* edited by B. Hoepper, J. Hennessey, K. Cortessis, D. Henderson, and M. Quanchi, 2009, Milton, Australia: John Wiley & Sons, p. 6. Teachers then asked students to complete and post on the Wiki a comparison table (Table 4.9) on social position and lifestyle in the 1890s.

Table 4.9

Words that reflect social position and lifestyle in the early 1890s from the novel, The Workingman's Paradise

	Upper class	Middle class	Lower class
Examples of people in each class	Pastoralists and wealthy landowners of hundreds of houses, mayors, will be knighted or made a duke.	Rich middle-class	Labourers waitresses seamstresses
Key words that refer to appearance	Stout, coarse, loudly jeweled, men wear a tall silk and white waistcoat, and speak in a loud dictatorial wheezy tone.	Happy and confident	Sallow skin and haggard, bluish hollows below the eyes. Suffering from disorders caused by constant standing.
Key words that refer to habits	Hands thrust in their pockets wherein they jingled coins.	Well dressed	Thin dwarfed children kicked and tumbled on the ground, women half-dressed.
Words that refer to living conditions	Shrubberied mansions and showy villas in wealthy suburbs.	Pleasant detached homes in less crowded districts.	Wretched homes, slums, alleyways back streets, overcrowded unhygienic stifling bedrooms and crowded little kitchens.

Note. Sourced from Retroactive 2: Stage 5 Australian History (3rd ed.) by M. Anderson, A. Low, L. Keese, and J. Conroy, 2010, Milton, Australia: John Wiley & Sons, pp. 6–7.

The teachers repeated the instruction sequence until students reached a level of performance wherein all essential parts of the Critical Analyst response were present, correct and ready for further improvement. Kate's third work sample (Figure 4.11) demonstrates that she was now better able to read, evaluate information and respond as a Spinner than in her previous two posts, and had become a competent user of the Wiki.

4.1.3.3 Kate's Work Sample 3. Kate played the role of Spinner in the third Wiki post below, a role that required her to introduce ideas from a source and construct questions that promoted critical evaluation of what she had read (Section 3.6.1).

Kate. Wiki Post 3: Evidence of Spinner

May 17, 8:07 pm

1. Kate: I am asking Spinner questions after reading Sources 3 and 4.

Sources used by Kate:

Source 3:

"First War of Independence: Indian Mutiny, 1857" [Text & photograph]. In Hoeppe, B., Hennessey, J., Cortessis, K., Henderson, D., & Quanchi, M. (2009). *Global voices 2: Historical inquiries for the 21st century* (p. 214). Milton, Australia: John Wiley & Sons.

Source 4:

Kipling, R. (1899). *The white man's burden*. Retrieved from: http://www.kiplingsociety.co.uk/poems_burden.htm

2. Kate: Reading through Sources 3 and 4, some questions came to mind.

Q1: In Source 4 the line "half devil, half child". Who do you think he is referring (sic) too (sic)?

Q2: In Source 3 if you were in the situation, would you be a part of the mutiny not knowing the consequences? Give reasons.

Teaching Team: Having examined Kate's Wiki post (Work Sample 3) it was clear that she attempted to examine and select some themes. However, she did not introduce or provide any background information or context for the sources she selected for framing her questions - which were at a basic level.

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension

Criterion	Score	Annotations
1. Vocabulary, contextual language	2	Kate used phrases, "some questions came to mind; who do you think he is referring to?"
2. Uses the Wiki	3	She developed and posted a response on the Wiki unassisted.

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension

Criterion	Score	Annotations
3. Main ideas	2	Identified main ideas from two sources and linked questions to sources.

4. Background understanding	0	Did not generate background understanding of the context of the source.
5. Inferencing	1	Made inferences that were implied in two sources but her questions were at a basic level.
6. Responds cohesively	1	Presented basic information.
Skills Relating to the Role of Spinner: Aspects of Text User Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
As a Spinner:		
7. Introduces sources	1	Referred to sources but did not orient the reader by introducing sources and establishing the context.
8. Constructs two questions to initiate discussion	1	Constructed and posted two questions but these lacked detail and did not promote critical evaluation.

Figure 4.11. Containing the analysis of Kate's Work Sample 3, Wiki post as a Spinner. The text and photograph was sourced from B. Hoepper et al, 2009, p. 214, and the poem retrieved from http://www.kiplingsociety.co.uk/poems_burden.htm

4.1.3.3.1 What is revealed in Kate's Work Sample 3. Analysis of Work Sample 3 indicates that Kate in the Spinner role, used phrases such as "some questions came to mind" and "who do you think he is reffering too (*sic*)?" that are now broader in scope and suggestive of her understanding at a deeper level than in her previous two samples. Teacher A stated that while Kate still could deepen further the level at which she was operating through orienting the reader by introducing sources, establishing the context and constructing more opportunities for her peers' critical response, she had broadened the scope of her input. She was now an able and independent user of Wiki technology in posting responses. This was a good stage of development and both improvements are reflected in the higher ratings than those previously achieved.

Text Participant/cultural-discursive aspects. Kate identified ideas from two sources and was beginning to use inference. She was, however, still experiencing difficulty with elaborating and critically evaluating information from source materials she was reading.

Text User/cultural-discursive aspects. As a Spinner, Kate was to orient others to join in the building of understanding process by engaging them in key details of the source texts and their content, and establishing a context for further interpretation by providing background information. She had begun to do so with two questions she constructed and posted. In Question 1, for example, she asked "In Source 4 the line '... half devil, half child

...’ Who do you think he is referring (*sic*) too (*sic*)?’” She did not introduce the author, referring instead to the author as “he”. In her second question she asked “In Source 3 if you were in the situation, would you be a part of the mutiny not knowing the consequences? Give reasons.” In analysing her work, teachers considered her questions were a start. They invited response, and while still lacking in detail, they showed her understanding was broad enough to open others’ thinking and elaboration or to evaluate the sources. Teacher A stated, “She did not link issues from the two sources, for example, by asking how the inference in Kipling’s Poem (Source 4) on the mindset of British colonisers, was revealed through their actions during the ‘Indian Mutiny’ (Source 3)”.

4.1.3.3.2 Strategies used to assist Kate. To assist Kate achieve criteria assigned to the Spinner role, teachers invited her with others who had similar difficulty to brainstorm questions that could be asked from the perspective of a Spinner. Next, teachers provided feedback, modelled questions and posted Question shells on the Wiki to scaffold students’ questioning techniques (Figure 4.12).


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Question shells	Examples
How were...and...different	How were Indian and British beliefs different?
What were the strengths and weaknesses of...	What were the strengths and weaknesses of the British Empire?
What is the difference between ... and...	What is the difference between a fable and a parable?
Explain why...	Explain why you cannot have a probability greater than one?
What would happen if ...	What would happen if there was no friction?
Why is...an example of ...	Why is Romeo and Juliet a tragedy?
Compare ... and ... in terms of..	Compare Malcolm X and Martin Luther King in terms of their views on integration.
How are...and...similar	How are US and Canada governments similar?
How would you explain ...to a student in...Year ...	How would you explain the idea of simile to a student in Year 5?
What are the implications of ... for ...	What are the implications of global warming for employment?
What is the strongest counter argument against ...	What is the strongest counter argument against democracy as a political system?
Why was...not appropriate?	Why was the use of force by the British not appropriate?

Figure 4.12. Question shells provided to scaffold students’ questioning techniques.

Following this, teachers used a piece of text to revise a Spinner response collaboratively with Kate's group. To consolidate students' learning from the modelling, they gave students a piece of text, "A Description of Discrimination against Dalits/Untouchables" (Hoepper et al., 2009, p. 224) for their independent construction of a Spinner's response, and questioning to scaffold their audience's broad participation (See Appendix D, Lesson 43).

4.1.3.4 Kate's Work Sample 4. The fourth Wiki post was produced by Kate, as shown in Figure 4.13.

Kate. Wiki Post 4: Evidence of Critical Analyst

May 26, 1:33 am

Kate: I am responding as a Critical Analyst after reading Sources 3 and 4.

Sources used by Kate:

Source 3:

"First War of Independence: Indian Mutiny, 1857" (Text and photo).

Source 4:

The White Man's Burden, 1899 Rudyard Kipling (Poem).

2 Kate: In Source 3, the British took over India. They didn't want India to have its own culture, they wanted India to be exactly like themselves. India had no independence therefore they had no identity...the British only increased India's dependence. If I were in the situation I would want to be a part of the mutiny because it would be fighting for what is right and also fighting for the freedom of India from the British.

Source 4 is the poem, *The White Man's Burden* by Rudyard Kipling. In this poem, Kipling urged the British to take up the "burden" of the empire, as had other European nations.

3 Kate: I think the main message of this poem is that they mess up Indian society and it is their responsibility to fix it. "Half devil and half child" – was used because there were uprisings that made society in general view the 'natives' as "half devil and half child".

Teaching Team: *Kate's Wiki post (Work Sample 4) as a Critical Analyst demonstrated that she was beginning to interpret textual information and use inferencing. She addressed themes from two sources. However she did not provide evidence to support her ideas and opinions with reference to the sources she selected.*

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	2	Used content words and phrases such as “They didn’t want India to have its own culture; India had no independence therefore they had no identity; Kipling urged the British to take up the ‘burden’ of the empire”.
2. Uses the Wiki	3	Developed and posted a response on the Wiki.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	2	Identified main ideas from two sources and was able to make connections between information.
4. Background understanding	2	Introduced two sources and was developing the ability to generate background understanding of sources.
5. Inferencing	2	Made inferences that were implied from two sources.
6. Responds cohesively	2	Presented information with some organisation, and her ideas followed a logical sequence.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst: 7. Examines writer’s position	2	Examined the writers’ point of view with reference to two sources and was developing the ability to connect and elaborate on main ideas.
8. Presents a critical response	2	Presented a position and was developing the ability to support her position.

Figure 4.13. Shows analysis of Kate’s Work Sample 4, Wiki post in which she assumed the Critical Analyst role. Text and photograph were sourced from B. Hoepper et al., 2009, p. 214 and poem from http://www.kiplingsociety.co.uk/poems_burden.htm

4.1.3.4.1 *What is revealed in Kate’s work sample (Sample 4).* Kate has continued her use of words and propositions contextually with some flexibility and precision. For example, she stated that “they didn’t want India to have its own culture” and “India had no independence therefore they had no identity”. Kate received a 3-rating, and Teacher A commented that Kate was now independently and ably viewing sources and constructing and posting responses on the Wiki.

Text Participant/cultural-discursive aspects. Kate made connections between key ideas and interpreted through inference. She introduced the poem, *The White Man's Burden*, and then presented its information in a logical sequence, “Kipling urged the British to take up the ‘burden’ of the empire as had other European nations”.

Text Analyst/critical-reflexive aspects. As a Critical Analyst, Kate examined the writer’s position, and connected ideas with reference to two sources. She presented her own position, supported by evidence and deduced through inference that the British “didn't want India to have its own culture, they wanted India to be exactly like themselves. India had no independence therefore they had no identity...”. Teacher A was of the opinion that Kate needed further assistance to enable her to elaborate ideas and to support a position she had taken in that “the ‘public’ nature of the ‘executions’ was not simply to kill the mutineers but rather to teach the whole Indian population a lesson, and therefore suppress any more uprisings”.

4.1.3.4.2 Strategies used to assist Kate. The teachers worked with Kate and a smaller group to further improve their critical skills and reinforce their knowledge and use of TWA and POW strategies. Teachers asked students in Kate’s group to read extracts from a novel called *The Workingman’s Paradise*, written by William Lane in 1892 and published to raise money for families of men jailed for being involved in the Great Shearers Strike (Anderson, Low, Keese, & Conroy, 2010, p. 6). Teachers discussed the text and then asked students to answer the question, “From information about the writer, and the way he describes people, deduce what bias he might have and give evidence to support your view?”

To strengthen students’ understanding of standpoint, teachers asked them to read comments on Australian history by Keith Windschuttle and Henry Reynolds (Hoepper et al., 2012, p. 11). They then asked them to consider different positions taken by Windschuttle and Reynolds on the treatment of the Aborigines, and illustrated this difference on several of the points of contrast. To conclude, they asked students to discern the historians’ different standpoints by completing a comparison table (Table 4.10).

Table 4.10

Words in Source 1.12 Used by Windschuttle and Tardiff to Signal Judgement

Words used by Windschuttle	Words used by Reynolds
“The British colonisation did not meet any organised resistance.”	“Recent studies emphasise the extent of frontier conflict in all parts of Australia.”
“Conflict was sporadic rather than systematic.”	“It has become apparent that frontier settlements bristled with guns.”
“The notion of sustained frontier warfare is fictional.”	“Almost every district settled during the nineteenth century has its history of conflict between local clans and encroaching settlers.”

Note. Source 1.12 from B Hoepper, J. Hennessey, K. Cortessis, D. Henderson, and M. Quanchi, (2009). *Global voices 2: Historical inquiries for the 21st century* (p. 214). Milton, Australia: John Wiley & Sons, pp. 9–10.

In the final section of the lesson, teachers asked students to respond to Windschuttle and Tardiff’s comments using the scaffold, ‘Stop and Dare Directions’ posted on the Wiki (Figure 4.14).

STOP: I must - Suspend judgement. Keep an open mind, look at both sides of an issue. Take a side. Choose a side and try to convince the reader to agree. Organise ideas. Select ideas to support my belief. Plan as I write to support my position.	
DARE: I must - Develop a topic sentence. Add supporting ideas. Reject an argument. End with a conclusion.	

Figure 4.14. Stop and Dare Direction Sheet for students’ use in responding on the Wiki to Windschuttle and Tardiff’s comments.

Teachers checked each student’s work and provided them with feedback and assistance when a student missed a step.

4.1.3.5 Analysis of Kate’s Work Sample 5. Kate’s fifth response, as shown in Figure 4.15, demonstrated improvement in her reading skills, responding as a Weaver to integrate and synthesise ideas from sources and peer responses and generate questions to promote further discussion (described in Section 3.6.1).

Kate. Wiki Post 5: Evidence of Weaver

re: The REAL savage

May 30, 11:47 pm

1. Kate: I was reading what other students wrote and I am responding to their Wiki posts as a Weaver.

Sources used by Kate:

Source 3:

"First War of Independence: The Indian Mutiny, 1857" (Text and photo).

Source 4:

The White Man's Burden 1899, Rudyard Kipling (Poem).

Critical Analyst responses (J) and (R).

2. Kate: Most of the responses say that the British didn't value the Indian people or their traditions. The attitude portrayed in Kipling's poem was seen as harsh and racist towards the non-white people. Most of the quotes used by students were "take on the white man's burden". This was interpreted to mean that the Indians were seen to be the responsibility of the British and that the British had power over the Indians.

After examining the sources and responses I began to think about the concept of being "civilised" and being a "savage". "Half devil and half child" was also used in the poem and it implies that nobody was better than the British, who were "civilised" and the Indians who were "savage".

There are many things that come to my mind and when I read the poem I think about the public executions of the Indians by the British in Source 3. I think of the reasons behind the brutal killings. If the British really wanted to take control they couldn't do that if they wiped out the Indians. The public executions may have been carried out not to just kill the mutineers but to serve as an example and to suppress more uprisings from the Indian population.

3. Kate: According to two Critical Analysts (J) and (R), Rudyard Kipling was not being offensive but was trying to communicate what was taking place on behalf of the Indians. While those analysts had a good explanation for the quote, "take up the white man's burden", I think Kipling is implying that the British see the Indians as being dependent on them and that without the British, the Indians would amount to nothing.

The language used in the poem mocks the Indians and is disrespectful, and the poem demonstrates that the British thought they were doing the right thing by civilising the Indians.

The poem also suggests that the Indians should be grateful to the British for colonising their country.

Kate then posed the following questions for future discussion.

<p>My questions are: (1) "What do you think the Indians lost from the British invasion of their country? Give reasons." (2) "What do you think the Indians gained from the British invasion of their country? In what way? Give reasons."</p> <p>Teaching Team: <i>Kate, as a Weaver, demonstrated improvement in her fifth Wiki post - critically examining responses of fellow Critical Analysts (J) and (R) and their views on British colonisation in India.</i></p>		
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Used content words and phrases, such as: "didn't value the Indian people or their traditions; attitude portrayed in this poem was seen as harsh and racist towards the non-white people; most of the quotes..."
2. Uses the Wiki	3	Was able to develop and post a response on the Wiki.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	2	Identified main ideas and summarised themes from sources and peers' responses, and demonstrated the ability to connect ideas.
4. Background understanding	2	Generated background understanding of sources, and able to elaborate on ideas.
5. Inferencing	3	Made inferences that were implied in sources and peers' responses and provided evidence.
6. Responds cohesively	3	Was able to voice her opinion and present information logically, ideas followed a logical sequence.
Skills Relating to the Role of Weaver: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Weaver: 7. Synthesises information	3	Examined writers' point of view with reference to main ideas from sources and two responses from Critical Analysts.
8. Generates two questions for future discussion	2	Posted two well-planned questions for future discussion.

Figure 4.15. Shows analysis of Kate's Work Sample 5, Wiki post, in the Weaver role. The text and photograph were sourced from B. Hoepper et al., 2009, p. 214, and the poem from http://www.kiplingsociety.co.uk/poems_burden.htm

4.1.3.5.1 *What is revealed in Kate's work sample (Sample 5).* The analysis in Figure 4.15 reveals that Kate was able to set an interpretative tone when using words and word groupings. This contrasts with her earlier work, particularly regarding the literal reiteration in her first sample, and teachers' ratings reflect this shift to the top of the 4-point scale. Teacher A observed that Kate was at ease and independent in composing and posting her response on the Wiki.

Text Participant/cultural-discursive aspects. Kate used inferencing, drawing from the textual information and her peers' responses. She provided support for her view and presented her ideas logically.

Text Analyst/critical-reflexive aspects. Kate examined writers' positions, referring to information from the source texts and her peers' postings, and she connected ideas across the two informing bases. For example, she wrote that "Most of the responses say that the British didn't value the Indian people or their traditions". She then elaborated on the public nature of the execution of Indians and, with reference to the source, took the position that "the British may have intended to not only kill the mutineers but also to use them as an example and therefore suppress more uprisings from the Indian population".

Kate followed by posting questions for future discussion, asking "Do you think the Indians lost from the British invasion of their country? In what way? Do you think the Indians gained from the British invasion of their country? In what way?"

Kate's progress, charted across her five Wiki posts using numeric scores from the analyses, is summarised in Table 4.11.

Table 4.11

Summary of Kate's Numeric Scores Combining Aspects of the Four Reading Practices and 3D Model

Reading Practices Relating to Aspects of Code Breaker Practice/Operational-Technical Dimension in Roles of: Spinner/Critical Analyst/Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
Vocabulary: contextual language choices	1	1	1	2	3
Use of Wiki	1	2	3	3	3
Reading Practices Relating to Aspects of Text Participant Practice/Cultural-Discursive Dimension in Roles of: Spinner/Critical Analyst/Weaver					
Criterion	WS 1	WS 2	WS 3	WS 4	WS 5
Main ideas	1	1	2	2	3
Background understanding	1	0	0	2	2
Inferencing	1	0	1	2	3
Responds cohesively	1	1	1	2	3
Reading Practices Relating to Aspects of Text User Practice and Cultural-Discursive Dimension in Role of: Spinner					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
As a Spinner: Introduces sources	NA	NA	1	NA	NA
Spinner: Constructs 2 Questions to initiate discussion	NA	NA	1	NA	NA
Reading Relating to Aspects of Text Analyst Practice/Critical-Reflexive Dimension in Roles of: Critical Analyst and Weaver					
Criterion	WS 1	WS 2	WS 3	WS 4	WS 5
As Critical Analyst: Examines writers' position	1	1	NA	2	NA
As Critical Analyst: Presents critical response	1	1	NA	2	NA
As a Weaver: Synthesises information	NA	NA	NA	NA	3
Weaver: Generates 2 Questions for discussion and evaluation	NA	NA	NA	NA	2

Note. WS = Work Sample

As illustrated, Kate showed improvement during the RISN instruction in her knowledge of the importance of positioning of herself strategically for deep levels of understanding, and in application of this knowledge in her interactions with others in her group. Additionally, Kate, was now a secure and willing user of the Wiki.

4.1.3.6 Analysis of Camilla's work samples. Camilla's first Wiki post is shown below in Figure 4.16. As with Kate's, it occurred at the beginning of the RISN intervention. Camilla is playing the role of Spinner, a role that was used to introduce a source and to construct questions to promote critical evaluation of issues presented in the textual information.

Camilla's Wiki Post 1: Evidence of Spinner

May 15, 12:56 am

1. Camilla: I am asking a question as a Spinner re Source 2.**Source used by Camilla.**

Source 2:

*A Painting showing a Mounted Sowar of the 6th Madras Light Cavalry 1845 (Text & photo).***2. Camilla:** I don't understand why the British thought they were helping India.

My question is - What did India gain from the British invading their country?

Teaching Team: *Camilla's Wiki post as a Spinner (Work Sample 1) lacked an introduction, and she did not provide a context for her statement and for the question she posted which was at a basic level.***Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension**

Criterion	Score	Annotations
1. Vocabulary, contextual language choices	1	Used content words and phrases: e.g. "helping India; British invading India".
2. Uses the Wiki	1	Needed teacher guidance to use the Wiki to view, format and post a response (asked for assistance on two occasions).

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension

Criterion	Score	Annotations
3. Main ideas	1	Identified one main idea from one source on the Wiki: "British invading India", but there were no other links evident.
4. Background understanding of source	0	Did not generate background understanding or name the source.
5. Inferencing	1	Made one inference implied from one source but did not provide evidence, responded to the task in a minimal way.
6. Responds cohesively	0	Her short script made it difficult to analyse her work.

Skills Relating to the Role of Spinner: Aspects of Text User Practice/Cultural-Discursive Dimension

Criterion	Score	Annotations
As Spinner 7. Introduces sources 8. Shows synthesis and analyses:	0	Did not introduce the source.

Constructs two questions to initiate discussion	1	Constructed 1 question to initiate discussion.
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Figure 4.16. Showing analysis of Camilla's Work Sample 1, Wiki post in the Spinner role. The painting was sourced from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>).

4.1.3.6.1 *What is revealed in Camilla's Work Sample 1.* Analysis of Work Sample 1 indicates that while Camilla was beginning to use content such as "helping India", and "British invading India", on the basis of the evidence above, her submitted work was at a very elementary level of comprehending. Teacher B indicated that Camilla required technical assistance to use the Wiki to post her response.

Text Participant/cultural-discursive aspects. To formulate her response, Camilla selected Source 2, and identified the idea "that the British invaded India". However, she did not add anything further that otherwise might have provided context to, or elaboration of the idea of "British India" in the 1800s and 1900s.

Text User/cultural-discursive aspects. While Camilla posted a question to initiate discussion, there was no evidence of her own synthesis and analysis. She was having difficulties using technology and this may have impacted her response negatively.

4.1.3.6.2 *Strategies used to assist Camilla.* After analysing Camilla's work, teachers asked her to join a small group for more focussed instruction on using technology. Teachers reinforced students' inferencing by checking their prior knowledge on British India by brainstorming and listing their ideas. Their intention was to enable students to deepen their understanding of text and become active and proficient readers who are metacognitive, and able to combine prior knowledge with textual information to make critical judgments and form unique interpretations from text. Next, teachers asked Camilla to join Kate's group and work with a text, "Firing the Carronade" (Hoepper et al., 2009, pp. 8–9), to identify main ideas, use background information to infer from, and to elaborate and use standpoint (See Appendix D, Lesson 42). They exemplified from arguments in source material from historians, Windschuttle and Tardiff (Hoepper et al., 2012, p. 9, Sources 1.11 & 1.12), who had taken two opposing positions on an issue using evidence, example, counter-argument and repetition.

Teachers then asked students to complete a 10-minute Quick Write activity to capture and organise as text the ideas they had generated orally. They incorporated a revision of self-regulation strategies into the lesson sequence, and assisted students with limited knowledge by providing them with an alternative source text outlining the topic.

4.1.3.7 Camilla's Work Sample 2. In the second work sample (Figure 4.17), Camilla responded in the role of Critical Analyst, having constructed her Wiki post after considering questions posed by her peers and examining ideas in source material.

Camilla's Wiki Post 2: Evidence of Critical Analyst May 20, 6:50 am		
1. Camilla: I am responding to Spinner questions. Source used by Camilla. Questions from Spinners. 2. Camilla: I believe that when the British invaded India they took everything from the Indians and tried to break the Indians and steal their identity. I believe this was because the British made them change their lives by making them follow the English culture and traditions and even their religious beliefs. They changed education and made them learn the English language. The British also took a large amount of wealth and resources from India. Teaching Team: <i>Camilla's response as a Critical Analyst (Work Sample 2) is at a very basic level. She did not include any background information or historical context for the statements she made. She did not refer to the Spinner questions she was responding to, nor did she provide evidence from sources to support her views.</i>		
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	1	Content words and phrases taken directly from text, "wealth; resources; British invaded India".
2. Uses the Wiki	1	Required assistance from the teacher to produce and post a response on the Wiki.
Skills relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	1	Identified one main idea from one source on the Wiki, "the British invaded India... made the Indians change their lives".
4. Background understanding	0	

5. Inferencing 6. Responds cohesively	0 1	Did not generate background understanding of source. Did not use inferencing. Her response was in a logical manner but brief.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst: 7. Examines the writer's position 8. Presents a critical response	0 1	Did not examine the writer's point of view. Presented a position but did not provide supporting evidence for taking this position.

Figure 4.17. Contains the analysis of Camilla's Work Sample 2, Wiki post, in which she used the Critical Analyst role to respond to questions of Spinners.

4.1.3.7.1 *What is revealed in Camilla's Wiki post (Work Sample 2).* Camilla used content words and phrases such as "the British invaded India... made the Indians change". However, the words were from the text and there was no paraphrasing or extension that might have provided evidence of her ability to paraphrase. She also experienced difficulties with technology and required assistance from the teacher on two occasions to develop and post her Wiki response.

Text Participant/cultural-discursive aspects. Within these aspects, Camilla identified the idea that "the British invaded India, they took everything from the Indians and tried to break the Indians and steal their identity". Her script was brief, however, and not contextualised.

Text Analyst/critical-reflexive aspects. Teacher B felt that Camilla's problematic experiences with technology may have impeded her demonstrating a Critical Analyst response that more accurately reflected her skills. She did not present evidence of having examined the writer's view, and although she took the position that "when the British invaded India they took everything ... and tried to break the Indians and steal their identity", she did not deepen the idea by reporting on issues within that context.

4.1.3.7.2 *Strategies used to assist Camilla.* Camilla joined Kate's group to receive further assistance with making Wiki posts, after which all students received a self-instruction sheet to use as a scaffold when they were unsure. The teachers incorporated a thorough

revision of TWA and POW strategies in the lesson sequence and gave students a *Paragraph Outline* to help them to compose a paragraph using main ideas and supporting details.

4.1.3.8 Camilla's Work Sample 3. In her third response, Camilla endeavoured to critically analyse attitudes and ideas portrayed in Kipling's *Jungle Book*.

<p>Camilla. Wiki Post 3: Evidence of Critical Analyst May 25, 4:45 pm</p> <p>1. Camilla: I am responding as a Critical Analyst.</p> <p>Sources used by Camilla: The Jungle Book, Rudyard Kipling 1894 – ebook. https://www.globalgreybooks.com/jungle-book-ebook/ and The Jungle Book movie Feldman, S. & Patel, R. (Producers), Sommers, S. (Director). (1994). <i>The Jungle Book</i>. [Film]. United States: Baloo Productions & Jungle Book Films.</p> <p>2. Camilla: The Jungle Book represents people in the time of the British Raj and is based on Rudyard Kipling's opinion on how India should become civilised. At the beginning of the story Kipling wrote a poem, the last lines say 'Oh, hear the call! Good hunting all that keep the Jungle law.' Those lines could possibly be a warning. If you don't abide to the rules and regulations the British will hunt you down.</p> <p>The Jungle Book movie has, in some ways, changed the meaning of the original book. This has occurred as the movie is a children's All time Film and the creators who bring the book to life didn't want to give the wrong message to younger more attentive viewers.</p> <p>Teaching Team: <i>As a Critical Analyst, Camilla's Wiki post (Work Sample 3) demonstrated that she was beginning to interpret textual information at a basic level. However, as in her second posting, she did not refer to Spinner questions or attempt to respond to any postings of her peers, and her response as a Critical Analyst was minimal.</i></p>		
<p>Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension</p>		
Criterion	Score	Annotations
1. Vocabulary, contextual language	1	Used content words and phrases with reference to context with some flexibility and precision "his opinion; civilised abide by rules and regulations; abide to the rules and regulations; the British will hunt you down; attentive viewers."

2. Uses the Wiki	3	Developed and posted a response on the Wiki independently.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	2	Identified at least two main ideas from source related to “British power and control; civilising India”.
4. Background understanding	2	Named the source and generated some background understanding of British rule.
5. Inferencing	1	Made inferences from two sources but did not elaborate.
6. Responds cohesively	1	Commented briefly on British rule and attitudes towards Indians portrayed through the poem.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst: 7. Examines writer’s position	1	Examined the writer’s position that “the Indians were dependent on the British”, but did not use evidence or elaborate on ideas to support this stance.
8. Presents a critical response	1	Summarised information and stated a position but did not question the reliability of information or elaborate to support her position.

Figure 4.18. Analysis of Camilla’s Work Sample 3, Wiki post, as a Critical Analyst. The ebook was sourced from <https://www.globalgreybooks.com/jungle-book-ebook/> and the movie was sourced from <https://www.imdb.com/title/tt0061852>

4.1.3.8.1 *What is revealed in Camilla’s work (Work Sample 3).* The analysis in Figure 4.18 revealed that Camilla was beginning to use content words and phrases with some flexibility and precision including “represents people in the British Raj”, “abide by rules and regulations”, “younger, more attentive viewers”. Teacher B stated that Camilla had been able to construct and post her Wiki response independently, which may have removed a possible impediment in her earlier posts.

Text Participant/cultural-discursive aspects. Camilla introduced the text sources and generated some background understanding of their content. She identified ideas to explain British rule in India, but was unable to elaborate on the ideas.

Text Analyst/critical-reflexive aspects. Camilla examined the media’s point of view, and attempted to explore the poet’s intention and attitude portrayed through the poem.

However, she did not elaborate or explore those ideas. Nor did she position her critique of Kipling's opinion with a qualification such as "Rudyard Kipling's specific opinion was that Indians needed to become civilised, and he attempted to exert influence his readers through his publication, *The Jungle Book*".

4.1.3.8.2 Strategies to assist Camilla. Camilla joined a small group to engage in a sequence of activities to enable them to elaborate ideas, and improve their use of standpoint and critical skills using TWA and POW strategies (See Appendix D, Lesson 48).

4.1.3.9 Camilla's Work Sample 4. In her fourth Wiki post, as shown in Figure 4.19, Camilla responded to Spinner questions and integrated ideas from a photograph and poem, having constructed her Wiki post after considering questions posed by her peers and examining ideas in source material.

Camilla. Wiki Post 4: Evidence of Critical Analyst

May 27, 12:18 am

1. Camilla: I am responding to J's Spinner questions.

Sources used by Camilla:

Source 2:

A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry 1984 (Text & photograph)

Source 4:

The White Man's Burden (1899) (Poem) Rudyard Kipling.

2. Camilla: In answer to J's questions, in Source 2 we can see the British were trying to pass on their customs and traditions to the Indian soldiers as they wanted them to become civilised. They wanted to "tame" the "uncivil" and to create an empire which Britain would rule. They made Indian Sowars fight against their own people to restore order as some Indians rebelled against this new colony and wanted to make India an independent country. The British never considered Indians to be equal like them. I am convinced that the British would never accept a non Anglo-Saxon as they did not consider them to be up to their standards.

The White Man's Burden by Rudyard Kipling, in Source 4, from my perspective, portrays Indians as being dependent on the British and implies that without them they would be hopeless. White man's burden basically means that the British have the upper hand over the Indians. Kipling thinks that the way the Indians have been living for centuries is uncivilised but I doubt he has considered that they have been living that way in harmony, peace and happiness for a very long time.

Teaching Team: <i>Having examined Camilla's Wiki post (Work Sample 4) it was clear that she was developing the ability to examine and select themes and use inferencing with reference to the sources she selected.</i>		
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	2	Used content words and phrases with reference to context with some flexibility and precision: "customs; restore order ... some Indians rebelled against the new colony; create an empire".
2. Uses the Wiki	3	Was able to develop, format and post Wiki response independently.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	2	Identified at least two main ideas from sources to explain that: "the British are trying to pass on their customs and traditions to the Indian soldiers as they wanted them to be civilised... to 'tame' the 'uncivil' ... create an empire which Britain would rule... The British did not consider ... Indians to be equal".
4. Background understanding	2	Named the source and generated some background understanding of British rule.
5. Inferencing	1	Made inferences that were implied from two sources but did not elaborate on information.
6. Responds cohesively	2	Was able to present her ideas logically and comment on British rule and attitude portrayed through the poem.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst: 7. Examines writer's position	1	Examined the writer's position that "the Indians are dependent on the British", but did not use evidence or elaborate on ideas to support this stance.
8. Presents a critical response	1	Summarised information and stated a position but did not question the reliability of information and did not elaborate to support the position that "Kipling thinks that the way the Indians have been living for centuries is uncivilised but I doubt he has considered

		that they have been living that way in harmony, peace and happiness for a long time”.
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Figure 4.19. Analysis of Camilla’s Work Sample 4, Wiki post in the role of Critical Analyst. The painting was sourced from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>), and the poem from http://www.kiplingsociety.co.uk/poems_burden.htm

4.1.3.9.1 *What is revealed in Camilla’s work (Work Sample 4).* Camilla’s fourth Wiki post revealed her use of content words and phrases within context, for example, “customs”, “wanted them to be civilised”, “used Indians to restore order”, and “wanted to create a British empire”. She was able to navigate confidently around the Wiki.

Text Participant/cultural-discursive aspects. Camilla provided some background understanding of the text and photograph, *A Painting Showing a Mounted Sowar*, the source she selected. She identified two main ideas to explain the role played by the British in India. She inferred from two sources, and responded cohesively and logically; however, she was still experiencing some difficulty with elaboration.

Text Analyst/critical-reflexive Aspects. Consistent with her Critical Analyst role, Camilla explored Kipling’s work and reflected on attitudes portrayed in the poem, *The White Man’s Burden*. However, she did not quote from the poem, nor she did she explain why she was convinced that the British would never accept a non-Anglo Saxon, and how she deduced that “they were not up to their standards”. She argued that Kipling was trying to exert influence on the reader, but again, there were no supporting ideas underpinning this position.

4.1.3.9.2 *Strategies to assist Camilla.* To assist Camilla and her group to improve on elaboration, the teachers incorporated a number of 10-minute writing activities (Quick Writes) that required students to produce a written response to specific questions. Students were asked to use the POW strategy to: (1) write an informative response to describe the voting rights laws of 1964; (2) write a narrative response to describe how they would feel when they voted for the first time; and (3) write a persuasive response to the question, “Should the voting age be lowered to 16?”

4.1.3.10 Camilla's Work Sample 5. Camilla, as a Weaver, integrated and synthesised ideas, and generated questions in her fifth Wiki post.

Camilla. Wiki Post 5: Evidence of Weaver

re: The REAL savage
May 31, 4:52 pm

1. Camilla: I am writing in the role of a Weaver.

Sources used by Camilla:

Source 2:

A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry 1845 (Text & photo.) Retrieved from <https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>

Source 4:

The White Man's Burden 1899 Rudyard Kipling (Poem).

Peer responses.

2. Camilla: According to the British point of view, in the poem by Rudyard Kipling, the British were trying to civilise the Indians as they were much more powerful and it was their way of helping the Indians by teaching them how to make better use of their resources to gain profit out of it. Yet although they did this it was something that the British didn't necessarily need to take on, and therefore it became a burden. Yet although I agree with J's answer I also think that the Indians in the poem were portrayed in a disrespectful manner, this may have been as R mentioned a method to show the Indians how foolish they were and to persuade them to agree with the British.

Since the British were civilising the country and doing things the British way, this may have caused some Indians to rebel against them. I do not agree with the choice of having a public execution performed in such a horrific way, but from the British perspective it may have been necessary as there was a risk of many more Indians rebelling and going against them and this would become troublesome to the British. In my opinion, the British should have respected the Indians and their traditions as it was their land and their people that they were trying to change and they were standing up to them. From the British point of view, it would have been quite frustrating as they felt they were helping the Indians out of kindness and the Indians were rejecting that kindness.

We need to take into account that if it were not for the mutiny India may not have turned into the India of today. Also, in modern times what we consider to be civilised and cruel may not have been the same in that period. The way of life was different as there were many genocides and mutinies in those times. We may also have to look at it from the British perspective. They may not have thought that anything they were doing

<p>was wrong, and that they were doing the Indians a favour.</p> <p>Rather than looking at the bloodshed and lives lost and the disrespect shown to the Indians, instead, should we not be looking at the reasoning behind this horrific event?</p> <p>Teaching Team: <i>Camilla, in the role of Weaver, demonstrated improvement in her fifth Wiki post - critically examining responses of fellow Critical Analysts (J) and (R) and their views on British rule and on the attitudes of the British towards the Indians.</i></p>		
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Used content words and phrases, e.g. “civilise the Indians; teach them to make use of resources to gain profit; it was an initiative; it became a burden; bloodshed, lives lost; British perspective”.
2. Uses the Wiki	3	Developed and posted a Wiki response independently.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	3	Identified main ideas and summarised themes from sources and peers’ responses and was able to connect ideas.
4. Background understanding	2	Generated background understanding of source, named and examined sources and peers’ responses and was able to elaborate on ideas.
5. Inferencing	3	Made inferences that were implied from sources and peers’ responses, and used evidence.
6. Responds cohesively	3	Was able to give her opinion and present information and ideas logically.
Skills Relating to the Role of Weaver: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Weaver:	3	Examined writers’ points of view with reference to main ideas from sources and other critical analysts’ responses.
7. Synthesises information	2	Posed one question for future discussion to promote critical evaluation.
8. Generates two questions for discussion		

Figure 4.20. Analysis of Camilla’s Work Sample 5, Wiki post as a Weaver. The painting was sourced from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>), the poem from http://www.kiplingsociety.co.uk/poems_burden.htm

4.1.3.10.1 *What is revealed in Camilla's Work Sample 5.* Camilla's work sample showed improvement in many aspects of reading. Compared with her previous Wiki posts, particularly with her first, she now used content words and phrases flexibly within context. As Teacher B observed, "Camilla is now able to navigate around the Wiki and post her work confidently".

Text Participant/Text User and cultural-discursive aspects. Camilla identified ideas, and connected and elaborated them using inference.

Text Analyst/critical-reflexive aspects. Camilla examined the writers' positions, referred to responses from peer analysts, and synthesised ideas and themes. She considered the perspectives of both, the Indians and British, took a position and supported her arguments with examples such as "The British should have respected the Indians and their traditions", "From the British point of view, they were helping the Indians", and "The Indians were rejecting that kindness".

Camilla provided a clear argument, supported by direct reference to Kipling's poem, *The White Man's Burden*, and her own peers' responses. She took a pragmatic approach in framing her question for future discussion. "Rather than looking at the bloodshed and lives lost and the disrespect shown to the Indians, instead, should we not be looking at the reasoning behind this horrific event?"

Camilla's progress is summarised in Table 4.12 below, and contains teachers' ratings of her five work samples.

Table 4.12

Summary of Camilla's Results Combining Aspects of the Four Reading Practices and 3D Model

Reading Practices Relating to Aspects of Code Breaker Practice/Operational-Technical Dimension in Roles of: Spinner/Critical Analyst/Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
Vocabulary: contextual language choices	1	1	1	2	3
Use of Wiki	1	2	3	3	3
Reading Practices Relating to Aspects of Text Participant Practice/Cultural-Discursive Dimension in Roles of: Spinner/Critical Analyst/Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
Main ideas	1	1	2	2	3
Background understanding	0	0	2	2	2
Inferencing	1	0	1	1	3
Responds cohesively	0	1	2	2	3
Reading Practices Relating to Aspects of Text User Practice/Cultural-Discursive Dimension in Role of: Spinner					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
As a Spinner: Introduces sources	0	-	-	-	-
Spinner: Constructs 2 Questions to initiate discussion	1	-	-	-	-
Reading Relating to Aspects of Text Analyst Practice/Critical-Reflexive Dimension in Roles of: Critical Analyst and Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
As Critical Analyst: Examines writers' position	-	0	1	1	-
As Critical Analyst: Presents critical response	-	1	1	1	-
As a Weaver: Synthesises information	-	-	-	-	3
Weaver: Generates 2 Questions for discussion and evaluation	-	-	-	-	2

Note. WS = Work Sample

Differences between Camilla's low scores at the beginning of RISN and the more positive ones at the end of the intervention (Table 4.12) indicate that she had improved in aspects of her reading comprehension including the ability to make contextual language choices, extract main ideas, and use background understanding to infer and respond cohesively.

4.1.3.11 Analysis of Emma's work samples. Figures 4.21 to 4.25 contain annotated scripts and analyses for work samples produced and posted on the Wiki by Emma. Emma's work sample, shown in Figure 4.21, contains data from her first Wiki post in the role of Critical Analyst. Her task in this role was to examine ideas from sources and peer responses and construct a critical response (Section 3.6.1).

Emma. Wiki Post 1: Evidence of Critical Analyst

May 11, 2:45pm

Source used by Emma:

Walsh, M. (Producer), Lay, D. (Producer & Director). (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films.

1. Emma: I am responding to the teacher's question.

Teacher B's question: "How does the media footage in the video clip shape a particular view of History?" (See Appendix L, Teacher Question 1).

2. Emma: I think that this media footage would have brought the war too close to home. Before it was televised people wouldn't have known too much about what was really going on in the war. Television brought the war into people's homes and they became aware of the horrors of war. This would have had a major effect, particularly on the American allies. I highly doubt that the public would have been very impressed with the mistakes that were being made.

Teaching Team: *On reading the contents of Emma's Wiki post (her two statements in Work Sample 1), we feel that while she was able to use content words and phrases and make inferences, her ability to critically analyse information was minimal.*

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension

Criterion	Score	Annotations
1. Vocabulary, contextual language	2	Used precise words and content words and phrases including "media footage, televised, major effect, particularly the American allies, highly doubt, public views, very impressed".
2. Uses the Wiki	3	Was able to the wiki to view, format and post a response.

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension

Criterion	Score	Annotations
3. Main ideas	1	Identified one main idea from one historical source on the discussion forum but does not make connections between information.
4. Background understanding	0	Did not generate background understanding of source.
5. Inferencing	1	Made inferences from one historical source but did not explain how this is implied in the source.

6. Responds cohesively	1	Responded to the task in a minimal way.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst: 7. Examines writer's position	1	Examined writer's question with reference to main ideas but does not connect or elaborate on main ideas from the source.
8. Presents a critical response	1	Presents a position but the supporting ideas lack focus and do not support the position.

Figure 4.21. Analysis of Emma's Work Sample 1, Wiki post, in her role as Critical Analyst. The media footage was sourced from Walsh, M. (Producer) and Lay, D. (Producer & Director). (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films. Video recording on the Vietnam War.

4.1.3.12 Emma's Work Sample 2. The work below is from Emma's second Wiki post in which she was again examining writers' views and taking a position as a Critical Analyst.

Emma. Wiki Post 2: Evidence of Critical Analyst

May 15, 10:42am

1. Emma: I am responding as a Critical Analyst in reference to Source 5.

Source used by Emma:

"The Battle of Isurava-Australia's Thermopylae?" in Hoepper et al. (2009). *Global Voices 2*.

2. Emma: I believe that Australia's 39th Battalion did in fact play a significant role in the Japanese defeat. Although in the Kokoda film the 39th Battalion was made out to be outnumbered by the Japanese Army 10 to 1 but this isn't true, they were out numbered but only by 4 to 1. The 39th Battalion faced many attacks from the Japanese forces and they played as a defense system along the Kokoda trail making sure the Japanese army wouldn't get to Port Moresby. The battalion suffered many casualties, however they did manage to stall the Japanese advancement towards Port Moresby until reinforcements arrived. This is why they were so significant during this war because without them the Japanese would have advanced to Port Moresby.

Teaching Team: *In her second Wiki post, Emma demonstrated her ability to summarise and interpret information and showed that she was developing the skills to critically analyse ideas put forward in textual material from sources.*

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of: Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	2	Uses precise words, content words and phrases with reference to context with some flexibility and precision: “Australia’s 39 th Battalion, significant role, outnumbered by Japanese Army by 4 to 1; stall the Japanese advancement until reinforcements arrived”.
2. Uses the Wiki	3	Can use the wiki to view, format and post a response.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	2	Identifies at least two main ideas from Source A and explains why Australia’s 39 th Battalion was “significant during this war because without them the Japanese would have advanced to Port Moresby”.
4. Background understanding	2	Names the source and generates some background understanding of the battle.
5. Inferencing	1	Makes inferences that are implied from one historical source but does not elaborate.
6. Responds cohesively	1	Responds briefly, commenting on the role of Australia’s 39 th Battalion.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst: 7. Examines writer’s position	1	Examines the media’s position but does not elaborate on ideas to support position: “In the Kokoda film the 39th Battalion was made out to be out numbered by the Japanese Army 10 to 1 but this isn’t true, they were out numbered but only by 4 to 1”.
8. Presents a critical response	1	Interprets and summarises information and questions the reliability of information but does not elaborate on these ideas.

Figure 4.22. Analysis of Emma’s Work Sample 2, Wiki post, in her role as Critical Analyst. The textual material was sourced from B. Hoepper et al., 2009.

4.1.3.13 Emma's Work Sample 3. Emma is playing the role of Spinner in the following work sample, as shown in Figure 4.23.

Emma. Wiki Post 3: Evidence of Spinner

May 24, 4:43am

1. Emma: As a Spinner I am posting questions after reading Sources 1, 2 and 3.

Sources used by Emma:

Source 1: *British maps of India: 1765, 1857, 1909.*

Source 2: *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry 1845*, Text & photo. <https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>

Source 3: *First War of Independence: Indian Mutiny, 1857* (Text and photo). (Hoepper et al., 2009).

2. Emma: I was studying source 3 which stated that the first Indian rebellion occurred in 1857.

I was mainly interested in two of the many areas of opposition: Uttar Pradesh and Bihar.

According to source 2, Uttar Pradesh and Bihar were the “higher caste” areas for recruitment and this is where most sepoys were found. This process took place in 1845. Analysing the portrait, it is easy to tell that Indians had to look the part to be the part and the man shows no objections to fighting beside the opposition.

Referring to Source 1, central India had been majorly overpowered by 1857. This includes Uttar Pradesh and Bihar. This is when the rebellion started although I noticed that alliances and recruitment occurred twelve years before from the very same areas.

These are my questions:

1. Why would the people of Uttar Pradesh and Bihar agree with the British so easily and then rebel twelve years later?
2. What may have been the reason for changing their mind in giving in to the British?
3. What do you think motivated the British to display the maps and the image of the mounted Sowar?

Teaching Team: *On examining Emma's Wiki post (Her statements in Work Sample 3), we feel that she has developed the ability to construct questions in her role as Spinner that reflect her own critical evaluation of information in text.*

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Uses a range of precise words, content words and phrases with a high level of flexibility and precision, for example, “rebellion, central India had been overpowered by 1857, alliances and recruitment occurred twelve years before”.
2. Uses the Wiki	3	Can use the Wiki to view, format and post a response.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	3	Identifies main ideas from three historical sources on the Discussion Forum and uses supporting evidence, for example, “Source 3 stated that the first Indian rebellion occurred in 1857, According to source 2, ...Uttar Pradesh and Bihar were the higher caste areas for recruitment, Source 1, ...central India had been majorly overpowered by 1857...”
4. Background understanding	2	Refers to each source and generates background understanding of the sources, however does not question the reliability of the maps in the sources.
5. Inferencing	3	Makes inferences implied from sources, for example, “Analysing the portrait, it is easy to tell that Indians had to look the part to be the part and the man shows no objections to fighting beside the opposition”.
6. Responds cohesively	3	Is able to present logically organised information and ideas; there is clear progression throughout .
Skills Relating to the Role of Spinner: Aspects of Text User Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
As a Spinner: 7. Introduces sources	3	Introduces three sources and orients the reader by establishing the context, for example, “I was studying source 3 which stated that the first Indian rebellion occurred in 1857”.
8. Constructs two questions to initiate discussion	2	Constructs three questions that draw on historical concept;s however question 2 is similar to question 1. Question 3, “Would they have agreed with the British ways in the beginning?” is not specific, for example, she does not provide a date.

Figure 4.23. Analysis of Emma’s Work Sample 3, in her role as Spinner. The maps were sourced from <https://www.mtholyoke.edu/courses/rschwart/hist151/India/maps.htm> and the painting was sourced from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>).

4.1.3.14 Emma's Work Sample 4. Emma is playing the role of Critical Analyst in the following work sample, Figure 4.24.

Emma. Wiki Post 4: Evidence of Critical Analyst

May 26, 5:57pm

re: The REAL savage

1. Emma: After reading Spinners' questions on "The REAL savage" and looking at D's response, I examined Sources 2, 3 and 4 more closely and came up with the following response.

Sources used by Emma:

Source 2:

A Painting Showing a Mounted Sowar.

Source 3:

"First War of Independence: The Indian Mutiny, 1857" (Text and photo).

Source 4:

The White Man's Burden 1899 Rudyard Kipling (Poem).

2. Emma: Q1. In the poem *The White Man's Burden*, Rudyard Kipling communicates the idea of "civilising" the "savages".

Kipling's attitude portrayed in this poem can be seen as harsh and racist towards the non-white people which can be seen through the line "Half devil half child" where Kipling has described non-whites as "savages". Through the line, "take on the white man's burden", Kipling is implying that the white men had more power to act upon civilising the people in educating and teaching them how to gain profit and live like humans rather than "savages".

The language Kipling uses is very strong but he has used words and sentences which can be interpreted in many different ways to either favour the British or favour the Indians. Kipling also challenges the youth of Britain to step into manhood and help "civilise" the non-white, using the values of courage, strength and dignity to get his message across.

Q2. The idea of being civilised was displayed to a large extent by the British soldiers as seen in Source 3 where the Indians who did not abide by this idea of being civilised during the Indian mutiny are being killed in public to get across the idea of how strongly the British soldiers felt about "civilising" the savages which is supported in Source 4, *The White Man's Burden*, where the same idea of civilising the Indians is being communicated.

Source 2 also shows us that Indian soldiers were required to follow British customs and traditions. The Indian in the *Painting Showing a Sowar* is mounted on a horse, dressed in clothing adapted from British uniform. This emphasises the fact that British soldiers communicated the idea of being civilised, among Indians mainly consisting of the "higher caste" to show that Indians in higher authority were becoming "civilised" and that the "lower caste" should follow their example.

Overall I think that the British Raj placed a lot of importance on the idea of being “civilised”, and communicated the idea of what it meant to be civilised to the Indians through posters and publications.

Teaching Team: *Emma’s work in her fourth Wiki post demonstrates that she is able to analyse and reflect deeply on the issues presented in the resources, and to construct questions in her role as Spinner that reflect her own critical evaluation of information in text.*

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension

Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Has used a wide range of precise words, content words and phrases with reference to context with a high level of flexibility and precision. “I examined the sources, Kipling's attitude portrayed in this poem can be seen as harsh and racist, challenges, civilised, overall... British soldiers .. displayed... held importance”.
2. Uses the Wiki	3	Was able to use the Wiki to view, format and post a response.

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension

Criterion	Score	Annotations
3. Main ideas	3	Identified main ideas from Spinner questions and three historical sources and uses supporting evidence, for example, “Source 3 states that the first Indian rebellion occurred in 1857, According to source 2, Uttar Pradesh and Bihar were the ‘higher caste’ areas for recruitment, Source 1, central India had been overpowered by 1857”.
4. Background understanding	3	Referred to three sources and generates background understanding of the sources. “The idea of being civilised was displayed to a large extent by the British soldiers ... seen in source 3”.
5. Inferencing	3	“In source 2 we can also see that Indian soldiers were required to follow British customs and traditions ...”. Made inferences implied in sources and uses evidence, for example, “ ... Kipling's attitude portrayed in this poem can be seen as harsh and racist...” “... his clothing adapted from the British uniform emphasises ... the British soldiers communicated the idea of being civilised”.
6. Responds cohesively	3	Was able to present logically organised ideas and information with clear progression throughout.

Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst: 7. Examines writer's position 8. Presents a critical response	3	Identified, elaborated and integrated ideas and themes from Spinner questions and three sources.
	2	Presented a critical response to the text with relevant and well-supported ideas but did not consider the perspective from which Kipling wrote his poem (racial thinking of the time? ... Social Darwinism) and meaning of the term, civilised, at time of the British Raj.

Figure 4.24. Analysis of Emma's Work Sample 4, Wiki post, in her role as Critical Analyst. The painting was sourced from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>), and the text and photo from Hoepper et al., 2009.

4.1.3.15 Emma's Work Sample 5. Emma is in the role of Weaver shown in Figure 4.25.

<p>Emma. Wiki Post 5: Evidence of Weaver May 26, 12:58am</p> <p>1. Emma: I was reading the answers of Critical Analysts to Spinners' questions and have come to this conclusion.</p> <p>Sources used by Emma: Source: <i>Battle of Long Tan Documentary</i> (Video clip). Source 3: "First War of Independence: The Indian Mutiny, 1857" (Text and photo). Source 4: <i>The White Man's Burden</i>, Poem by Rudyard Kipling (1899).</p> <p>2. Emma: The poem, <i>Take Up [sic] The White Man's Burden</i>, written by Rudyard Kipling, shows the amazing and appalling attitude the white man had shown towards India and its people. The poem gives us a good idea that the white man thought it was their duty to regulate the "British way" throughout Indian population, disgracing and trying to change their culture and traditions.</p> <p>In the poem it states how the British had to civilise India, suggesting that Indians are reliant on the British people.</p> <p>3. Emma: The language used throughout the poem such as the line "half devil half child" or "take up the white man's burden" quoted from the poem shows more mockery and disrespect towards the Indians, rather than "pure heart". Although Kipling is acknowledging how white men had more power to act upon civilising people and teaching Indians how to gain profit, he uses the values of courage, strength and dignity to get his message across and to convince the reader that the Indians should be "civilised".</p>

The language Kipling uses is very strong and can be interpreted in different ways, to either favour the British or favour the Indians. For example, the poem also tells us that the values of the white people were more about taking their goods e.g. rubies for economy's sake than helping India as a nation.

Source 3 describes the Indian mutiny that resulted when the Indians opposed the British for trying to change their culture and traditions. The Indian mutiny showed how much being civilised into British ways was hurting Indian soldiers and destroying their heritage. The Indian mutiny was nowhere near civilised as the British expected the Indian soldiers to act. This rebellion was a long sought war for the Indian people but unfortunately there were serious consequences. The British soldiers executed Indian soldiers who were out of line by tying them to cannons and letting them off. This was used to warn other Indians of what could happen if they decided to act “uncivilised” and rise up against the British.

Source 4 explains how white man expected Indians to behave and how “unfortunate” Indians would be without Britain and that without the British they would “amount to nothing”. The way the Indian soldier is dressed in the *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry*, Circa 1845 reinforces the intention of the British to “civilise” the Indians. Kipling’s poem also suggests that the British were more like kings and queens compared to the Indians.

Do you think the British and Kipling had a wrong impression about Indians? Give reasons.

Why do you think the British thought it was their duty to civilise the Indian population. Why did they think they were doing this for the good of the Indians?

Teaching Team: *Emma’s response as a Weaver reflects her ability to apply analytical skills at a deep level, state her position on historical issues and back them up with evidence from sources. She uses her metalinguistic knowledge to create and shape meaning and attempt to position her readers.*

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension

Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Used a wide range of precise words, content words and phrases with reference to context with a high level of flexibility and precision, for example, “The poem <i>Take Up [sic] The White Man’s Burden</i> ... shows the amazing and appalling attitude ... towards India and its people... gives us a good idea that the white man thought it was their duty to regulate the “British

2. Uses the Wiki	3	way” throughout Indian population, ... change their culture and traditions”. Was able to access the Wiki to view, format and post a response.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	3	Identified main ideas from other students’ responses and three historical sources and used supporting evidence, for example, “The language used throughout the poem such as the line ‘half devil half child’ or ‘take up the white man’s burden’ shows ...mockery and disrespect... towards the Indians”.
4. Background understanding	3	Referred to three sources and generated background understanding of the sources. “Source 3 describes the Indian mutiny that resulted when the Indians opposed the British for trying to change their culture and traditions. Sources 2 and 4 explain how ... expected Indians to behave and how ‘unfortunate’ Indians would be without the British”.
5. Inferencing	3	Made inferences implied from sources and provided evidence, for example, “The way Rudyard uses the values of courage, strength and dignity to get his message across also makes the poem convincing towards the way Indians should be “civilised”. The way the Indian soldiers were dressed in ... <i>Painting of the mounted Sowar</i> reinforces the intention of the British to “civilise” the Indians.
6. Responds cohesively	3	Presented a logically organised response with clear progression throughout her composition.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Weaver: 7. Synthesises information	3	Comprehensively and clearly communicated a chosen line of argument integrating information from sources. Synthesised commonalities and differences of material sources.
8. Generates two questions for future discussion and evaluation	3	Posed two coherent questions for further discussion.

Figure 4.25. Analysis of Emma’s Work Sample 5, Wiki post, in her role as Weaver. The media footage was sourced from Walsh, M. (Producer) and Lay, D. (Producer & Director). (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films. – Video recording about the Vietnam War, the text and photo from Hoepper et al., 2009, and the poem was retrieved from http://www.kiplingsociety.co.uk/poems_burden.htm

Emma's numeric scores from teachers' ratings of her five work samples posted on the Wiki are summarised in Table 4.13.

Table 4.13

Summary of Emma's Numeric Scores Combining Aspects of the Four Reading Practices and 3D Model

Reading Practices Relating to Aspects of Code Breaker Practice/Operational-Technical Dimension in Roles of: Spinner/Critical Analyst/Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
Vocabulary: contextual language choices	2	2	3	3	3
Use of Wiki	3	3	3	3	3
Reading Practices Relating to Aspects of Text Participant Practice/Cultural-Discursive Dimension in Roles of: Spinner/Critical Analyst/Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
Main ideas	1	2	3	3	3
Background understanding	0	2	2	3	3
Inferencing	1	1	3	3	3
Responds cohesively	1	1	3	3	3
Reading Practices Relating to Aspects of Text User Practice and Cultural-Discursive Dimension in Role of: Spinner					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
As a Spinner: Introduces sources	NA	NA	3	NA	NA
Spinner: Constructs 2 Questions to initiate discussion	NA	NA	2	NA	NA
Reading Relating to Aspects of Text Analyst Practice/Critical-Reflexive Dimension in Roles of: Critical Analyst and Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
As Critical Analyst: Examines writers' position	1	1	NA	3	NA
As Critical Analyst: Presents critical response	1	2	NA	2	NA
As a Weaver: Synthesises information	NA	NA	NA	NA	3
Weaver: Generates 2 Questions for discussion and evaluation	NA	NA	NA	NA	3

Note. WS = Work Sample

Differences between Emma's scores at the beginning of RISN and her significantly higher scores at the end of the intervention (Table 4.13) indicate that she had improved further in several aspects of her reading comprehension including the ability to make contextual language choices, synthesise, evaluate and comprehensively communicate information from various sources, and pose coherent questions for further discussion.

4.1.3.16 Analysis of Sam's work samples. Work posted on the Wiki by Sam, has been annotated and analysed, and located in Figures 4.26 to 4.30. The following work sample, in Figure 4.26, shows Sam playing the role of Spinner.

<p>Sam. Wiki Post 1: Evidence of Spinner May 16, 10:56am</p> <p>1. Sam: After reading Sources 1, 3 and 4, I have the following questions as a Spinner.</p> <p>Sources used by Sam:</p> <p>Source 1: <i>British maps of India: 1765, 1857, 1909.</i></p> <p>Source 3: “First War of Independence: The Indian Mutiny, 1857” (Text and photo).</p> <p>Source 4: <i>The White Man's Burden</i>, Poem by Rudyard Kipling (1899).</p> <p>2. Sam: In my opinion, “Divide and Rule” was the only way that the East India Company, who came to the shores of India as traders, could make inroads into a nation that was deeply religious and culturally complex. In source 1 the massive geographical expansion of the British Raj is noted in the maps.</p> <p>Q1. Using Source 1, Discuss the political, social and emotional impact that the expansion of the British Raj had on the Indian people.</p> <p>Q2. Examine Sources 3 and 4. Analyse the rationale (thinking) of the British Raj in dressing up the Indian people as British soldiers and forcing them to fight with their own people during the Indian Mutiny.</p> <p>Teaching Team: <i>On reading the contents of Sam's first Wiki post, we feel that she used inferencing and that her questions reflect her ability to analyse sources and consider historical issues during the time of British rule in India.</i></p>		
<p>Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension</p>		
Criterion	Score	Annotations
1. Vocabulary, contextual language	2	Used precise content words and phrases. “inroads into a nation that was deeply religious; culturally complex; rationale of the British”.
2. Uses the Wiki	3	Used the Wiki to format and post a response.
<p>Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension</p>		
Criterion	Score	Annotations
3. Main ideas	2	Identified main ideas from three sources and links questions to sources.

4. Background understanding	2	Referred to ideas in the sources and generates background understanding of the historical context of the source.
5. Inferencing	2	Made inferences implied in three sources.
6. Responds cohesively	2	Presented ideas and information logically.
Skills Relating to the Role of Spinner: Aspects of Text User Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
As a Spinner:		
7. Introduces sources	2	Referred to sources and oriented the reader by introducing sources and establishing the context.
8. Constructs two questions to initiate discussion	3	Constructed and posted two questions that promoted critical evaluation of historical material in sources.

Figure 4.26. Analysis of Sam's Work Sample 1, Wiki post, in her role as Spinner.

The maps were sourced from

<https://www.mtholyoke.edu/courses/rschwart/hist151/India/maps.htm>

The text and photo were sourced from Hoepper et al., 2009, and the poem was retrieved from http://www.kiplingsociety.co.uk/poems_burden.htm

4.1.3.17 Sam's Work Sample 2. Sam is playing the role of Spinner in the following work sample.

Sam. Wiki Post 2: Evidence of Spinner

May 21, 6:50am

1. Sam: After carefully examining sources 2 and 3 as a Spinner, I have come to the conclusion that every action and decision of the British Raj was carefully planned and calculated to ensure that the Indian people remained loyal and adhered to the restrictions placed on them. However the "British fairytale" did not last forever. Once the Indian people realised the atrocities that were being committed against them by their comrades they began to rebel.

Sources used by Sam:

Source 2: *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry 1845*, Text & photo. <https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>

Source 3: "First War of Independence: The Indian Mutiny, 1857" (Text and photo). (Hoepper et al., 2009), *Global Voices 2*.

2. Sam: My questions are:

Q1) Analyse the rationale (thinking) of the British Raj in dressing up the Indian people as British soldiers (S2) and forcing them to execute their fellow countrymen in cold blood, during the Indian Mutiny (S3).

Q2) Examine how the Indian Rebellion of 1857 impacted and altered the way that the British Raj governed the Indian People.

Q3) Discuss the varied responses of the Indian people as they found themselves being confronted by ruthless methods of suppression that the British adopted in order to remain in control, for example, The execution of Indian mutineers by the British (S3).		
Teaching Team: <i>Sam's Wiki post as a Spinner, demonstrates her ability to construct questions that reflect her own critical analysis of historical issues presented in textual material. She challenges her peers also to think deeply about the impact of British colonisation.</i>		
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension		
Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Used precise content words and phrases. "every action of the British was carefully planned and calculated; ensure people remained loyal; adhered to restrictions; confronted by ruthless methods of suppression... adopted ... to control; execution of mutineers ..."
2. Uses the Wiki	3	Was able to view sources, and format and post a response on the Wiki.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	3	Identified relevant main ideas from two sources and linked the ideas across sources.
4. Background understanding	2	Generated background understanding of subject matter and names sources.
5. Inferencing	2	Made inferences implied in two sources.
6. Responds cohesively	2	Was able to present logically organised information and ideas.
Skills Relating to the Role of Spinner: Aspects of Text User Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
As a Spinner:		
7. Introduces sources	2	Referred to the sources and oriented the reader by introducing sources and establishing the context.
8. Constructs two questions to initiate discussion	3	Constructed and posted two questions that draw on historical concepts to promote critical evaluation of content in sources.

Figure 4.27. Analysis of Sam's Work Sample 2, Wiki post, in her role as Spinner. The painting was sourced from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>), and the text and photo from Hoepper et al., 2009.

4.1.3.18 Sam's Work Sample 3. Sam is playing the role of Spinner in the following work sample.

Sam. Wiki Post 3: Evidence of Spinner

May 25, 2011, 6:50am

The REAL savage?

1. Sam: After examining Source 3 and Source 4, I began to think about the concept of being civilised and being a savage. I was considering what were the underlying beliefs and values that shaped the views of the British and Indians and influenced their attitudes towards each other.

Sources used by Sam:

Reading material set aside for the lesson in:

Source 2: *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry, 1845*, Text & photo. <https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>

Source 3: "First War of Independence: Indian Mutiny, 1857" Text and photo. Hoepper et al., 2009, *Global Voices 2*.

Source 4: *The White Man's Burden* 1899 Rudyard Kipling (Poem).

2. Sam: My questions are:

Q1. The poem *The White Man's Burden*, 1899, by Rudyard Kipling shows the British perspective in relation to the colonisation of India.

What values/attitudes can you see communicated in this poem? You must examine the language used in the poem and use quotes.

Q2. Analyse both Source 3 and Source 4.

How was the British ideal of being "civilised" enforced by British soldiers during the Indian Mutiny?

Q3. Can you think of other examples of the British enforcing their ideal of being civilised?

Teaching Team: *The questions Sam asks her peers in her third Wiki post demonstrate that she has developed the ability to construct questions as a Spinner that reflect her own critical reading skills and her evaluation of textual information in Sources 2, 3 and 4.*

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension

Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Used precise content words and phrases, e.g. "concept of being 'civilised' and being a 'savage'; .. considering; ...underlying beliefs and values that shaped;perspective;... usefulness".

2. Uses the Wiki	3	Used the wiki to view, format and post a response.
Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	3	Identified relevant main ideas from two sources and integrated ideas between sources and between her previous responses on the Wiki.
4. Background understanding	3	Generated background understanding of subject matter and named sources.
5. Inferencing	3	Made inferences that are implied in two historical sources.
6. Responds cohesively	2	Presented logically organised information and ideas in her response.
Skills Relating to the Role of Spinner: Aspects of Text User Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
As a Spinner:		
7. Introduces sources	3	Referred to the sources and oriented the reader by introducing sources, establishing the context and reviewing her previous response.
8. Constructs two questions to initiate discussion	3	Constructed and posted questions that draw on historical concepts to promote further critical evaluation of material in sources.

Figure 4.28. Analysis of Sam's Work Sample 3, Wiki post, in her role as Spinner. The painting was sourced from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>), the text and photo from Hoepper et al., 2009, and the poem was retrieved from http://www.kiplingsociety.co.uk/poems_burden.htm

4.1.3.19 Sam's Work Sample 4. Sam is playing the role of Critical Analyst in the following work sample.

Sam. Wiki Post 4: Evidence of Critical Analyst

May 27, 4:36am

re: The REAL savage

1. Sam: "I have read Sources 2, 3 and 4 and this is my analysis".

Sources used by Sam:

Source 2: *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry 1845*, Text & photo. <https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>

Source 3: "First War of Independence: Indian Mutiny, 1857" (Text and photo). (Hoepper et al., 2009), *Global Voices 2*.

Source 4: *The White Man's Burden* 1899 Rudyard Kipling (Poem).

2. Sam: In Source 4, Rudyard Kipling's poem shows that he does not value the Indian people and their traditions. The word 'savage' is used, implying that the British viewed the Indians as uncivilised and Kipling is blaming them for not being civilised.

The quote "Take up the white man's burden" suggests that Kipling sees the Indians as a people who are a "burden" on the British. The phrase, "Fill full the mouth of famine", suggests that the British felt that it was their duty to be responsible for the Indians. It implies that the Indians were a dependent people who relied on the British for help and that without the British, they would amount to nothing. This gives the message that it is the fault of the Indians that they are dependent on the British who have to do so much for them when, in reality, the British had forcefully taken control of their country.

There is another view taken on the meaning of Kipling's poem and its purpose. J uses a different interpretation and states that although the poem seems to be disrespecting the Indians, Kipling may have been on the side of the Indians and used the poem to highlight the abuse of power of the British towards the Indians.

The picture in Source 2 shows an Indian dressed up in British uniform. The portrait was used to highlight the British view about what it meant to be "civilised". From the British perspective, a rebellion by the Indians was not a civilised thing to do, and opposing the British would amount to nothing. "The Mutiny", the photograph in Source 3, is used by the British as a warning to everyone in India, especially to the Indian soldiers who were planning to begin a rebellion against the British. In summarising the ideas in Sources 2, 3 and 4, there is an inconsistency in the way the British applied the idea of being "civilised" to the Indians for their rebellion and to their own occupation, oppression and killing of Indian people who rebelled.

Teaching Team: *Sam's contribution as a critical analyst provides evidence that she has developed the ability to analyse and synthesise material from sources. Her metalinguistic skills enable her to create and shape meaning to attempt to position her readers.*

**Skills Relating to the Roles of Spinner/Critical Analyst/Weaver:
Aspects of Code Breaker Practice/Operational-Technical Dimension**

Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Used a wide range of precise content words and phrases with reference to context with a high level of flexibility and precision.: "The word 'savage' is used" ... implying that; .. British .. viewed the Indians; ... uncivilised;.. relied; ... responsible; .. another view; ... highlight the attitudes of the British; ... accountable; ... oppression".
2. Uses the Wiki	3	Used the Wiki to view sources, and format and post a response.

Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension		
Criterion	Score	Annotations
3. Main ideas	3	Identified main ideas from Spinner questions and three historical sources and used supporting evidence, for example, The quote, 'Take up the white man's burden' suggests that Kipling sees the Indians as a people who are a 'burden' on the British. The phrase, 'Fill full the mouth of famine' suggests that it was the duty of the British to be responsible for the Indians.... implies .. the Indians were ... dependent".
4. Background understanding	3	Referred to three sources and generated background understanding of the sources. "The idea of being civilised was displayed to a large extent by the British soldiers as seen in source 3"; "In source 2 we can also see the British custom ... traditions...";
5. Inferencing	3	Made inferences implied from sources and provided evidence, for example, "The portrait was used to highlight the British view about what it meant to be 'civilised'. From the British perspective, a rebellion by the Indians was not a civilised thing to do, and opposing them would amount to nothing".
6. Responds cohesively	3	Presented logically organised information and ideas, with clear progression throughout.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Critical Analyst:		
7. Examines writer's position	3	Identified, elaborated and integrated ideas and themes from responses and three sources, for example, "The portrait was used to highlight the British view about what it meant to be civilised".
8. Presents a critical response	3	Presented a critical response to the text with relevant and well supported ideas. "There is an inconsistency in the way the British applied the idea of being 'civilised' to the Indians for their rebellion and to the British for their occupation, oppression and killing of Indian people who rebelled."

Figure 4.29. Analysis of Sam's Work Sample 4, Wiki post, in her role as Critical Analyst. The painting was sourced from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>), the text and photo from Hoepper et al., 2009, and the poem was retrieved from http://www.kiplingsociety.co.uk/poems_burden.htm

4.1.3.20 Sam's Work Sample 5. Sam is playing the role of Weaver in her fifth work sample.

Sam. Wiki Post 5: Evidence of Weaver

May 31, 1:57am

1. Sam: I am responding as a Weaver.

Sources used by Sam:

Source 1: *British Maps of India 1765, 1857, 1909.*

Source 2: *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry 1845.*

Post from Spinner R.

Post from Critical Analyst D.

2. Sam: Q1. After analysing Sources 1 and 2 and taking into consideration the posts from Spinner R and Critical Analyst D, it is quite evident that the British had no right to take over the entire country of India, let alone their culture and spiritual beliefs. It definitely was unfair but many tactics were used by the British in doing so, and it was not that the Indian population was giving in to the British.

The maps, provided in Source 1, show the dramatic changes and how much of India the British had taken over not only through the mass of land but also by trying to change the culture and beliefs of the people. Looking at the picture in Source 2, it is evident that after the British took over a large amount of land which they gradually gained from 1765–1857 that they intended to “transform” and “change” the ways of the Indians.

This meant that they would destroy the cultural beliefs of the people and transform them into what the British people wanted; to be more like them. In Source 2, the Sowar is wearing high class clothing, and is Indian in appearance but he is now trying to look British to fit in with British society. The British wanted the Indian people to look like them and to be like them and this message is evident in the picture in Source 2. Cultural beliefs were put aside and were not respected and this is shown through the appearance of the Sowar who was Indian but is “now British”.

The written description, in Source 2, states that recruitment was done locally by battalions or regiments often from the same community or village and sometimes from the same family. By recruiting people in the same village and community, it was easier for the British to destroy Indian culture more easily and quickly. This meant that, rather than just giving in to the British, the Indian population did not have much of a choice. They may have thought that if their entire family was recruited together, that they would be united in facing the torment or jobs from the British together but this was not the case in many family recruitments although the British would have made the Indian people believe that this was going to happen. Rather than giving in to the British, the Indian population may have either miss-perceived ideas or had no other choice.

It was unfair ... to destroy the cultural beliefs of the people and transform them to be more like them. This message is evident ... In

<p>Source 2, the Sowar is wearing high classed clothing, and is Indian in appearance trying to look British to fit in with British society.</p> <p>3. Sam: Overall, in reference to Sources 1 and 2, was it fair for the British to try to change the culture and traditions of the Indian people? Give reasons. What impact did this have on the lives of the Indians?</p> <p>Teaching Team: <i>Sam's response as a Weaver demonstrates that she is able to apply analytical skills at a deep level, state her views on historical issues and elaborate using evidence. She drew from a number of examples and her questions challenged her readers to reflect deeply.</i></p>		
<p style="text-align: center;">Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Code Breaker Practice/Operational-Technical Dimension</p>		
Criterion	Score	Annotations
1. Vocabulary, contextual language	3	Used a wide range of precise content words and phrases with reference to context with a high level of flexibility and precision, for example, "taking into considerationit is quite evident that the British ... take over the entire country... let alone their culture and spiritual beliefs. It definitely was unfair ...many tactics were used by the British; giving in to the British. The maps.... show the dramatic change".
2. Uses the Wiki	3	Used the Wiki to view resources and format and post a response.
<p style="text-align: center;">Skills Relating to the Roles of Spinner/Critical Analyst/Weaver: Aspects of Text Participant Practice/Cultural-Discursive Dimension</p>		
Criterion	Score	Annotations
3. Main ideas	3	Identified main ideas from other students' responses and from sources and used supporting evidence, for example, "It is quite evident that the British had no right to take over the entire country of India, let alone their culture and spiritual beliefs. It was unfair but many tactics were used by the British in doing so, not so much by the Indian population giving in to the British. The maps... show the dramatic change in how much of India the British had taken over not only through the mass of land but culture and people."
4. Background understanding	3	Referred to two sources and generated background understanding of the sources, "in reference to Sources 1 and 2, it is evident that it was unfair to try and change the culture of Indian people and rather than giving in to the British, the Indian population had miss-perceived ideas and had no other choice."
5. Inferencing	3	Made inferences implied from sources and provided evidence, for example, "In Source 2, the Sowar is wearing high classed clothing, and is

6. Responds cohesively	3	Indian in appearance but he is now trying to look British to fit in with British society. The British wanted the Indian people to look like them and to be like them and this message is evident in the picture.” Presented logically organised information and ideas, with clear progression throughout her response.
Skills Relating to the Role of Critical Analyst: Aspects of Text Analyst Practice/Critical-Reflexive Dimension		
Criterion	Score	Annotations
As a Weaver: 7. Synthesises information	3	Comprehensively and clearly communicated a chosen line of argument integrating information from sources. Synthesised commonalities and differences in sources.
8. Generates questions for future discussion	3	Posted two coherent questions for future discussion.

Figure 4.30. Analysis of Sam’s Work Sample 5, Wiki post, in her role as Weaver. The maps were sourced from <https://www.mtholyoke.edu/courses/rschwart/hist151/India/maps.htm>, and the painting from (<https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>).

Sam’s numeric scores from teachers’ ratings of her five work samples are summarised in Table 4.14.

Table 4.14

Summary of Sam's Numeric Scores Combining Aspects of the Four Reading Practices and 3D Model

Reading Practices Relating to Aspects of Code Breaker Practice/Operational-Technical Dimension in Roles of: Spinner/Critical Analyst/Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
Vocabulary: contextual language choices	2	3	3	3	3
Use of Wiki	3	3	3	3	3
Reading Practices Relating to Aspects of Text Participant Practice/Cultural-Discursive Dimension in Roles of: Spinner/Critical Analyst/Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
Main ideas	2	3	3	3	3
Background understanding	2	2	3	3	3
Inferencing	2	2	3	3	3
Responds cohesively	2	2	2	3	3
Reading Practices Relating to Aspects of Text User Practice/Cultural-Discursive Dimension in Role of: Spinner					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
As a Spinner: Introduces sources	2	2	3	-	-
Spinner: Constructs 2 Questions to initiate discussion	3	3	3	-	-
Reading Relating to Aspects of Text Analyst Practice/Critical-Reflexive Dimension in Roles of: Critical Analyst and Weaver					
	WS 1	WS 2	WS 3	WS 4	WS 5
Criterion					
As Critical Analyst: Examines writers' position	-	-	-	3	-
As Critical Analyst: Presents critical response	-	-	-	3	-
As a Weaver: Synthesises information	-	-	-	-	3
Weaver: Generates 2 Questions for discussion and evaluation	-	-	-	-	3

Note. WS = Work Sample

Sam's scores at the beginning of RISN and significantly higher scores achieved at the end of the intervention (Table 4.14) show further improvement in many aspects of her reading comprehension including the ability to synthesise, evaluate textual information from sources, and to comprehensively communicate information. As shown previously in her Work Sample 5 in Figure 4.30, her questions, "Overall, in reference to Sources 1 and 2, was it fair for the British to try to change the culture and traditions of the Indian people? Give reasons" and "What impact did this have on the lives of the Indians?" demonstrate her further development as a reader. She now had begun working in the indicated role to construct interrogatory probes that reflect her own critical evaluation of textual information, and, serve to promote such literate action within the group. Examples of Sam's Wiki postings and Teacher A's analytical comments on her progression and contribution during the RISN intervention are shown in Figure 4.31.



Examples from Sam's Wiki Postings

Sources used by Sam: Reading material set aside for the lesson in:
Source 2: *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry 1845*, Text & photo.
Source 3: "First War of Independence: The Indian Mutiny, 1857" Text and photo. (Hoepper et al., 2009).
Source 4: *The White Man's Burden*, Poem by Rudyard Kipling (1899).

Sam's contribution as a Spinner

Sam stated: "The poem *The White Man's Burden*, by Rudyard Kipling shows the British perspective in relation to the colonisation of India."

Sam then posted two questions on the poem:

Q 1. What values and attitudes can you see communicated in this poem? You must examine the language used in the poem and use quotes.

Q 2. Analyse both Source 3 and Source 4. How was the British ideal of being civilised enforced by British soldiers during the Indian Mutiny?

Teacher A's interpretation of Sam's input:

"The questions demonstrate Sam's understanding of the use of the ideal of being 'civilised' in relation to the Indians and British."

Sam then posted a third question, challenging other students to extend their responses by asking:

Q 3. Can you think of other examples of the British enforcing their ideal of being civilised? (Sam's Wiki Post 3 in the role of Spinner).

Sam's contribution as a Critical Analyst

"From the British perspective, a rebellion by the Indians was not a civilised thing to do, and opposing the British would amount to nothing. 'The Mutiny', (Source 3: photograph), is used by the British as a warning to everyone in India, especially to the Indian soldiers who were planning to begin a rebellion against the British. In summarising the ideas in Sources 2, 3 and 4, there is an inconsistency in the way the British applied the idea of being 'civilised' to the Indians for their rebellion and to their own occupation, oppression and killing of Indian people who rebelled." (Sam's Wiki Post 4 in the role of Critical Analyst, Excerpt 2, Lines 21-29).

Sam's contribution as a Weaver

Sam's statement was that:

Looking at the picture in Source 2, it is evident that after the British took over a large amount of land which they gradually gained from 1765–1857 that they intended to 'transform' and 'change' the ways of the Indian population.

This meant that they would destroy the cultural beliefs of the people and transform them into what the British people wanted; to be more like them. In Source 2, the Sowar is wearing high class clothing, and is Indian in appearance but he is now trying to look British to fit in with British society. The British wanted the Indian people to look like them and to be like them and this message is evident in the picture in Source 2. Cultural beliefs were put aside and were not respected and this is shown through the appearance of the Sowar who was Indian but is 'now British'. (Sam's Wiki Post 5 as Weaver, Excerpt 2, Lines 13–20).

Figure 4.31. Examples of Sam's Wiki postings and Teacher A's interpretative comments.

As shown by her comments (Figure 4.31), Sam has asked questions of her classmates. This action was consistent with her role as Spinner and intended to promote her peers' inferencing. Additionally, the content of the questions suggests her own critical reading skills at work in her preparation for the interaction. She needed to create questions that would spin her peers' engagement with the text. She did so, locating appropriate content and reconstructing it into questions that signalled where she thought they should focus their attention and approach when engaging with textual information. She did not ask her peers to examine what is meant in the poem. Rather, she signalled what they might concentrate on in the question, "What values and attitudes can you see communicated in this poem?" when reading to form an understanding. She used particular language that also signalled how to go about finding an answer and supporting it in her directive, "You must examine the language used in the poem and use quotes". In a second example, "How was the British ideal of being 'civilised' enforced by British soldiers during the 'Indian Mutiny'", Sam constructed a probe that prompted her peers to look more deeply at what the text offered as information. Her question invited their critical evaluation through thinking about the compliance "enforced by British soldiers" in reference to an "ideal of being 'civilised'". Again, Sam's preparation for enacting her role reflects her own building capacity for being productively strategic when attempting to comprehend texts.

This section contained a detailed description and analysis of the qualitative data collected to investigate students' reading comprehension. Information through the tracking and analysis of their work samples demonstrated improvements made by Kate and Camilla, and by Emma and Sam. The following sections report on data collected and analysed to gain an insight into participants' perspectives on their experiences and outcomes of RISN.

4.1.4 Analysis of data from field notes, transcripts of teacher/researcher discussions and participant post-interviews.

Field notes from classroom observation, transcripts from classroom observation, and transcripts from teacher/researcher discussions and student post-interviews were analysed using inductive coding (Creswell, 2012). Since this method of coding is grounded in the data, it was possible for codes and themes to be derived based on what was taking place during RISN (Creswell, 2012). The coding process is detailed below and shown in Figure 4.32.

A six-step process was used to code data and develop themes (Creswell, 2012). In Step 1, the analytical process commenced with immersion in the data by reading several times through field notes from classroom observation, and transcriptions from participants' post-intervention interviews and teacher discussions to gain an overall understanding. As Step 2, segments of transcripts and field notes that contained similar ideas were gathered and placed as the central column in the organisational framework depicted in the example shown in Figure 3.15 to exemplify the process used to develop themes.

Step 3 was to codify what process seemed to underpin the clustering shown in the central column using procedural language as shown in Figure 4.32 in the column to the left of the aligned segments. Step 4 was a check to ensure similar information had been grouped together, and that its reduction as described in Step 3 was appropriate and re-checked against the original data to ensure all participants' quotes and evidence that supported the codes were retained, and any non-included data were again seen as non-relevant and could now be discarded.

The final two steps were to reduce and group the procedurally coded clusters as shown in the column to the right of the segmented data in Step 5, and then, in Step 6, to conduct a final check against the original data to determine if particular themes were highly inclusive (Figure 4.32). For example, in the sample shown in Figure 4.32, the sub-themes: developing understanding, working together, and understanding by sharing ideas were considered representative of the various components of particular exchanges that had yielded the content alongside them in the central column, whereas the themes: co-construction of meaning, learning through social networking, and responding within active roles each superordinated several of these sub-themes in representing larger sections of the information.

Coding to develop sub-themes	Segmenting data (grouping similar ideas)	Themes
Developing understanding	S1: I liked reading other students' comments to my responses. It helped me to understand better.	Co-construction of meaning
Working together	Teacher B: Using the Wiki helped students to build on each others' knowledge. S2: It was interesting when we worked together to develop understanding. S4: Reading and responding to other students' work helped me to understand better.	
Understanding by sharing ideas	Teacher A: Students gained confidence and were more willing to take risks and participate in the discussion. Field note: students demonstrated understanding by asking and answering questions and sharing ideas. Teacher B: Students were always trying to improve their responses for their audience.	Learning through social networking
Learning through discussion	Student 3: As I developed my responses I learned more by reading what others wrote. S1: I had to read and learn more to make my responses clearer to others on the Wiki. S3: It helped me to understand and learn better when we shared ideas with others. S4: Helping each other and taking turns helped me to learn more with others and was a very effective way to learn and remember. S3: When you discussed and presented information you had to present in a way that was interesting and clear to others as a Spinner, Critical Analyst and Weaver.	
Active role	S2: Discussion helped me to share ideas with others. I can use the discussion skills I learned in my other subjects. S4: We learned team skills through collaborative learning.	Responding within active roles
Participant choice and voice	S3: We were taking an active role as a Spinner, Critical Analyst and Weaver and we learned more about issues through reading responses of other students.	Participant agency
Learning from each other	S2: It was great to be able to choose the order of roles for our responses. We were able to choose resources, and respond to issues that interested us.	
Helping each other	S1: When we worked together we were able to help each other to learn and understand better. S2: We improved our knowledge by explaining to each other. S3: It was good to know there were others to help me. S4: It helped in my understanding when I read other students' responses.	Positive inter-dependence Scaffolding

Teacher feedback	S4: It was good that the teacher was there always to help me if I needed guidance.	Teachers' role
Teacher scaffolding	S3: I was able to communicate with the teacher and her comments helped me to understand text and make my responses clearer.	Improved reading
Enthusiasm Working hard	S4: The teacher helped us to understand and build our knowledge together. Teacher A: students were enthusiastic about completing work. S1: You had to present your work in a way that was interesting to other students, so it made me work harder.	Active engagement (through social networking) Improved self-perceptions
Fun to read and learn together	S2: I found it fun to read and learn with other students through discussion.	

Figure 4.32. Showing how sub-themes and themes were generated from segmented data using colour-coding. *S = Student.*

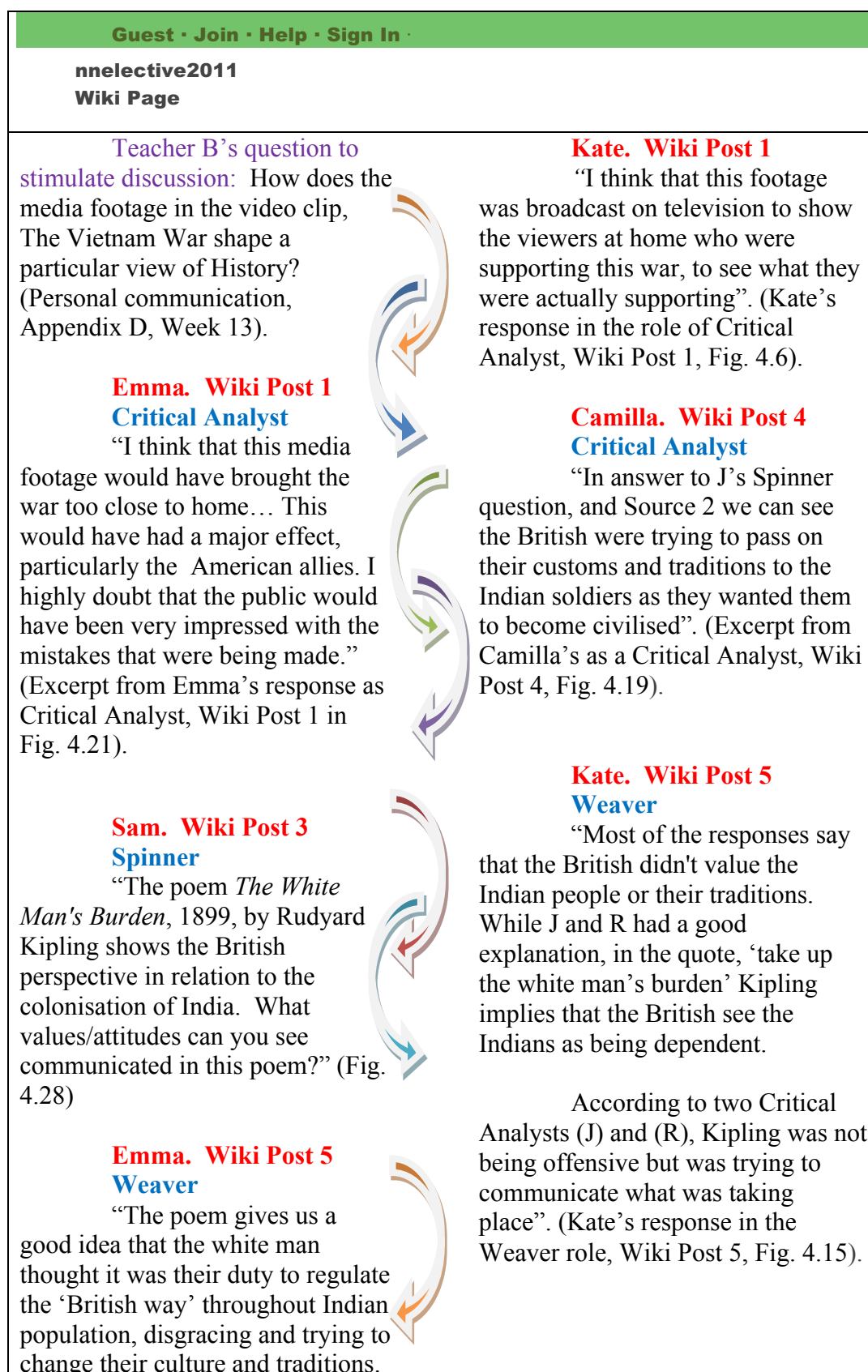
As illustrated in Figure 4.32 and in Appendix L, codes from segmented data in the middle column generated sub-themes that emerged in the left column and themes in the right column (Creswell, 2012). Thus language used by participants to describe their experiences guided the development of codes and themes. Final themes were used to organise results, reported on in the next section on experiences of RISN that supported students' reading, such as: co-construction of meaning, learning through social networking, and responding within active roles.

4.1.5 Experiences of RISN that supported reading.

Data revealed that social networking had increased during the intervention and that content of discussion through the Wiki medium included participants talking about key constructs under address through RISN, for example, Kate writes "I liked reading other students' comments to my responses. It helped me to understand better" (personal communication, Appendix I, Lines 138–139). Such observations of helpfulness continued throughout the intervention and are summarised incidentally by Teacher A. She says in her comment toward the end of the study, "Reading their peers' questions and responses has given students opportunities to read and understand text from different perspectives and improve their critical reading skills" (Teacher A, personal communication, Appendix H, Week 20).

4.1.5.1 Learning through social networking. Social networking enabled participants to engage in active discussion, and according to students, gave them

opportunities to improve their understanding as they entered into discussion with their peers and their teachers in the Wiki space. Figure 4.33 contains extracts, showing the stimulated discussion.



In the poem it states how the British had to civilise India and suggests Indians are reliant on the British people. The language used throughout the poem such as the line “half devil half child” or “take up the white man’s burden” quoted from the poem shows more mockery and disrespect towards the Indians, rather than ‘pure heart’. (Emma’s response as a Weaver in Wiki Post 5, Fig. 4.25).

Sam. Wiki Post 5
Weaver

“The maps, provided in Source 1 show the dramatic changes and how much of India the British had taken over not only through the mass of land but also by trying to change the culture and beliefs of the people. Looking at the picture in Source 2, it is evident that after the British took over a large amount of land which they gradually gained from 1765-1857 that they intended to ‘transform’ and ‘change’ the ways of the Indian population” “... This meant that they would destroy the cultural beliefs of the people and transform them into what the British people wanted; to be more like them”. (Excerpts from Sam’s Weaver response, Wiki Post 5, Fig. 4.30).

Kate. Wiki Post 5

“What do you think the Indians gained from the British invasion of their country? In what way? Give reasons”. (Kate’s questions for future discussion, Wiki Post 5, Fig. 4.15).

Sam. Wiki Post 3
Spinner

Q 1: What values/attitudes can you see communicated in this poem? You must examine the language used in the poem and use quotes.

Q2. Analyse both Source 3 and Source 4. How was the British ideal of being ‘civilised’ enforced by British soldiers during the Indian Mutiny? (Sam’s Spinner questions in Wiki Post 3, Fig. 4.28).

Emma. Wiki Post 5
Weaver

“Source 3 describes the Indian mutiny that resulted when the Indians opposed the British for trying to change their culture and traditions. The British soldiers executed Indian soldiers, who were out of line, by tying them to cannons and letting them off. This was used to warn other Indians of what could happen if they decided to act ‘uncivilised’ and rise up against the British”. (Excerpt from Emma’s response as a Weaver, Wiki Post 5, Fig. 4.25).

Camilla. Wiki Post 5
Weaver

“According to the British point of view, in the poem by Rudyard Kipling, the British were trying to civilise the Indians as they were much more powerful and it was their way of helping the Indians by teaching them how to make better use of their resources to gain profit out of it. Yet although they did this it was something that the British didn’t necessarily need to take on, and therefore it became a burden”. (Excerpt from Camilla’s response as Weaver, Wiki Post 5, Fig. 4.20).

Question from Teacher B: How does the media footage in the media clip shape a particular view of History? (Personal communication, Appendix D, Week 13).

Feedback from Teacher B: Something to consider - how accurate do you think the Source: British maps are? Do you think the notion of what is 'British territory' could be contested? (Personal communication, Appendix D, Week 15).

Feedback from Teacher A: Your questions require critical analysis of issues and historical concepts such as perspective, reliability, usefulness and require you to develop empathy while examining the historical, social and cultural context of issues. (Personal communication, Appendix D, Week 21).

Figure 4.33. Social interaction on the Wiki showing examples of discussion with students' peers and their teachers in the Wiki space.

As illustrated in Figure 4.33, social interaction between participants as Spinners, Critical Analysts and Weavers was key to learning as participants drew on each others' understanding, and engaged in sharing knowledge through discussion on the Wiki. Teachers encouraged them to question, negotiate and construct meaning (Vygotsky, 1978), and to build knowledge on issues through their questions and responses. For example, Teacher B asked, "How does the media footage in Source 3 shape a particular view of history?" Kate, in role as a Critical Analyst responded, "I think that this footage was broadcast on television to show the viewers at home who were supporting the war to see what they were actually supporting" (Figure 4.6). Her classmate Emma synthesised information as Critical Analyst:

I think that this media footage would have brought the war too close to home... This would have had a major effect, particularly on the American allies. I highly doubt that the public would have been very impressed with the mistakes that were being made. (Excerpt 2, Lines 1–7, Figure 4.21)

Thus, participants engaged in discussion that socialised through their Wiki network procedures of the roles they were using from RISN to make sense of the History reading and to share what meanings they were making of the texts involved. Emma, for example, drew attention to the way she saw language being used in Kipling's poem, "shows more mockery and disrespect towards the Indians" (Emma's Wiki post as a Weaver, Excerpt 3, Line 3, Figure 4.25). Camilla responded to this depiction with the comment, "*The Jungle Book* represents the people in the time of the British Raj because it is based on Kipling's opinion on how India should become civilised" (Extract from Camilla's response as a Critical Analyst, Wiki Post 3, Excerpt 2, Lines 1–3, Figure 4.18). Her own vocabulary includes metalanguage about comprehension, "the deeper meaning of *Jungle Book*", to which Emma continued the exchange with her own probe, "What do you think motivated the British to display the maps and the image of the mounted Sowar?" perhaps recognising the possibility

of underlying and undisclosed causes in the source text (Emma, Question 3, Figure 4.23). Such exchanges characterised by rich content and process responses reveal that participants were displaying competence in using the Spinner/Critical Analyst/Weaver roles strategically and a confidence in being able to go about comprehending and expressing their views on what they were reading.

4.1.5.2 Responding within the three roles. Participants' work samples revealed that using the three roles made it possible for them to purposefully inhabit particular roles in each reading situation and to adopt the persona of each of those roles. This enabled them to create meaning within the role and to respond from a personal stance, as illustrated in students' responses as Spinners. By adopting the role of Spinner, students demonstrated that they had investigated issues by framing questions to interrogate the underlying meanings of text. For example, Emma's introduction as a Spinner, and question, "What do you think motivated the British to display the maps and the image of the Mounted Sowar?" (Question 3, Figure 4.23) shows that she understood the use of media as propaganda, and was prompting her peers to do so when considering their comprehension of the source material by considering the purpose of the British in the display of the maps and the image.

As Critical Analysts, participants interpreted and responded to text contained in resources and text produced by others. For example, Kate's response as Critical Analyst, although brief, indicates that she was inferring in order to interpret the way in which she was now considering media footage being used to shape public views on the Vietnam War. She demonstrated this view in her response to Teacher B's question, "How does the media footage in the video clip, the Vietnam War, shape a particular view of History?" (Teacher B's Question, Appendix G, Week 13), with:

I think that this footage was broadcast on television to show the viewers at home who were supporting this war to see what they were actually supporting. Also to question their support of the war and to give them an insight into this war, showing that things may not always be the way you believe them to be. (Kate as Critical Analyst in Post 1, Figure 4.6)

Weavers organised knowledge by synthesising information and audiences' interpretations, drawing conclusions and generating questions to stimulate further thinking

about the source texts' messages. For example, Sam, as a Weaver fused a number of examples from responses and resources on British rule when she challenged her peers with the question, "Overall, in reference to Sources 1 and 2, was it fair for the British to try to change the culture and traditions of the Indian people? Give reasons. What impact did this have on the lives of the Indians?" (Sam as Weaver in Post 5, Excerpt 3, Figure 4.30).

Her question reflects a depth of analysis and connectivity in the reading underlying her opinion, with her own view expressed in her written post that:

After analysing Sources 1 and 2 and taking into consideration the posts from Spinner R and Critical Analyst D, it is quite evident that the British had no right to take over the entire country of India, let alone their culture and spiritual beliefs. It definitely was unfair but many tactics were used by the British in doing so, and it was not that the Indian population was 'giving in to the British'. The maps, provided in Source 1, show the dramatic changes and how much of India the British had taken over not only through the mass of land but also by trying to change the culture and beliefs of the people. Looking at the picture in Source 2, it is evident that after the British took over a large amount of land which they gradually gained from 1765-1857 that they intended to 'transform' and 'change' the ways of the Indian population. (Sam as Weaver in Post 5, Excerpt 2, Figure 4.30)

In questioning and responding to each other within specific roles, students learned that viable meanings may be generated from different viewpoints and that these may change in different contextual sites, times and conditions, and that authors recognising this sometimes attempt to shape readers' views through their authoring skill. For example, Emma acknowledged this potential for diversity of meaning when in Weaver role and discussing Kipling's poem, she shared with her peers, "the language Kipling uses is very strong and can be interpreted in many different ways, to either favour the British or favour the Indians" (Emma as Critical Analyst in Post 5, Excerpt 3, Figure 4.25).

She had developed her own position on Kipling's poem as part of her source material, writing,

I was reading the answers of Critical Analysts to Spinners' questions and have come to this conclusion.

The poem “Take Up [*sic*] The White Man’s Burden” written by Kipling shows the amazing and appalling attitude the white man had shown towards India and its people. The poem gives us a good idea that the white man thought it was their duty to regulate the “British way” throughout Indian population, disgracing and trying to change their culture and traditions. In the poem it states how the British had to civilise India and suggests Indians are reliant on the British people. (Emma as Weaver in Post 5, Excerpt 2, Figure 4.25)

She then reflected her metalinguistic knowledge in a perception of Kipling as attempting to position readers, “The language used throughout the poem such as the line ‘half devil half child’ or ‘take up the white man’s burden’ quoted from the poem shows more mockery and disrespect, towards the Indians, rather than a pure heart”. (Emma as Weaver in Post 5, Excerpt 3, Lines 1–4, Figure 4.25)

Her critical and personal evaluation was that:

Although Kipling is acknowledging how white men had more power to act upon civilising people and teaching Indians how to gain profit, he uses the values of courage, strength and dignity to get his message across and to convince the reader that the Indians should be “civilised”. The language Kipling uses is very strong and can be interpreted in different ways, to either favour the British or favour the Indians. For example, the poem also tells us that the values of the white people were more about taking their goods e.g. rubies for economy’s sake than helping India as a nation. (Emma as Weaver in Post 5, Excerpt 3, Lines 4–12, Figure 4.25)

Thus, within purposeful learning and applications of the three roles as strategic comprehension devices, these participants have indicated engagement in understanding how texts can be used to create, shape and communicate meaning to, and with, a readership. According to participants, reading and responding within the roles of Spinner, Critical Analyst and Weaver that they had learned to do in RISN had helped them to gain better understandings of texts in interesting ways and of themselves as motivated learners, as indicated in Camilla’s comment, “I liked formulating questions as a Spinner and when other students responded to my questions, it made me want to try harder” (Personal communication, Appendix I, Lines 33–34).

4.1.5.3 Participant agency. Classroom observation and interview data following the RISN intervention, indicated participants were involved and agentive in learning how to go about comprehending what they encountered in the source texts of their History classes. Students used the digital space of the Wiki to stretch the experience and outcomes of this agentive involvement across the physical space of the classrooms. As Camilla commented:

Yes, I would like to continue to use similar activities in my learning because it makes me try harder. I was encouraged to work harder to improve my reading when I received a positive comment from other students. I could take my time with reading and I could go over things. This made me feel good about my reading and I was able to take my time and understand better. (Personal communication, Appendix I, Lines 109–114)

This outcome was achieved by giving participants opportunities to make choices and to contribute to process and knowledge construction as they focussed on how to produce fuller responses to text.

Teachers promoted agency by ensuring that participants' needs, perspectives and interests were communicated, accepted and reflected in their learning experience through participant voice and choice. As Sam remarked:

We were able to choose resources and responses that we were interested in, and we could express our views and build on knowledge in our own time. I liked formulating questions as a Spinner and when other students responded to my questions, it made me want to try harder. As I developed my responses I learned a lot by reading what others had written and researching more. (Personal communication, Appendix I, Lines 132–137)

While students were required to contribute responses at least once within each of three roles of Spinner, Critical Analyst and Weaver, participants were able to choose the order of roles when doing so, and to select peer responses and resources from the resource folder, displayed in Figure 4.34, that were of particular interest to them.



Examples of Sources in Resource Folder

- Source 1: *British maps of India: 1765, 1857, 1909*. [Map]. Retrieved from <https://www.mtholyoke.edu/courses/rschwart/hist151/India/maps.htm>
- Source 2: *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry, 1845* [Photograph]. Retrieved from <https://www.alamy.com/stock-photo-a-painting-showing-a-sowar-of-the-6th-madras-light-cavalry-circa-1845-166496753.html>
- Source 3: “First Indian War of Independence: Indian Mutiny, 1857” [Text & photograph]. In Hoepper, B., Hennessey, J., Cortessis, K., Henderson, D., & Quanchi, M. (2009). *Global voices 2: Historical inquiries for the 21st century* (p. 214). Milton, Australia: John Wiley & Sons.
- Source 4: Kipling, R. (1899). *The white man’s burden*. Retrieved from http://www.kiplingsociety.co.uk/poems_burden.htm
- Source 5: Devine, F. (1999, April 11). “The Battle of Isurava- Australia’s Thermopylae?” *The Australian*, in Hoepper, B., Hennessey, J., Cortessis, K., Henderson, D., & Quanchi, M. (2009). *Global voices 2: Historical inquiries for the 21st century*, (p. 56). Milton, Australia: John Wiley & Sons.
- Source 6: Ham, P. (2004). The legend of Isurava. In P. Ham, *Kokoda*, (p.163). Sydney, Australia: HarperCollins.
- Source 7: Walsh, M. (Producer), Lay, D. (Producer & Director). (2006). *Battle of Long Tan Documentary*. [Video recording]. Australia: Red Dune Films & Animax Films.
- Source 8: Kipling, R. (1894). *The jungle book* [ebook]. Retrieved from <https://www.globalgreybooks.com/jungle-book-ebook/>

Figure 4.34. Examples of text sources included by teachers in the Resource Folder.

Participants stated that flexibility of access made it easy to use the source folder on the Wiki, illustrated in Figure 4.34, in their own time and at their own pace. As Kate commented, “It made me want to learn more. We were able to choose resources and responses that we were interested in, and we could express our views and build on historical knowledge in our own time” (Personal communication, Appendix I, Lines 21–23).

Camilla added, “While there were deadlines to be met, there was flexibility within timelines” (Personal communication, Appendix I, Lines 24–25). This affordance, according to participants, enabled students to respond at their own pace, adhere to deadlines and submit their work on time.

4.1.5.4 Positive interdependence and scaffolding. Analysis of data from work samples and post-interviews revealed that positive interdependence was a significant feature of learning. Participants scaffolded contributions from each other as they produced work, guided and supported by their teachers. Each of their responses was important in two ways: socially, because it became a building block for exchanges to continue; and educationally, because it contained some element of content relating to the source material and of the reading comprehension process that had led to the derivation of that content.

This scaffolding of student enactment of comprehending was achieved through the use of the three criteria-based roles to better use and understand purposes for reading that would take them beyond a decoding entry point of reading comprehension into purposefully constructing meaning as a participant, user, and critical analyst. Utilising these functions theorised by Luke and Freebody (1999), and through the dimensions of analysis, interpretation and evaluation such as those conceptualised by Durrant and Green (2000), students were able to construct meaning at a deeper level by analysing, interpreting and evaluating the information they accessed to produce and communicate a response in the digital space of the Wiki.

Spinners were therefore responsible for making sure they completed their reading and generated and posted their questions on time to enable peers in the role of Critical Analysts to respond to these questions and elaborate on textual information as a consequence of their analysis. In turn, Weavers would utilise the Critical Analysts' responses in order to take up the discussion, synthesise the information and post their own responses on time. Thus participants were interdependent as they used their roles to generate processes that both engaged them in interpreting what they read, and in social networking, extended the meanings derived from their roles into a group mural.

Participants were given opportunities to consolidate and reinforce their knowledge and understanding when they were required to explain concepts to others through dialogue, usually associated with verbal communication as Brown et al. (1981) and Rogoff (1990) had theorized, within the digital space of the Wiki. According to Emma:

We often looked for responses and comments from other students. It was a good way to engage in other students' thoughts, so you got a better understanding on

what you were doing and it made you want to read and answer more. (Personal communication, Appendix I, Lines 35–38)

To which Kate added:

When I posted my response, students answered me and this helped me to read and add other information which made me learn more about the issues and see if from another point of view. This helped me to build a better knowledge and understanding of what I was reading and I was always looking for other responses and trying to add more on each topic. (Personal communication, Appendix I, Lines 39–44)

Thus participants were demonstrating their reading comprehension skills through the responses they produced during the reading intervention.

4.1.5.5 Teachers' role. The teachers were observed in support as participants developed their reading. They provided positive feedback, probing questions, comments, and prompts to encourage participants to read more deeply and take their lines of argument further. The teachers monitored participants' progress, and ensured that they stayed on task and adhered to deadlines. By combining digital and traditional activities, the teachers were able to accommodate various abilities and interests and encourage autonomy. They created a student-centred learning space on the Wiki in which participants took ownership of their learning. Thus each participant's voice was regarded as valued and unique as students engaged in social interaction, and learned with each other and from each other.

Participants' interview comments indicate that teachers were on target in their action in relation to these objectives. For example, interviewees confirmed that the feedback from the teachers made them feel supported and guided in their understanding. This is reinforced by Emma's comment, "When I was not sure the teacher always gave me a prompt or suggestion to guide me" (Personal communication, Appendix I, Lines 10–12). And according to Sam, "I was able to communicate with the teacher who assisted and guided me in understanding issues, and gave me suggestions on how to improve in my reading and responding" (Personal communication, Appendix I, Lines 18–20).

Teachers enabled participants to frame better questions by posting question shells on the Wiki (shown earlier in Figure 4.12) to illustrate different ways of asking questions and to stimulate participants' critical reading skills.

Teachers encouraged students to use question shells to enhance their understanding and improve their work. They demonstrated this, for example, by modelling the use of the question shell, "How were...and...different?" to frame the question, "How were the religious beliefs of the Indians and British different?" (Figure 4.12). Teachers posted sentence starters on the Wiki, such as "in my opinion...", and "I believe that..." to help students to improve their sentences, and on occasions, posted reminders about following the rules agreed upon (Figure 4.35).

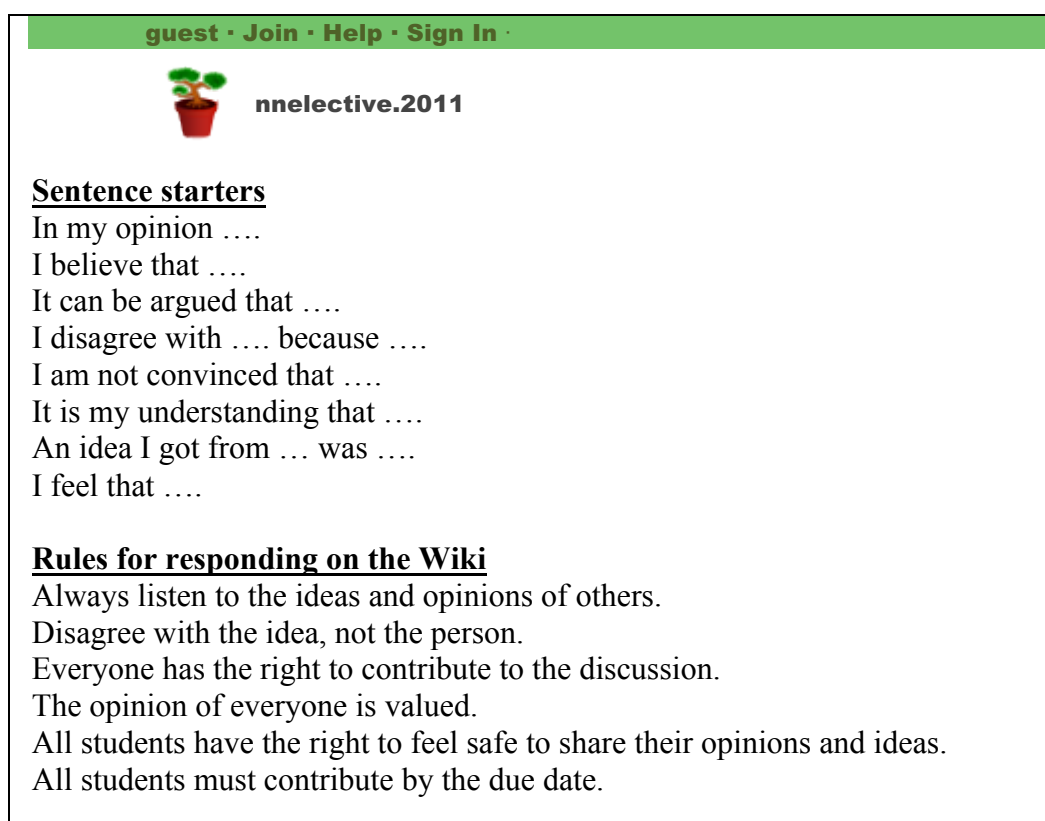


Figure 4.35. Examples of cues and prompts on the Wiki and a reminder about rules of netiquette.

4.1.5.6 Active engagement. Findings from classroom observation and from participants' responses during post-interviews show that there was a high level of engagement as participants involved themselves eagerly in reading activities. Participants' motivation increased as they socially networked, exchanged ideas, and supported and challenged each others' thinking. Participants stated that being involved within the three roles as participants and audience influenced their efforts and made them work harder. This

is reflected in Camilla's comment, "I was encouraged to work harder to improve my reading when I received a positive comment from other students" (Personal communication, Appendix I, Lines 104–106). Participants were motivated to engage more actively when their work drew the attention of others who responded to and elaborated on their piece of writing. Emma commented that "It was rewarding when another student selected my work and responded to my work on the Wiki" (Personal communication, Appendix I, Lines 125–127), and Sam stated "I liked formulating questions as a Spinner and when other students responded to my questions, it made me want to try harder" (Personal communication, Appendix I, Lines 134–135).

The flexibility for students to be able to socially network on the Wiki in their own time made it easier for them to complete their work more effectively. According to Camilla, "I could take my time with reading and I could go over things. This made me feel good about my reading and I was able to take my time and understand better" (Personal communication, Appendix I, Lines 112–114). Kate responded that "The resources and activities were interesting and helped me to improve my reading in a fun way" (Personal communication, Appendix I, Lines 116–117). Examples of resources used included video clips, an ebook, maps, a coloured portrait, and photographs of primary and secondary resources. Flexibility and ease of access further motivated students to actively participate on the discussion forum in the classroom and outside school.

4.1.5.7 Participants' self-perceptions as readers. As revealed in their comments, participants perceived themselves more positively as readers after RISN. This is indicated in Kate's statement, "I feel I have improved in reading because I can now read and understand History at a much deeper level than before" (Personal communication, Appendix I, Lines 117–119). Emma added "My reading and understanding has improved and I think about historical issues in many different ways" (Personal communication, Appendix I, Lines 127–128).

4.1.5.8 Self-regulation. The role of self-regulation in promoting student engagement is well recognised (Butler & Winne, 1995; Zimmerman, 1990, 2008). In line with this view, data from this study have positioned students as active contributors and participants rather than passive recipients of knowledge. As demonstrated through active engagement with text through social interaction, students were challenged to use strategies to coordinate multiple types of knowledge, beliefs and perceptions to apply ideas, and adapt

reading strategies to meet task requirements and teacher expectations (Butler, Schnellert, & Cartier, 2013). Teachers adjusted strategies, monitored student performance and provided specific feedback, such as that by Teacher B, “Something to consider - how accurate do you think the Source: British maps are? Do you think the notion of what is ‘British territory’ could be contested?” (Personal communication, Appendix G, Week 15). And, “Your questions require critical analysis of issues and historical concepts such as perspective, reliability, usefulness and require you to develop empathy while examining the historical, social and cultural context of issues” (Teacher B, personal communication, Appendix G, Week 14).

Thus participants were challenged to elaborate on their responses and take their arguments further. The final section of this chapter presents the teachers’ data on their perception of students’ uptake of the roles played in applying the combination of strategic approaches for improving their comprehension and using the Wiki media to promote and demonstrate their work.

While the quality of students’ expectations was variable, as illustrated in the two examples below, teachers considered that all students understood both how to play in role as Spinner, Critical Analyst and Weaver, and how doing all three individually or as part of a group led to rich understandings of a text.

According to Teacher A, Kate had demonstrated in her fifth Wiki post that she was developing the ability to respond as a Critical Analyst. Her work indicated that she had examined her peers’ ideas and themes from two sources, “First War of Independence: Indian Mutiny, 1857”, and Kipling’s poem, *The White Man’s Burden*, and used inferencing to report what she saw of their interpretation and her own of textual information in the source material,

Most of the quotes used by students were ‘take on the white man's burden’. This was interpreted to mean that the Indians were seen to be the responsibility of the British and that the British had power over the Indians. (Kate, Work Sample 5, Wiki post, Figure 4.15)

Kate presented her own position on the executions, deducing that “the ‘public’ nature of the ‘executions’ was not simply to kill the mutineers but rather to teach the whole Indian

population a lesson, and therefore suppress any more uprising” (Kate, Work Sample 5, Wiki post, Figure 4.15).

Teacher B commented that in Camilla’s fifth response as a Weaver, she demonstrated having critically examined the views of her peer Critical Analysts from two sources, *A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry* and Kipling’s poem, to synthesise ideas and themes into a clear two-pointed argument. She took the neutral position of a reporter when, having considered the perspectives of the Indians and British, she wrote “The British should have respected the Indians and their traditions”, “From the British point of view”, they were helping the Indians”, and “the Indians were rejecting that kindness” (Camilla, Work Sample 5, Wiki post, Figure 4.20).

Emma as a Spinner focussed on *British maps of India: 1765, 1857, 1909, A Painting Showing a Mounted Sowar of the 6th Madras Light Cavalry 1845*, and *The First War of Independence: Indian Mutiny 1857* text and photograph, and oriented the reader by establishing the context. Teachers were of the view that her questions indicated that she had reflected deeply and critically on material used by the British as propaganda:

Why would the people of Uttar Pradesh and Bihar agree with the British so easily and then rebel twelve years later? What may have been the reason for changing their mind in giving in to the British? and, What do you think motivated the British to display the maps and the image of the mounted Sowar? (Emma, Work Sample 3, Wiki post, Figure 4.23)

Similarly, teachers stated that Sam’s response as a Weaver in her fifth post reveals metalinguistic skills and her ability to create and shape meaning in an attempt to position her readers. She blended a number of ideas and used questions to challenge her readers to reflect on the actions of the British:

It was unfair ... to destroy the cultural beliefs of the people and transform them to be more like them. This message is evident ... In Source 2, the Sowar is wearing high class clothing, and is Indian in appearance trying to look British to fit in with British society. Overall ..., was it fair for the British to try to change the culture and traditions of the Indian people? Give reasons. What impact did this have on the lives of the Indians? (Sam, Work Sample 5, Wiki post, Figure 4.30)

4.1.6 Conclusion

Quantitative and qualitative results have provided evidence indicating that overall, there was improvement in reading comprehension and in the self-perceptions as readers of both students struggling to comprehend and those who were not struggling. Positive change had happened for the struggling readers and the parallel gains they had made to those of their peers is counter-intuitive, given literature on Matthew effects reviewed in Chapter 2 that would indicate a likely comparative weakness for the former group. In this finding there is suggestion of measureable enhancement associated with the intervention.

Consistency and comparison show both groups responded positively, and one might assume in the co-relation, similar improvement between the two here is a new effect in every mention of gain scores that were identified, checked and compared, that three things were important:

- a) All students reacted positively to RISN
- b) This means that similar gains were made across the intervention by readers who were struggling and those not struggling, and
- c) This similarity of improvement leads to a possible inference that where readers were struggling previously, improvement associated with their response to the intervention has narrowed the gap between their comprehending responses and those of their non-struggling peers.

Results from qualitative analyses indicated that: the learning experiences of RISN supported participants' reading comprehension in a number of ways across the intervention period; that they recognised this; and had identified a connection between RISN and new skills in their performances as readers. Participants believed they were accessing resources, collaborating with teachers and peers, and building procedural knowledge and comprehending competence through social interaction. They valued the guidance of their teachers and the support of their peers. Participants were positive about the usefulness of social networking as a non-threatening medium for eliciting and growing from support opportunities. According to participants, this combination of opportunity, focus and medium was enabling. They were trying harder, engaging more actively, and reading productively. Findings in relation to each of the research questions will be discussed in the concluding chapter.

Chapter 5

Discussion

The purpose of this research was to investigate effects of a reading intervention in an attempt to close gaps between performances and self-perceptions of students struggling with reading comprehension and those of their peers who were not. In this chapter, the relation between findings from the study and this purpose are discussed and the potential the research findings have in contributing to practice and theory in these two crucial aspects of reading is appraised. The discussion is organised in sections framed by the research questions addressed:

1. To what extent will adolescent students who are struggling as readers and who participate in a specifically designed reading intervention improve their
 - a. reading comprehension; and
 - b. self-perceptions as readers?
2. How will any gains that these students make compare with performances of their peers who were not struggling and who have participated in the same intervention?
3. What descriptions do participants provide to account for their experiences and outcomes of RISN?

5.1 Extent to Which Adolescent Students Struggling as Readers who Participated in RISN Improved their Reading Comprehension and Self-Perceptions as Readers

The quantitative data and large effect sizes obtained provided trustworthy evidence of statistically significant improvement in post-intervention measures of reading comprehension and self-perceptions as readers by participants in this study previously designated by their teachers and standardised testing as students struggling as readers.

These students had participated in a reading intervention along with peers not designated as struggling readers. The intervention had been designed with the intention of developing students' procedural knowledge of reading comprehension. In doing so, the participant researcher had drawn upon theoretical models of the purposes and dimensions of reading to create a learning strategy for reading comprehension involving three roles to be enacted when engaging with source materials. Her perception was that social networking

through a shared Wiki presented an opportunity for capitalising the students' confidence with social media in order to promote their engagement activity.

5.1.1 What improved with improved reading comprehension?

Student participants' reading comprehension improved appreciably as evident in the analytic comparison of scores following RISN with those that preceded it. The gradients of gains were statistically similar for students struggling with reading comprehension and those who were not, albeit that scores remained higher for the latter group.

Participants' attainment following RISN in reading comprehension, and qualitative data substantiating participants' recognition of change and their accounts of it are pertinent in three ways for responding to the first research question. First, there was statistically significant evidence from the standardised test measures that students struggling with reading comprehension improved considerably, and that they improved to the same extent gain-wise as their non-struggling peers, contrary to what might have been expected had Matthew effects in reading operated (Stanovich, 1986). Secondly, the struggling readers gained appreciably not only in literal comprehension, but also in their inferential understandings as apparent in standardised test results and qualitative data. This improvement suggests that they were now operating at higher levels of processing than they had been before the intervention. Thirdly, student participants' voice includes clear lines of reference between their experience of the intervention and positive differences they observed throughout the instructional period in their engagement, effort and success in reading comprehension activities.

5.1.2 Significant improvement and consideration of Matthew effects in reading.

An observation in relation to the first research question is that improvements made by struggling readers were statistically significant and of the same order as gains made by their peers not struggling. Capable readers improved markedly, but those struggling did just as well although still at levels statistically below the achievement of the other sub-group. This result indicates that the comparative decrement evident at pre-test had stabilised rather than increased. While the sustainability of this effect beyond the 20 weeks that separated the test measures is untested, this finding suggests that for at least the duration of the intervention

there was a suspension of Matthew effects in reading for those who had been identified as struggling. However, as these results are shown only on a single measure of reading comprehension, findings in the current study need to be considered with caution in relation to any generalisation. Instruction had occurred for all students in the normal settings of their classrooms. Whether struggling and not-struggling, all had shared the opportunities of RISN and plausibly, the sub-group of struggling students' learning as reflected in their post-test performance had been at least as effective as that of their peers.

5.1.3 Deeper levels of processing in comprehending.

A second feature of the findings is that quantitative measures of reading comprehension revealed that students who had been struggling to understand what they read were now comprehending and responding better to text not only at an explicit level, but also at an inferential level. Kate, one of the two case study participants within the sub-group, demonstrated this benefit in her fifth response on the Wiki. Her post began by showing that she had retrieved and reflected on information explicitly, as it had been stated by classmates J and R in "According to the two Critical Analysts (J) and (R), Rudyard Kipling was not being offensive but was trying to communicate what was taking place on behalf of the Indians" (Figure 4.15, Kate's Wiki Post 5, Excerpt 3, Lines 1—3). Kate's reiteration of her peers' observation was followed by her deduction that:

While those analysts had a good explanation for the quote, "take up the white man's burden", I think Kipling is implying that the British see the Indians as being dependent on them and that without the British, the Indians would amount to nothing. (Figure 4.15, Kate's Wiki Post 5, Excerpt 3, Lines 3—7)

Camilla, the other case study participant in the sub-group, showed in her Wiki post similar literal and inferential insights. Her explicit observation was that:

According to the British point of view in the poem by Rudyard Kipling, the British were trying to civilise the Indians as they were much more powerful and it was their way of helping the Indians by teaching them how to make better use of their resources to gain profit out of it. (Figure 4.20, Camilla's Wiki Post 5, Excerpt 2, Lines 1—5)

But, then she inferred:

Yet although they did this it was something that the British didn't necessarily need to take on, and therefore it became a burden. Yet although I agree with J's answer I also think that the Indians in the poem were portrayed in a disrespectful manner, this may have been as R mentioned a method to show the Indians how foolish they were and to persuade them to agree with the British. (Figure 4.20, Camilla's Wiki Post 5, Excerpt 2, Lines 5–10)

Both Kate's and Camilla's extracts demonstrate admirable responses to the text content, but also clear knowledge of the roles that their peers and they themselves had taken in the reading, understanding and responding involved in the activity. The extracts are evidence of what Kate and Camilla had learned to do and how to do it as an appropriate combination in order to accomplish these things. Their engagement and self-regulation were apparent to others in the social network of those teaching and learning with them to which Teacher A's later comment attests:

Kate used to be a reluctant reader who was often off-task, and it was inspiring to see the gradual transformation that took place as she began to participate actively on the Wiki and gained confidence to contribute to the discussion. (Personal communication, Appendix H, Week 20, Teacher A, Comment 11)

In considering the basis of the transformation Teacher A had noticed, Kate, Camilla and others previously struggling as readers had performed input and output actions on the social medium provided by the Wiki. They had been playing in roles intended to help move them procedurally and collaboratively into deconstructing, participating and using text, in responding critically to it, and in acting with others to discuss its possible meanings. They had done so in role, a positioning informed by the instructional model that had brought the role elements together as an opportunity to learn about what to do and how to do it when comprehending. They were working within the instructional framing the RISN had presented. Students' motivation and effort when reading increased, and their reading comprehension improved significantly. The insights that Kate and Camilla had developed along the way are consistent with greater levels of engagement and responsibility taken in relation to understanding comprehension and their working of it. Conceivably, all participants, including those who had been designated previously as struggling readers, had begun comprehending comprehension.

5.1.4 What mobilised participants' improvement?

A third attribute of the analysed data relevant to the first research question is that students saw RISN as making a difference. There was no mention of past reliance on whiteboards and worksheets as students and teachers attuned their use of the Wiki. After a short introductory period of adjustment and guidance from teachers, students moved into it as a shared social medium for common tasks of constructing and communicating meaning from the source materials of their History class. Any reluctance or struggle in learning from the reading materials from their previous practices is contrasted in what Kate and Camilla reported about their enthusiasm for interacting through the Wiki and its consequences for what they were learning. Their self-disclosures indicate that their own efforts in class had been socialised, focussed and productive. Kate's comment (personal communication, Appendix I, Lines 73–74) that “it was good to get positive comments from teachers and students when I posted my response on the Wiki and this made me try harder” speaks to recognition she saw from others and her own motivational outcome in response to it. Camilla, the second of the two struggling reader cases, shared this reflection of positive social interaction and an important personal consequence in her observation that “learning with others on the Wiki motivated me to try harder because I felt we were all in this together” (personal communication, Appendix I, Lines 75–76).

Students also perceived that newly-acquired knowledge from RISN on how to act skilfully when comprehending enabled their use of the Wiki medium as a conduit for interaction. They had come to know the three roles the teachers had modelled and guided as a procedure for fuelling their work on and from the Wiki when making sense of topics under study. They learned how to operate each of these roles and to manage co-ordination of what they yielded even to the point of searching out alternatives or nuances in meanings that brought their attention to how perspective and shaping are at play in the choices and decisions involved in comprehension and in composition.

The attribution of RISN apparent in these comments pinpoints the intervention as part of their school program was context for new awareness of themselves as learners about learning and as users of what they were acquiring. Their knowledge of how to go about comprehending had increased, their performances in doing so had improved, and as

discussed further in the following section, they had become more positive about themselves as readers.

5.1.5 What improved with improved self-perceptions?

Students' improved reading comprehension was accompanied by perceptions of themselves as better readers as Bandura (1977, 1982) would have predicted when contending that self-perceptions affect reading performances because they shape how readers orient themselves toward more conducive improved reading performances. For example, Kate's statement presented earlier, "It was good to get positive comments from teachers and students when I posted my response on the Wiki and this made me try harder" (personal communication, Appendix I, Lines 73–74) reflects a sense of comfort that she was developing about her agency with Wiki posts and the co-location in her perception of the valuing others have expressed of her work with the valuing she had of their comments. In addition to its statement on her motivation, the extract indicates the general positivity that she has about her work. Teacher B's observation in Week 10 of the intervention, "Students have gained confidence and are more willing to take risks and participate in the discussion and learn by answering questions, sharing ideas, and always trying to improve their responses for their audience" (personal communication, Appendix H, Week 10), suggests positive orientation that appears to have become widespread among participant students.

Seemingly, the confidence, risk-taking, involvement, sharing and intention to improve that Teacher B saw them having gained would have been working well in students' self-regulation of their focus, attention, persistence and effort in learning opportunities whether about text content, main ideas and structural connections, and, possible meanings and inferences, or, about the RISN strategic procedure guiding these attitudes and behaviour. She commented: "As students responded to each other and built knowledge together, students who had previously struggled, improved their understanding; they were enthusiastic about learning and remained on task" (personal communication, Appendix H, Week 14, Teacher comment 6). Hers was a positive observation and in the final week of the intervention six weeks later, Teacher B remained definite in her evaluation of changes she had discerned.

Teacher B's comment concerning positive effects for the struggling students conceptually and affectively is affirming. Her view is consistent with what I observed as participant researcher. Students in the struggling readers' group seemed to enjoy adjusting and elaborating their initial ideas in the context of others' input and contributing in similar ways to what their peers were bringing to the collaboration as they played out their roles. Their better outlook accompanied the gains they were seeing in personal meaning-making and the more dynamic and inclusive way that they were seeing their reading tasks. Teacher A had similar impressions of students' shifting capabilities in focusing and processing, remarking that "Students' comprehension is improving and they are able to focus on producing responses on different aspects of the issues being studied, and to elaborate on their responses" (personal communication, Appendix H, Week 8, Teacher comment 3).

5.1.6 How had the intervention operated for participant students?

The three roles for participants' performances and the Wiki medium were key design components of the intervention and both appear from excerpts reported above to have had appeal, acceptance and take-up in what teachers and students did as participants in RISN. The former had been developed from theoretical impetus on the purposes and dimensions of reading explicated in Luke and Freebody's (1999) four reading practices model and Durrant and Green's (2000) 3D model integrated into criteria from the Year 9 Program and Stage 5 Syllabus outcomes (Board of Studies, NSW, 2008) to provide opportunities for students to respond in cooperative and often iterative ways when building meaning from historical source materials. The latter provided common ground onto which participants recorded input and co-developed its progress through discussion into collaborative representations of meaning. How this came together is exemplified in student voice through Emma's reflection that:

To respond within the three roles on the Wiki we had to read and understand text and come up with questions as Spinners, analyse the information, and weave Critical Analysts' responses together, and we were eager to interact with each other. (Personal communication, Appendix I, Lines 77–80)

Emma's account illustrates her perception that comprehending using a RISN method involved gathering and displaying on the Wiki preliminary understandings and questions (Spinner) that through deeper inspection of available information (Critical

Analyst) would be integrated (Weaver) into a cohesive depiction of meaning. Typically, the process, about which Emma was enthusiastic, would flow through multiple Wiki inputs and interactions from and with peers.

Teacher A had observed that the method was established productively by Week 6 of the 20-week program, commenting that “Students were focussed on their activities this week, they are reading and writing, and using the Wiki as authors and audience members” (personal communication, Appendix H, Week 6). The teacher’s voice speaks to a method that is teachable and productive in the areas of reading comprehension and building students’ efficacy as readers and learners.

From the teachers’ and students’ observations, RISN had supported factors in the learning-teaching culture that drove students’ engagement and strategic acumen positively, regardless of their prior positioning as struggling or non-struggling performers in reading comprehension. This resulted in all students building knowledge of how to comprehend and increase the quality and length of their responses by playing with knowledge. This reinforces the constructivist notion that motivated students will build knowledge when projects are meaningful to them and where they have procedural know-how to do so (B. J. Bartlett, 2010; Forte & Bruckman, 2009). Conditions under which such building occurred in this study were that participating students became active in the process of learning and using comprehension skills rather than being passive or non-players in the declarative, procedural and conditional knowledge involved (Guthrie, 2014).

The teachers’ planning and pedagogical stance in implementing RISN positioned the students to have control in relation to choices and decisions on roles to play. Student voice on this positioning was that they now had and valued opportunities to contribute their ideas and to build knowledge collaboratively, and that this had alleviated anxiety and stress. As Kate mentioned, “Helping each other and taking turns using the three roles made learning less stressful and more fun” (personal communication, Appendix I, Lines 56–57), reinforcing the view that social interaction and a sense of belonging are conducive to bolstering reading engagement outcomes as King-Sears, Swanson and Mainzer’s (2011) and Vygotsky’s (1978) earlier research and theorising had indicated they should be.

The confidence and risk-taking demonstrated in the effort, progress and self-perception Kate and Camilla as previously struggling readers subsequently developed during the intervention, reflect strong advances made by so many among the target group, and that turn-taking and interactions in digital spaces had positive effects on this occurring. It may be that as theorists such as Lazonder, Wilhelm and Ootes (2003) had suggested that, in such spaces, students feel they do not have to compete with others but to co-operate, and consequently, their demeanors are more relaxed and their social and academic performances are enhanced. Sam's voice on this was that "the Wiki was a very effective way to learn with others. You had to present your work in a way that was interesting to other students, so it made me work harder" (Sam, personal communication, Appendix I, Lines 83–85).

It is not difficult to infer from Sam's notion of working harder and the context she supplied of how work was to be presented, along with data on the improved self-perception as a reader, that she was speaking about building comprehensive accounts of understanding, and that doing so elaborated her expectation of what she might want to see.

In this manner, the Wiki extended co-presence communication beyond the physical location of the classroom. Consequently, it added a social dimension that resulted in asynchronous interaction between students, and between teachers and students, enriching teaching and learning processes. The ease with which students moved into the Wiki medium may reflect for some of them that it was an opportunity to start afresh in learning about how to do well in reading comprehension. This is a possibility that fits well with third space theory applications in literacy that posit that students may profit from finding a third space, where neither histories – first space or predicted futures – second space of poor performances are considered (Levy, 2008). If those of the participants in this study whose past and likely futures aligned with such negative schemas, the Wiki experience may have presented just such a third space opportunity.

What is evident in the qualitative data from the study is that students who were not struggling as readers on the pretest measure had also strengthened their performances and affect following the intervention. They, too, knew and adopted the three roles as illustrated in the two case studies of non-struggling readers. Sam emphasised that the three roles had generated motivation and interdependency:

Spinners had to make sure they completed their reading and posted their questions in time to enable Critical Analysts to respond, and Weavers were dependent on Critical Analysts' responses to take up the discussion, synthesise the information and post their own responses on time, this made me work more. (Personal communication, Appendix I, Lines 28–32)

The motivational value seen and expressed by others who had struggled previously with comprehension was apparent also amongst participants who had performed better. According to Emma, a non-struggling reader:

We always looked for responses and comments from other students. It was a good way to engage in other students' thoughts, so you got a better understanding on what you were doing and it made you want to read and answer more. (Personal communication, Appendix I, Lines 35–38)

Kate, a struggling reader added:

When I posted my question as a Spinner, students answered me and this helped me to read and add other information which made me learn more about the issues and look at it from another person's point of view. This helped me to build a better understanding of what I was reading and I was always looking for other responses and trying to add more on each topic. (Personal communication, Appendix I, Lines 39–44)

Rich dialogue was produced during RISN and this had been affected by social interchanges of ideas. Sam pointed out, "As I developed my responses I learned a lot by reading what others had written and researching more" (personal communication, Appendix I, Lines 136–137). Emma spoke analytically of socialisation at work for her when she said, "I had to improve my writing to make my responses clearer to others on the Wiki, and it helped me to learn better when we shared ideas with others" (Appendix I, Lines 123–125).

Such interchanges acted as triggers for cooperation that occurred between students and more able peers in the classrooms. Excerpts such as that from Sam above indicate instances where positive effects were scaffolded by the modelling of others. Others such as Emma's statement above show where those modelling also lifted their performances, having recognised a responsibility about doing so, and consolidated their learning as they created

their own voices on the learning and teaching with which they were involved. Such interchanges are central to improving reading comprehension and their presence and effect in this study add weight to previous research that had been suggestive of the significance of this factor (Alvermann et al., 1996; Gambrell & Almasi, 1996; Guthrie, 2014).

While dialogue is usually linked with spoken language as observed in RISN, much of the students' dialogue occurred as written text in the digital space of the Wiki. Thus, the social networking features of the Wiki not only added to the quantum of reading material that participants were encountering but also made it possible for students and teachers to engage in active, ongoing discussion in cycles of action, and learning about how they were comprehending. Readers, struggling and those not struggling, and teachers tried things, learned about their successes and failures, found people to share their thoughts with and widened the constructive feedback channels in which they had operated previously. This move into vibrant and multilinear exchanges of understandings was consistent with positive interaction and conducive to extending the reach of theory in this domain to third space notions associated with RISN and the academic and personal gains attained and demonstrated by participants in the study (K. R. Harris & Meltzer, 2015; Leko, Chiu, & Roberts, 2017; Lightner & Wilkinson, 2017; Magnifico 2010; Mayer et al., 2017; Reeve, 2013).

Students engaged in traditional, room-based individual or group activities, bringing the Wiki-based component of their work into play. They moved freely between multimodal forms such as video clips, coloured portraits, black-and-white photographs and written texts to form their understandings of their History topics of interest. Their effective performances across this confluence of media contradicts Rowe's (2009) prediction from a time when multimedia was not so prevalent that as children get older they are more likely to treat textual forms separately from other forms.

Students' responses in this study displayed a quality that is reflected in findings by Kroll (1978), Kroll and Lempers (1981), and more recently by Green and Beavis (2012) that adolescents understand the importance of text for different purposes and audiences and can move seamlessly across multiple media and modes as participants in media culture. This view seems a better fit with both the improvement outcomes of this study and observations that as students worked to build new knowledge, express their understanding of concepts

and information and support each other, they had provided acceptance and positive reinforcement collaboratively as comprehenders and as students of comprehension. The context and dynamics of their group work had raised not only the level of their measured reading comprehension performances, but also that of their self-perceptions as readers.

5.1.7 Response to the research questions.

The quantitative analysis reported in Chapter 4.2 revealed that those who received the intervention improved their reading comprehension and their self-perceptions as readers. The differences between measures prior to and following the intervention were statistically significant, and the effect sizes high so that the outcome is trustworthy. This outcome resulted not only for students designated to be struggling as readers (see Research Question 1 below), but also for their non-struggling peers who participated alongside them in the intervention (see Research Question 2 below). Qualitative data indicate that students engaged with the strategy of adopting three roles to guide their contributions to collaborative meaning-making with the source materials of the History content area and using a Wiki as a basis for recording, sharing and revising their contributions collaboratively (See Research Question 3 below).

Research Question 1: To what extent will adolescent students who are struggling as readers and who participate in a specifically designed reading intervention improve their

- c. reading comprehension; and
- d. self-perceptions as readers?

Research Question 2: How will any gains that these struggling readers make compare with performances of their peers who were not struggling and who have participated in the same intervention?

Research Question 3: What descriptions do participants provide to account for their experiences and outcomes of RISN?

5.2 Theoretical Contribution

Theorists' definitions and descriptions of reading led to the development of a literature-informed teaching model in which I combined the four reading practices and 3D model of literacy. I used criteria from the Year 9 Program and Stage 5 Syllabus Outcomes

(Board of Studies, NSW 2008), and three roles to develop a blended model of comprehending to be used in the RISN intervention.

Inclusion of the Wiki as a social networking tool for reading complemented the blended model as a component of the intervention. This resulted in an educational activity of explicit instruction on a procedural strategy for comprehending in a space that invited social participation in a medium that worked for all students. Within the limitations of the study, these findings are an endorsement of sociocultural theory and perhaps an enhancement of it. The possible enhancement is that with creation of the combined space, strategy and medium specific to the participants and setting of the study, in this particular context, Matthew effects in reading appear to have been suspended. Though Stanovich (1986, 2009), the originator of the term, thought Matthew effects to be relatively impervious to remediation, those in the study who were lagging in reading comprehension and self-perceptions as readers recaptured engagement, effective performance and confidence in what successful comprehending could be (Bast & Reitsma, 1998).

The activity provided in the current study was the design and implementation of the RISN blended model. Its composite roles and combinations of source materials centred on Wiki-based exchanges between participants. It led to student participants' learning and adoption of utility-based, complementary perspectives for finding and organising a main idea and its supporting details, and using questioning-led analysis, inferencing and elaboration as self-regulated strategies for their exploration and creation of text meanings in a socially interactive context.

Through the design and implementation of the RISN intervention, and in examining the data for answers to the research questions, a range of understandings on students' reading achievement confirmed that the needs of students struggling with reading can be addressed successfully in the secondary classroom. Further, such progress can be made in a context where their non-struggling peers also benefit from such an initiative. The research highlighted the significance of RISN, and, as a consequence, a new reading approach using a blended model has emerged. Further research is warranted to explore the transferability of these findings to other similar contexts.

The success reported here in using the RISN blended model and incorporating the Wiki to promote students' learning and engagement reinforces the notion that when working with self-regulated procedural strategies in the form of roles to use when comprehending and social networking tools, students can become active, self-directed and agentive learners about comprehending, and most importantly, enhance their willingness and capacity to learn how to learn as Bandura (1995, 1997, 2006) had theorised. This success, within the limitations of the study, underscores potential for teachers in considering how emerging technologies can be used to assist students' learning about comprehending and to improve their self-perceptions as comprehenders through promoting know-how and agency in engagement.

5.3 Implications of the Study

The success of RISN in this research was an outcome that capitalised on digital technology to motivate, capture and sustain students' enthusiasm by getting them into a third space where they might discover the nature and usefulness of a strategy set to guide them when comprehending. Their third space was to be an oasis provided by the Wiki for time, company and activity in which they might leave aside disappointment and negativity built from both a past in which they had struggled as readers and learners, and an anticipated future viewed as one of inevitable continuation of their remembered past.

In a third space, students might be more open to a fresh and strategic approach as readers to engage as learners of comprehension strategies and to participate in a collaborative support system that would install confidence in being part of their own advances as readers. RISN was a collection of evidence-driven opportunities for those in the oasis to relearn how to comprehend, to know how to recognise and communicate about progress in doing so, and to want to do these things.

The social and new cultural features of the third space created through RISN provided a direct and helpful procedure. It invited ongoing interaction and modelling from all participants' acceptance for the demonstrated performances, and encouragement for higher aspirations. This collation of conditions appears to have been conducive to the active and positive involvement of all participants. While caution has been suggested regarding generalisation in relation to the findings and linkages to the intervention reported in this

study, there are implications that may be informing for cautious educators in situations similar to those of its intention, setting and participating groups.

The first of four implications is that social media is widely and easily used by young people. This suggests that many adolescents still struggling with the literacy needed for them to read, understand, learn from and use texts might find their social media familiarity, confidence and expertise transferable into 21st century media forms that are accessible and useable in classroom and out-of-classroom learning. The Wiki proved to be that for the Year-9 teenagers in this study.

An associated implication is that the social condition of social media opens up conversations. In this study, conversations were scaffolded around three important roles that helped get students started or restarted as comprehenders cognisant of what they were doing and that took participation and comprehension to levels beyond the superficial. An inference from the performances observed in the Wiki posts, along with gains reported in the quantitative and qualitative data of this study, is that the social features of learning engendered a culture of valuing performance and improvement. This greatly enhanced the mindfulness individuals formed about comprehension and comprehending, and about themselves as comprehenders. Readers who were struggling improved and those not struggling also improved. It is suggested that scouting social media options as a venue for students similar to those described in this study may be an effective starting point for educators wishing to try something similar.

A third implication is that this study adds to a substantial body of literature attesting to the power of using evidence-supported pedagogy in making decisions about interventions or educational support (Afflerbach et al., 2013; Morgan et al., 2014; Risko & Walker-Dalhouse, 2012). Systems, schools and teachers wanting to arrest failure and untoward histories and to release the learning power of students struggling as readers should ensure their decisions on pedagogy targetting content and resourcing are informed by what research has highlighted as likely to make a positive difference. This is not to deny the importance of educators' own professional acumen or of accurate assessment of what matters to the students involved. They, too, are significant features in choices and judgements on appropriate pedagogy. As Slocum, Spencer and Detrich (2012) observed, having the best evidence available, using professional judgement, and accounting for the values and context of intended beneficiaries are three pillars of appropriately grounded decisions.

A fourth implication of findings is that students' positive outcomes suggest consideration of struggle in the delays that some older students have with good performances and self-perceptions as readers might do well to include third space theory as a possible means of re-establishing the conceptual and motivational breathing-space groundwork for improvement. Students such as Kate and Camilla, from their interview and Wiki post comments, provided evidence that they had operationalised the opportunity with RISN as a stimulus to improve. They adopted it and the oasis metaphor for an instructional culture materialised for them in productive outcomes. More generally, students designated in the research as struggling learned the RISN roles, used them, saw that they worked, and made significant gains in their measured performances in reading comprehension as well as in their action, discussion and confidence about what they were reading and with what new skills and effects they were doing so. This suggests that negatives in any perceptions that readers had of themselves as struggling were put aside in the interests of progressing. RISN had created an enabling third space where the term, struggling, was no longer a censure or inhibitor.

Teachers may have altered their perceptions of what struggle meant in the struggling label, too, to accommodate what they had predicted and observed in the study. They had believed they would make a difference with these students, seeing a need through tracking to check that they were doing so, and finding from the tracking that their students were improving. Confirmation of their improvement was evident also in the enhanced reading comprehension and self-perceptions as readers in the test data. The strategic pedagogy and resources had helped students struggling in reading comprehension, and attempted to arrest the Matthew effect put forward by Stanovich (1986) and move onward at a pace matching that of their peers.

5.4 Limitations of the Study and Recommendations for Future Research

The positive answers supported from evidence in this study and interpretation of their implications apply to an actual situation at a particular school at the point of time of the research, and with those who participated in the research in that space and time. The research setting, participants including the researcher as a teaching colleague of the two volunteer teachers, and school principal who agreed to the study, the History content of the classes

involved, and the Wiki as the one of many available social media are illustrative of Yin's (1994) description of such specific contexts being an artifact of the case. Accordingly, answers to the research questions of this study and implications drawn are specific to the context, procedures and subjects of the current study.

A limitation in the case study approach is the problem of susceptibility to researcher bias, and as mentioned above, this was particularly relevant as the researcher was and had been a member of the teaching staff of the research school. Further, case study may be affected by a bias toward verification or tendency to confirm a researcher's pre-conceived notions (Bordens & Abbott, 2008). In association with this, case study methods tend to involve protracted involvement over time, with the possibility that the researcher's presence in the classrooms could lead to an observer effect (Denscombe, 2007). Since it is not possible to eliminate bias completely, my own beliefs, attitudes and values as a practising school teacher may be apparent within this thesis. I have always believed that students struggling as readers can be helped to better levels of performance in the two variables under study, given opportunities are provided that are conducive to their success and that they engage with those opportunities. I was aware also that there was potential for bias through selective observations, recording, and reporting of information. However, it was envisaged that these limitations could and would be addressed as indicated previously.

This was a small-scale study implemented in two Year 9 classrooms in one school. Acknowledgement is also made that the rubric scale used for the Wikis was formed on the basis of participating teachers' discussion and agreement alone, that it is not intended to be generalizable, and that it should be regarded as an instrument specific to the study. The absence of a non-treatment control is also a limitation. Had one been included it might have presented a broader basis from which to contrast the effects of the RISN intervention for readers designated as struggling and peers not designated as such. Specifically, similarities and differences reported here might have been compared then with those in the non-treatment control to account for any effect of maturation. However, since there were only two classes at the available school, the option of separating them into treatment and control conditions each comprised of two half-classes raised an ethical issue because wait-treatment of the controls with RISN was not assured due to staffing uncertainties for the following year. As well, splitting the two available classes to constitute a non-treatment control would have decreased cell sizes for quantitative data analysis of standardised test scores and

threatened the viability of outcomes in relation to the research questions. This would have compromised the purpose advised by design theorists Creswell (2012), and Yin (2009) in using mixed-methods within a case study to increase validity and, consequently, to minimise weaknesses in design. Therefore, further research using larger-scale studies and more generalisable contextual conditions is needed for conclusions from this study to be validated and possibly generalised.

Additionally, while mixed-method design involving quantitative and qualitative methods was implemented to increase validity and to minimise weaknesses, an assumption of the case is that participants' interview data, observed responses and test performances were truthful, accurate and reliably reflective of their experiences within the case (Creswell, 2012; Yin, 2006). Moreover, while as a participant researcher I believe that I maintained objectivity throughout the project, my involvement with colleagues' attempts to teach students the strategies of RISN means that the possibility of researcher bias needs to be considered as a potential limitation of the study. Conversely, the collaboration and commitment of the teachers not only helped to ensure successful study completion but also contributed to the implementation of a feasible intervention that would be likely to be achievable if and where similar contexts allow. Investigating this highlights the importance of gaining teacher input in future intervention research and development. Accordingly, it is recommended that further research be undertaken with other samples from schools across more diverse systems of education in varying geographical contexts to determine if the results that emerged from this study are consistent across a range of contexts.

The need to end RISN after twenty weeks to coincide with school timetabling was also a limitation. Researchers, K. R. Harris et al. (2012) advise that restricting self-strategy instruction sessions to a set number of sessions can be constraining. A pertinent recommendation for future research is to continue instruction until students have achieved targetted outcomes, and allow for consolidation loops to account for temporary regression, absenteeism and the like. Future research also needs to focus on the length of time required for teachers to enable students to realise the goal of confirmation through self-evaluations of performance.

In the present study the participating teachers perceived RISN as a professional development opportunity and were willing to engage in professional learning and work collaboratively to implement the intervention. Further research that investigates intensive

practice-based professional development initiatives such as the one applied in the present study to serve the needs of struggling adolescent readers would be valuable.

In addition, there is the issue of sustainability as there was no certainty that the two teachers involved in the study would be working at the same school in the following year. Offsetting this was that the teachers' practical knowledge and experience gained through RISN might be used more broadly across the sector if they were to be seconded to other schools, and possibly at a systems level, to provide professional development to the sector. Finding ways to provide and sustain such support in everyday school settings remains an important research goal, and this study can provide a useful springboard for related future research.

5.5 Conclusion

The RISN intervention worked positively with the participants, setting and conditions of the study. The procedure was learned and used by students who had still been struggling as readers in Year 9. The design of RISN had focussed on targetting the students' procedural know-how in comprehending and had used a Wiki to record key aspects of their work as a basis for the work's discussion and enhancement in a social context. Together with the engagement of teachers and Year 9 students with RISN, the intervention experience associated with students showed statistically significant gains in reading comprehension and in their self-perceptions as readers across the pre- and post-intervention testing. These data were an important indication that the students' learning journey had been positive and personally uplifting. Additionally, qualitative data from students' and teachers' voices support the standardised test findings and extend their result with a strong indication that students and teachers considered the intervention to have been successful in its objective. They saw the mechanics of its success as the three roles they had come to know and use, and the power of socialisation in exploring how the roles worked, how they could work differently, and how differences could be constructive. Students not only acquired the roles and improved appreciably when using them when reading and in how they felt about themselves for having done so, but also, they perceived the basis for the changes.

An important issue in findings of the study is that gains made by students who had been struggling as readers had not come at the expense of their well-performing peers. Students like Sam and Emma who were capable as readers prior to the intervention also

made statistically significant improvements in their post-intervention measures of reading comprehension and self-perceptions as readers. They too knew and adopted the three roles and were aware of the responsibilities in socially jig-sawing group understandings of the sources under study. As Sam observed:

Spinners had to make sure they completed their reading and posted their questions in time to enable Critical Analysts to respond, and Weavers were dependent on Critical Analysts' responses to take up the discussion, synthesise the information and post their own responses on time. (Personal communication, Appendix I, Lines 28–32)

The motivational value seen at the end of Sam's comment and valuing of the group interaction were apparent also in a reflection from Emma, the other of the two cases of readers not designated as struggling. Emma considered that:

We always looked for responses and comments from other students. It was a good way to engage in other students' thoughts, so you got a better understanding on what you were doing and it made you want to read and answer more. (Personal communication, Appendix I, Lines 35–38)

The two features of social interaction and motivational effect are echoed in Kate and Camilla's observations. Kate says:

When I posted my question as a Spinner, students answered me and this helped me to read and add other information which made me learn more about the issues and look at it from another person's point of view. This helped me to build a better understanding of what I was reading and I was always looking for other responses and trying to add more on each topic. (Personal communication, Appendix I, Lines 39–44)

This is complemented by Camilla's statement that "Learning with others on the Wiki motivated me to try harder because it felt we were all in this together" (Personal communication, Appendix I, Lines 75–76).

These four students were encouraged by their successes, becoming reflective and aware of knowledge-building associated with the collective that evolved through closer

connections with their peers and teachers and the benefits accruing from the perspectives and action of the three roles. Given teachers' and my own evaluation, all students, regardless of their pre-intervention classification, had become knowing and able in the three roles and independent users of the Wiki. With the gains shown in the quantitative data on students' performances and self-perceptions as readers, it is possible that the positivity of regard shown in each of the case studies was more widespread. Positive socialisation was certainly afforded by students learning the three roles and using the Wiki together as they became more agentic with what teachers were modelling and reinforcing. The gains overall and the accounts of Kate, Camilla, Sam and Emma are confirmation that RISN was taught and learned as students had told their teachers, and that its acquisition is a positive experience.

RISN was used by teachers in the study as the content and procedural and social media basis of the instructional opportunity through which their struggling readers might reinvigorate participation and bolster their performances and self-perceptions as readers. These students made the change in the direction their teachers had wished. The teachers observed and commented that their targetted students were highly motivated by the activities and more skilful as readers because of their engagement. For students whom they had previously identified as being off-task, RISN provided new focus on attainable skills for reading comprehension. It increased their motivation, their results and their self-perceptions as readers. It is an educational implication not only in its own right, but also because the positive retrieval effect for those struggling as readers had not come at the expense of their well-performing peers. Rather, these peers too had made significant gains in the two key variables measured.

As outlined in Chapter 1, the impetus for this study grew from my concerns for adolescents who had struggled as readers. While more research is needed to accommodate limitations of this study, the findings signal possible benefits in conceptual reconstruction of the struggling reader identity. Those labelled as struggling readers in this study gained confidence and determination to improve, did improve and changed their own and their teachers' perceptions of who they were as readers. Both teachers and students themselves came to see that they were readers striving to perform and succeed rather than struggling to do so. This more positive identity had grown from a potential hidden from view and belief because of past failure and an accumulating Matthew effect in reading performance and motivation as Stanovich (1986) had described.

The students contained within the boundaries of nurturance in this study responded in pleasingly successful ways. Continued research is needed to test whether the positive response of students targetted within conditions and description of the current study might be found elsewhere and in circumstances where alternative social media and strategic programs are involved. Any such research that refines intervention models that are theoretically sound, empirically effective, and practically feasible is likely to have a strong and positive impact on the teaching, learning and progress of students who have been considered as recurrently struggling in their comprehension performances and self-perceptions as readers.

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APPENDICES

APPENDIX A

Cumulative Performance Records for Students

Struggling as Readers

Cumulative Performance Records for Students Struggling as Readers

Struggling Readers ID Num	PAT-R Comprehension Pre-test Scale score	Neale Analysis of Reading Ability	NAPLAN Reading score at 13 Years Band:
27	116.0 (Raw score=9)	9.5	2
32	116.0 (Raw score=9)	9.5	2
29	119.4 (Raw score=11)	9.8	2
37	119.4 (Raw score=11)	9.8	2
11	121.0 (Raw score=12)	9.8	2
28	121.0 (Raw score=12)	10	3
33	121.0 (Raw score=12)	10	3
40	121.0 (Raw score=12)	10.4	3
2	122.6 (Raw score=13)	10.7	3
6	122.6 (Raw score=13)	10.7	3
16	124.1 (Raw score=14)	10.7	3
18	124.1 (Raw score=14)	10.11	3
23	124.1 (Raw score=14)	10.11	3
24	124.1 (Raw score=14)	11.1	4
36	124.1 (Raw score=14)	11.1	4
39	124.1 (Raw score=14)	11.1	4

APPENDIX B

Cumulative Performance Records for all Participants in the Study Sample

Cumulative Performance Records for all Participants in the Study Sample

ID	Reader	R Comp Pre-test	R Comp Post-test	Neale Analysis	NAPLAN	Wiki Score
27	SR	116	124	9.5	2	63
32	SR	116	128	9.5	2	62
37	SR	119	128	9.8	2	63
29	SR	119	130	9.8	2	62
11	SR	121	131	9.8	2	63
33	SR	121	128	10	3	63
28	SR	121	131	10	3	64
40	SR	121	131	10.4	3	64
2	SR	123	133	10.7	3	64
6	SR	123	131	10.7	3	64
16	SR	124	140	10.7	3	65
18	SR	124	133	10.11	3	65
23	SR	124	133	10.11	3	65
24	SR	124	139	11.1	4	65
36	SR	124	133	11.1	4	66
39	SR	124	133	11.1	4	67
1	NSR	139	140	11.7	5	73
3	NSR	126	133	11.9	5	75
4	NSR	126	137	12.0	6	76
5	NSR	151	166	12.0	6	85
7	NSR	137	148	12.0	6	87
8	NSR	133	144	12.2	6	89
9	NSR	130	139	12.2	6	92
10	NSR	137	148	12.4	6	93
12	NSR	127	140	12.4	6	94
13	NSR	130	135	12.4	6	96
14	NSR	134	148	12.6	6	97
15	NSR	128	137	12.6	6	199
17	NSR	130	135	12.6	6	100
19	NSR	128	140	12.6	6	102
20	NSR	127	142	12.8	7	102
21	NSR	133	140	12.8	7	103
22	NSR	134	144	12.8	7	103
25	NSR	127	140	12.8	7	105
26	NSR	127	135	12.10	7	105
30	NSR	135	142	12.10	7	106
31	NSR	127	133	12.10	7	106
34	NSR	139	151	13.0	8	107
35	NSR	133	144	13.0	8	107
38	NSR	134	140	13.0	8	109
41	NSR	127	131	13.0	8	110
42	NSR	130	140	13.0	8	110

APPENDIX C

Wiki Scores for all

Participants in the Study Sample

Wiki Scores for all Participants

ID	Reader	Wiki Score
27	SR	63
32	SR	62
37	SR	63
29	SR	62
11	SR	63
33	SR	63
28	SR	64
40	SR	64
2	SR	64
6	SR	64
16	SR	65
18	SR	65
23	SR	65
24	SR	65
36	SR	66
39	SR	67
1	NSR	73
3	NSR	75
4	NSR	76
5	NSR	85
7	NSR	87
8	NSR	89
9	NSR	92
10	NSR	93
12	NSR	94
13	NSR	96
14	NSR	97
15	NSR	199
17	NSR	100
19	NSR	102
20	NSR	102
21	NSR	103
22	NSR	103
25	NSR	105
26	NSR	105
30	NSR	106
31	NSR	106
34	NSR	107
35	NSR	107
38	NSR	109
41	NSR	110
42	NSR	110

APPENDIX D

Instruction Sequences for RISN: Overview

Instruction Sequences for RISN: Overview

Learning Goals

1.	For students to be able to apply the following self-regulation strategies: <ul style="list-style-type: none">- Goal-setting- Self-instruction- Self-monitoring- Self-reinforcement- TWA strategy- POW strategy
2.	For students to be able to use the Wiki to: <ul style="list-style-type: none">- Complete a Netiquette Tutorial- Access a posting roster- Access resources- Construct a response- Post a response
3.	For students to be able to apply comprehension strategies using: <ul style="list-style-type: none">- Self-regulation strategies- TWA- POW
4.	For students to be able to apply self-regulation, POW and TWA strategies to construct and post responses on the Wiki as: <ul style="list-style-type: none">- A Spinner- A Critical Analyst- A Weaver

Teachers will combine comprehension strategies with self-regulated strategy development - an evidence-based instructional approach (Graham & Harris 2003; Harris, Graham, Mason & Friedlander, 2008). They will explain, discuss and model strategies and use guided and independent practice to enable students to become strategic readers. Instruction sequences will be repeated for students who are unsure.

Teachers will instruct students on how to write a response within each of the three roles using self-regulation strategies. They will guide students until they can construct responses independently within each of the three roles: *Spinner*, *Critical Analyst* and *Weaver*. They will monitor students' performance, and provide additional assistance to ensure that all students can confidently write their responses with each of the three roles.

Lesson 1

Orientation Session 1

Time: 1 hour

Learning goal: To understand the purpose of and procedure for RISN.

Teachers:

Introduce RISN by explaining its purpose to students – explain that they will be using a Wiki for social networking and will learn strategies to help them with reading text and responding to text.

Explain the procedures to be undertaken in RISN.

Explain the purpose in using the three target roles (Spinner, Critical Analyst and Weaver) separately and collectively to post responses on the Wiki.

Demonstrate how to use the Wiki to access the Resource Folder and Discussion Forum and the uses possible with these sites.

Encourage students' exploration of a role of their choice.

Summary activity: *Have students volunteer their discoveries and talk through what they have learned and anything still puzzling them.*

Lesson 2

Orientation Session 2

Time: 1 hour

Learning goal: To be able to use the Wiki to access resources.

Teachers:

Explain the purpose of using the Wiki in RISN.

Invite students on the Wiki and give them the link and password.

Guide students as they log on and navigate the Wiki to access the resource folder.

Explain that they are to sign up at least once as Spinner, once as Critical Analyst and once as Weaver.

Give students time to place their names on the Posting Roster.

Summary activity:

Paired activity: Ask students to explore the Wiki with a peer. Teachers invite and address any questions, issues, points of interest that students may raise.

Lesson 3

Orientation Session 3

Time: 1 hour

Learning goal: To be able to use the Netiquette tutorial on the Wiki.

Teachers:

Introduce the students to the Netiquette tutorial, checking - through class discussion, students' background knowledge of what may be involved.

Demonstrate how they are to log on and access the Netiquette tutorial

Ask students to complete the tutorial.

Guide students as they log on and access the Netiquette tutorial, using peer support where necessary.

Summary activity:

Ask students to share their Netiquette tutorial experience and if there are any questions for the teacher.

Repeat the lesson for students who may not have completed the tutorial.

Lesson 4

Time: 30 minutes

Learning goals: Gain an understanding of self-regulation strategies. Be able to set a performance goal.

Teachers:

Introduce the lesson by telling students that they are going to learn about self-regulation strategies and focus on 'goal setting' - one of the strategies.

Develop background knowledge by explaining what is meant by self-regulation and the purpose of the strategies.

Identify the four main strategies: "Goal setting", "self-instruction", "self-monitoring" and "self-reinforcement".

Brainstorm "goal-setting" for its personal meaning and importance for each student.

Teach to the objective of students' self-regulated goal-setting by using a performance goal as an example, and discuss ways to meet the goal.

In pairs: Have students pick a performance goal to use and discuss the steps they would need to take to achieve their goal.

Summary activity: *Ask two students to share their goals with the class and discuss the steps they need to take to achieve their goals.*

Repeat the sequence as required.

Lesson 5

Time: 30 minutes

Learning goal: Be able to set a goal using the goal-setting procedure.

Teachers:

Introduce the lesson by stating the learning goal.

Use brainstorming and a mind map to review what is meant by:

Self-regulation strategies.

Goal-setting, and the goal-setting procedure.

Have students work independently to set a goal for the week and write down the steps they need to take to achieve their goal.

Summary activity: *Select two students to share their goals and steps they need to take. Ask students to work towards achieving their goal by using the goal-setting procedure.*

Repeat the lesson sequence until all students can demonstrate the goal-setting strategy.

Lesson 6

Time: 30 minutes

Learning goal: Be able to use the self-instruction strategy to read with understanding.

Teachers:

Develop background knowledge by explaining what is meant by self-instruction, why it is important, and how it can be used to help them to read with understanding.

Model ways to use self-statements, using 'think-aloud', and discuss situations where the self-statements can be used.

Use examples:

What do I need to do? (problem definition).

What is my first step? (problem definition).

I need to read very carefully.

I need to use my strategy – what is the first step?

I need to lay out a plan for this task (self-instruction).

How am I doing? Am I on track? (self-evaluation/ error detection/ correction).

Does this answer look reasonable, or do I have to fix it (self-monitoring).

I know I can do this (self-reinforcement).

I tried my best and I got it right (self-reinforcement).

Give students a printed copy of examples of self-instruction statements to use as a bookmark, and post a copy on the Wiki for their reference.

Ask students to complete a collaborative practice activity to allow them to practice using self-instructions to perform their task.

Summary activity: *Have students demonstrate their understanding by sharing examples of self-instruction.*

Lesson 7

Time: 30 minutes

Learning goal: Be able to use self-instruction to extract main ideas

Teachers:

Reinforce the self-instruction strategy by asking students to share examples.

As a paired activity: Ask students to apply the self-instruction strategy in extracting main ideas from a piece of text.

Provide guidance to students as required.

Summary activity: *Ask students to evaluate the self-instruction skills of their peers. Provide feedback on their performance.*

Lesson 8

Time: 30 minutes

Learning goal: Be able to apply self-monitoring as a strategy.

Teachers:

Explain self-monitoring and the importance of this strategy.

Model ways to use the strategy while writing a paragraph of text using a checklist and 'think- aloud'.

As a paired activity: Give students a self-monitoring checklist and ask them to do a Quick Write on a given topic as they use the self-monitoring checklist, taking turns to complete the activity.

Summary activity: *Ask students to evaluate what they have done and what they might do similarly or differently next time.*

Lesson 9

Time: 30 minutes

Learning goal: Be able to demonstrate the use of self-monitoring.

Teachers:

Recall what is involved in self-monitoring by asking student volunteers to model the strategy using the checklist.

Use a paired activity to scaffold those students who are unsure of how to self-monitor.

Summary activity: *Choose two students to demonstrate self-monitoring through role play and ask students to provide feedback.*

Repeat the sequence of instruction if required.

Lesson 10

Time: 30 minutes

Learning goal: be able to apply self-reinforcement in a reading situation.

Teachers:

Explain what is meant by 'self-reinforcement', and the significance this concept has in building a learning strategy.

Model the strategy in a reading situation.

Work with students to exemplify applications of self-reinforcement in different learning situations.

Summary activity: *Give students a scenario and ask them to give examples of self-reinforcement in the situation.*

Lesson 11

Time: 30 minutes

Learning goal: Be able to use self-reinforcement as a strategy to complete a written task.

Teachers:

Revise self-reinforcement through questioning and discussion.

Paired activity: Set students a writing task within which they find an opportunity to apply self-reinforcement.

Summary activity: *Have students share their experiences with the class.*

Lesson 12

Time: 30 minutes

Learning goal: Be able to demonstrate the use of the four self-regulation strategies.

Teachers:

State the learning goal.

Use a brainstorming activity to revise:

Goal-setting

Self-instruction

Self-monitoring

Self-reinforcement

Discuss examples of each of the strategies and model as required.

Summary activity: *Ask student volunteers to role-play the different strategies and their peers are to guess what strategy was used.*

Lesson 13

Time: 30 minutes

Learning goal: Be able to demonstrate the use of the four self-regulation strategies.

Teachers:

Introduce the lesson.

Arrange students in four groups and assign a different strategy to each group

Give each group a task and ask them to discuss and use their strategy to complete their task.

Summary activity: *Have each group describe and present ways in which they used their strategy to support them in their task.*

Lesson 14

Time: 30 minutes

Learning goal: Be able to use the Wiki.

Teachers:

Introduce the lesson by telling students that they will be using the Wiki to view information on the four strategies they have learned.

Revise the steps for logging onto the Wiki by asking student volunteers to demonstrate the procedure.

As a paired activity: have students log on, view information and post a comment on the Wiki.

Summary activity: *Ask students to share their experiences with the class, and clarify any uncertainties they may have.*

Repeat the lesson sequence with students who are unsure of the logging on procedure.

Lesson 15

Time: 30 minutes

Learning goal: Be able to use TWA and comprehension strategies to understand informational text.

Teachers:

Introduce TWA and explain that this strategy can help them to understand and remember more about what they read.

Model the strategy using a piece of informational text and explain that they need to:

‘T’ = Think before reading:

Step 1. Think about the author’s purpose.

Check understanding – authors write to inform, persuade, for personal expression, and use structures to convey meaning. If the author has written to inform, look for information: main ideas, details about people/places/events.

Step 2. Think about what one knows to help understand what is being read, create a map with some detail about the topic.

Step 3. Think about what one wants to learn – focus on finding that information.

‘W’ = While reading:

Step 1. Think about reading speed – slow down and read carefully for informational text.

Step 2. Think about linking the information to what one already knows.

Step 3. Re-read parts when one does not understand something.

‘A’ = After reading:

Step 1. Think about the main idea of the passage read.

Step 2. Summarise information (skip trivial details)

Step 3. Re-tell what has been learned in reading to help understand and remember.

Summary activity: Give students a prompt card to use as a bookmark and tell them they will need to write out the mnemonic and what it means in their next lesson.

Lesson 16

Time: 30 minutes

Learning goal: Be able to use TWA and comprehension strategies to understand informational text.

Teachers:

*Revise the three main **TWA** strategy steps from the previous lesson by asking students to write the mnemonic and what it means for her.*

T ---

W ---

A ---

Post a chart containing all nine TWA steps on the Wiki and ask students to access it.

Revise all nine steps orally with students.

Tell students that TWA works really well with informational text and that you will show them how to use it when reading a passage of text.

Model using TWA - how to:

Scan/skim to develop background knowledge

Re-read for understanding

Read for purpose – exemplify asking questions about text.

Summary activity: Check students' understanding through questioning and ask students if there is anything puzzling them.

Lesson 17

Time: 30 minutes

Learning goal: Be able to use TWA and comprehension strategies to understand informational text.

Teachers:

Revise TWA using a brainstorming activity.

Paired activity: Give students a piece of text and ask them to devise two questions about the text.

Give them a TWA outline and ask them to highlight features in the passage – main ideas, details and facts.

Guide students as they complete the activity.

Summary activity: Have students share their experiences.

Ask students to post their work on the Wiki.

Repeat the lesson sequence as required.

Lesson 18

Time: 30 minutes

Learning goal: Be able to use TWA and comprehension strategies to understand informational text.

Teachers:

Revise the TWA strategy.

Individual activity: Give students a piece of text and a TWA outline and ask them to highlight features in the passage – main ideas, details and facts.

Guide students as they complete the activity.

Summary activity: *Ask students to post their work on the Wiki.*

Repeat the sequence with a group of students who are unsure of how to apply TWA.

Lesson 19

Time: 30 minutes

Learning goal: Be able to interpret and integrate main ideas.

Teachers:

Display a piece of text on the screen and read it to students

Work with students using TWA:

Discuss the writer's intention.

Identify main ideas.

Construct a mind map of ideas.

As a paired activity: Give students a second piece of text and ask them to identify the main ideas.

Use a table to work with students to integrate ideas from the two pieces of text.

Summary activity: *Lead a discussion and ask students to explain what strategies need to be used to identify main ideas and integrate ideas between different pieces of text.*

Lesson 20

Time: 30 minutes

Learning goal: To be able to examine a writer's point of view.

Teachers:

Work with students to compare the two passages used in the previous lesson

Use TWA and complete a comparison table by:

Reflecting on main ideas in the text.

Examining the writer's point of view.

Looking for unstated assumptions or bias presented in each of the texts.

Summary activity: *Have students share their experience.*

Repeat the lesson sequence as required.

Lesson 21

Time: 30 minutes

Learning goal: Be able to apply the POW to respond to text.

Teachers:

*Introduce **POW** and explain why it is important.*

Explain what happens at each step.

Use a piece of text to model how to use POW to respond to text (think-aloud):

*Model '**P**' = Pick my ideas*

*Model '**O**' = Organise my ideas*

*Model '**W**' = Write my ideas*

Summary activity: *Have students complete a quick quiz on the POW strategy.*

Repeat the lesson sequence as required.

Lesson 22

Time: 30 minutes

Learning goal: Be able to use POW to write a paragraph.

Teachers:

Revise the POW strategy using a quick quiz.

Paired activity: Give students a POW paragraph outline.

Ask students to write a paragraph using the POW outline.

Provide corrective feedback and support.

Summary activity: *Ask students to share their experiences of using POW.*

Re-teach students who are unsure on how to write a paragraph using POW and a paragraph outline.

Lesson 23

Time: 30 minutes

Learning goal: Be able to use TWA and POW to respond to text.

Teachers:

Display a piece of text and work with students to respond using TWA and POW.

(apply self-instruction and self-monitoring)

Use cue cards to facilitate memorization.

Summary activity: *Ask students to complete a Quick quiz to test their memorization of the mnemonics TWA and POW.*

Repeat the sequence as required.

Lesson 24

Time: 30 minutes

Learning goal: Be able to apply TWA and POW to read and respond to text.

Teachers:

Give students a paragraph of text.

Read the text to students.

Give students a graphic outline.

*Ask students to work in pairs to write a summary using a TWA and POW.
(using self-instruction, goal-setting and self-monitoring)*

Summary activity: *Pick two student pairs to share their work with the class.*

Repeat the lesson with students who are unsure of how to apply TWA and POW.

Lesson 25

Time: 30 minutes

Learning goal: Be able to independently write a response to text using POW.

Teachers:

Introduce the lesson by stating the learning goal.

Give students a piece of text and paragraph outline.

Ask them to write a paragraph in response to the text (using self-instruction and self-monitoring).

Ask them to post it on the Wiki and guide students who are unsure.

Summary activity: *Invite two students to share their work with the class.*

Lesson 26

Time: 30 minutes

Learning goal: Be able to explain the role of a Spinner and how this plays out to help form a response when reading.

Teachers:

Introduce the Spinner response and its purpose.

Using an example, discuss each element of a Spinner response.

Discuss what makes a good Spinner response - has all the elements, makes sense, interesting to read, poses good questions.

Summary activity: *Invite those students who are unsure to ask questions.*

Repeat the learning sequence as required.

Lesson 27

Time: 30 minutes

Learning goal: Be able to identify all elements in a response formed when playing the role of a Spinner.

Teachers:

*Use a brainstorming activity to revise the elements in a Spinner response.
Model how to construct a Spinner response using POW.
Model self-monitoring and self-instruction to construct the response and check if all elements are present.*

Summary activity: Give students an example of a response formulated in the role of a Spinner and ask them to highlight each element in a different colour.

Lesson 28

Time: 30 minutes

Learning goal: Be able to construct a response, in pairs, when playing the role of a Spinner.

Teachers:

*Ask students to construct a Spinner response in pairs using POW and TWA.
(Use self-instruction, self-monitoring, think-alouds).
Scaffold using prompts and cue cards.
Scaffold until all elements are included in students' responses.*

Summary activity: Have students self-monitor by checking to ensure that all elements are present in their response.

Lesson 29

Time: 30 minutes

Learning goal: Be able to write a response independently within the role of a Spinner including all the elements.

Teachers:

*Review what is required to write a Spinner response.
Ask students to independently write a Spinner response using POW and TWA.
Guide students as they self-monitor to ensure that all elements have been included.*

Summary activity: Ask students to share their experience of writing a Spinner response.

Repeat the sequence for students who need further assistance.

Lesson 30

Time: 30 minutes

Learning goal: Be able to evaluate a response constructed within the role of a Spinner.

Teachers:

Review the steps for logging onto the Wiki.

Review the elements contained in a Spinner response.

Ask students to work in pairs -Have them read and evaluate each other's Spinner responses by checking to ensure that all elements have been included.

Summary activity: *Have students share their experiences of the evaluation activity and give them feedback.*

Re-teach those students who need more assistance to ensure that they are able to write a Spinner response independently.

Lesson 31

Time: 30 minutes

Learning goal: Be able to explain the role of a Critical Analyst and how this plays out to help form a response when reading.

Teachers:

Introduce and explain the purpose of being a Critical Analyst.

Describe the elements needed in a Critical Analyst response.

Using an exemplar - discuss each element of a Critical Analyst response.

Discuss what makes a good Critical Analyst response (has all the elements, makes sense, interesting to read, poses good questions).

Reinforce inferencing for group of students experiencing difficulty – check their prior knowledge on British India by brainstorming ideas. Ask students to complete a 10-minute Quick-writing activity to encapsulate ideas generated. Give students with limited knowledge an additional source text on British India.

Summary activity: *Invite those students who are unsure to ask questions.*

Lesson 32

Time: 30 minutes

Learning goal: Be able to identify all elements in a response formed when playing the role of a Critical Analyst.

Teachers:

Use a brainstorming activity to revise the elements in a Critical Analyst response.

Model how to construct a Critical Analyst response using a paragraph outline and POW.

Model self-monitoring and self-instruction to construct the response and check if all elements are present.

Summary activity: Give students a sample Critical Analyst response and ask them to highlight each element in a different colour.

Lesson 33

Time: 30 minutes

Learning goal: Be able to construct a response in pairs when playing the role of a Critical Analyst.

Teachers:

Ask students to construct a Critical Analyst response in pairs using POW and TWA. (Use self-instruction, self-monitoring, think-alouds). Guide them using prompts and cue cards to ensure all elements are included in their responses.

Summary activity: Have students self-monitor by checking to ensure that all elements are present in their response.

Lesson 34

Time: 30 minutes

Learning goal: Be able to write a response independently within the role of a Critical Analyst including all the elements.

Teachers:

Review what is required to write a Critical Analyst response. Ask students to independently write a Critical Analyst response using POW and TWA. Guide students as they self-monitor to ensure that all elements have been included.

Summary activity: Ask students to share their experience of writing a Spinner response.

Repeat the sequence for students who need further assistance.

Lesson 35

Time: 30 minutes

Learning goal: Be able to evaluate a response constructed within the role of a Critical Analyst.

Teachers:

Review the elements contained in a Critical Analyst response. Ask students to work in pairs - Have them read and evaluate each other's responses by checking to ensure that all elements have been included.

Summary activity: Have students share their experiences of the evaluation activity and give them feedback.

Re-teach those students who need more assistance to ensure that they are able to write a Spinner response independently.

Lesson 36

Time: 30 minutes

Learning goal: Be able to explain the role of a Weaver and how this plays out to help form a response when reading.

Teachers:

Introduce the Weaver response and its purpose.

Using an example, discuss each element of a Weaver response.

Discuss what makes a good Weaver response - has all the elements, makes sense, interesting to read, poses good questions.

Summary activity: *Invite those students who are unsure to ask questions.*

Lesson 37

Time: 30 minutes

Learning goal: Be able to identify all elements in a response formed when playing the role of a Weaver.

Teachers:

Use a brainstorming activity to revise the elements in a Weaver response.

Model how to construct a Weaver response using POW.

Model self-monitoring and self-instruction to construct the response and check if all elements are present.

Summary activity: *Give students a sample response formed in the role of Weaver and ask them to highlight each element in a different colour.*

Lesson 38

Time: 30 minutes

Learning goal: Be able to construct a response, in pairs, when playing the role of a Weaver.

Teachers:

Ask students to construct a response in pairs - as a Weaver, using POW and TWA. Use self-instruction, self-monitoring, think-aloud

Scaffold using prompts and cue cards.

Scaffold until all elements are included in students' responses.

Summary activity: *Have students self-monitor by checking to ensure that all elements are present in their response.*

Repeat the learning sequence as required for those students who are unsure.

Lesson 39

Time: 30 minutes

Learning goal: Be able to write a response independently within the role of a Weaver, including all the elements.

Teachers:

Review what is required to write a Weaver response.

Ask students to independently write a Weaver response using POW and TWA.

Guide students as they self-monitor to ensure that all elements have been included.

Summary activity: *Ask students to share their experience of writing a response within a Weaver role.*

Repeat the sequence for students who need further assistance.

Lesson 40

Time: 30 minutes

Learning goal: Be able to evaluate a response constructed within the role of a Weaver.

Teachers:

Review the elements contained in a Weaver response.

Ask students to work in pairs - Have them read and evaluate the Weaver responses each has written to ensure that all elements have been included.

Summary activity: *Have students share their experiences of the evaluation activity and give them feedback.*

Re-teach those students who need more assistance and ensure they are able to write a Weaver response independently by fading out support.

Lesson 41

Time: 30 minutes

Learning goal: Be able to reflect and elaborate on text.

Teachers:

Brainstorm what is meant by: 'reflect' and 'elaborate'

Demonstrate how to use reflection (use think-aloud).

Demonstrate how to use elaboration.

Demonstrate (using TWA and POW) how to write a main idea and use supporting ideas to elaborate on the initial idea.

Show students the media clip on the Vietnam War.

Ask them to reflect on and write about the intention of the media clip on the Vietnam War.

Summary activity: *Have students share their understanding of reflection and elaboration. Answer any questions students may have. Repeat the lesson as required.*

Lesson 42

Time: 30 minutes

Learning goal: Be able to identify main ideas, use background information to infer, elaborate and use standpoint.

Teachers:

Explain standpoint.

Give students a piece of text: 'Firing the Carronade' (Hoepper et al., 2009, pp. 8-9).

Model how to identify main ideas and how background information is used to infer meaning.

Show students how to use supporting details to elaborate and take up a position.

Discuss Windschuttle and Tardiff's opposing positions on the carronade issue.

Paired activity: Ask students to underline words and phrases in each writer's text that signaled the position taken.

Summary activity: *Guide students as they highlight and contrast the writers' different views by completing a comparison table.*

Repeat the lesson as required with a small group.

Lesson 43

Time: 30 minutes

Learning goal: Be able to construct a response formed when playing the role of a Spinner.

Teachers:

Give students a piece of text: 'A Description of discrimination against Dalits/Untouchables', Hoepper et al., p. 224).

Guide students as they construct a response within a Spinner role using TWA and POW strategies, and 'Question shells' (Fig 4.4, p. 62 of Chapter 4) to scaffold their questioning techniques.

Summary activity: *Have students share their understanding of the elements in a Spinner role.*

Repeat the lesson as required.

Lesson 44

Time: 30 minutes

Learning goal: Be able to construct a response formed when playing the role of a Critical Analyst.

Teachers:

Give students extracts from: 'The Workingman's Paradise'.

Ask students to complete a table on 'Social position and lifestyle in the early 1800s'.

Have students answer the question: "From information about the writer, and the way he describes people, deduce what bias he might have and give evidence to support your view".

Summary activity: *Give students feedback on their work.*

Lesson 45

Time: 30 minutes

Learning goal: Be able to understand the purpose of and use standpoint.

Teachers:

Ask students to read an article in which Keith Windschuttle and Henry Reynolds have taken two very different positions – on the treatment of the Aborigines and illustrated this difference on several of the points of contrast (Hoepper et al., 2012, p. 11).

Have students highlight words in text, that signal judgement, used by Windschuttle and Tardiff (Hoepper et al., p. 9), and complete a table contrasting their views.

Ask them to respond to Windschuttle and Tardiff's comments using the scaffold, 'Stop and Dare Directions'.

Summary activity: *Check students' work and provide feedback and assistance to those who are unsure. Repeat the lesson as required.*

Lesson 46

Time: 30 minutes

Learning goal: Be able to use inferencing.

Teachers:

Check students' prior knowledge on British India using brainstorming

Ask students to complete a 10-minute 'Quick Writing' activity to capture and organize text using the ideas they had generated.

Revise self-regulation strategies in the lesson sequence.

Assist students with limited knowledge by providing them with an alternative source text outlining the topic and ask them to read it.

Summary activity: *Work with students to highlight main ideas in preparation for the next lesson.*

Lesson 47

Time: 30 minutes

Learning goal: Be able to write paragraphs using TWA and POW.

Teachers:

Revise TWA and POW.

Give students a paragraph outline.

Guide them as they use TWA and POW to write a paragraph using main ideas and supporting details from the source text given to them in the previous lesson.

Summary activity: *Choose two students to share their work with the class.*

Repeat the instruction sequence until students can confidently use the strategies to write a paragraph.

Lesson 48

Time: 30 minutes

Learning goal: Be able to use elaboration.

Teachers:

Give students a paragraph outline.

Ask students to complete the following 10-minute Quick Writes using POW to compose:

An informative response to 'Describe the voting rights laws of 1964'.

A narrative response to 'Describe how they will feel when they vote for the first time'.

A persuasive response to 'Should voting age be lowered to 16?'.

Repeat the activities as required.

Summary activity: *Ask volunteers to share their work with the class.*

Lesson 49

Time: 30 minutes

Learning goal: Be able to write a response independently within the role of a Spinner, including all the elements.

Teachers:

Revise the elements required to respond to text within a Spinner's role.

Brainstorm questions that can be asked from the perspective of a Spinner.

Ask students to read the article entitled: 'The man with the donkey' by Irving Benson, 1965 (Anderson et al., 2012, p. 56)

Work with students to deconstruct the text by identifying main ideas and supporting details used by the writer to elaborate on the main ideas.

Paired activity: Give students a piece of text and ask them to follow the steps to identify main ideas, elaborate on text and respond as a Spinner.

Summary activity: *Have students share their learning experience as a Spinner with the class.*

Lesson 50

Time: 30 minutes

Learning goal: Be able to construct questions for a Spinner response.

Teachers:

Give students a piece of text: ‘A Description of discrimination against Dalits/Untouchables’, Hoeppe et al., p. 224).

Ask them to construct questions in response to the text.

Use sentence starters and question shells to scaffold their questioning techniques.

Guide students who need further assistance.

Use the following question as a model:

“From the information about the way the writer describes people, deduce what bias he might have and give evidence to support your views.”

Summary activity: *Work with students to construct a response to the question and write the answer on the board.*

Lesson 51

Time: 30 minutes

Learning goal: Be able to respond critically to text.

Teachers:

Ask students to read ‘Extracts from The Workingman’s Paradise’, written by William Lane in 1892 and published to raise money for families of men jailed for being involved in the ‘Great Shearer’s Strike’ (Anderson, Low, Keese & Conroy, 2010, p. 6).

Ask students to complete a table on ‘Social position and lifestyle in the early 1800s’ by finding examples of people in each class and listing them in the appropriate column. Ask them to write key words that refer to the appearance, habits and living conditions of each class of people.

Ask them to write a response to the question: “From the information about the writer and the way he describes people, deduce what bias he might have and use evidence to support your views.”

Summary activity: *Ask students to critically evaluate what they have done, and what they might do similarly or differently next time.*

APPENDIX E

Sample Lesson Plan

Sample Lesson Plan

Time: 30 minutes

Learning goal: Students will identify main ideas, use background information to infer, and elaborate and apply a standpoint using problem-definition, self-instruction and “think-aloud” strategies.

Strategies: Guided instruction, modelling, using problem-definition and self-instruction through “think-aloud”.

Resources: Printed bookmarks with examples of problem-definition, self-instruction, self-reinforcement, self-evaluation prompt cards: “What do I need to do?”, “Am I on track?”

Teacher

Introduce the lesson:

State the learning goal and telling students that they are going to revise how to identify main ideas, elaborate and use standpoint.

Use a piece of text to revise how to identify main ideas and use background information to infer meaning.

Begin reading the text to the class and say “This text is mainly about _____”.

Using the think-aloud strategy:

Discuss how the main ideas are presented, then discuss with students any extra information, examples, descriptions and opinions.

Ask students to point out the topic sentence of each paragraph and indicate how this presents the main idea of a paragraph.

Group activity:

Ask students to form groups and give each group two sets of cards – one set with main ideas and the other set with supporting details drawn from the text. Ask students to match cards: main ideas with supporting details.

Discuss responses as a class.

Explain standpoint:

Show students how to use supporting details to elaborate and take up a position.

Give students a piece of text: ‘Firing the Carronade’ (Hoepper et al., 2009, pp. 8-9). Discuss Windschuttle and Tardiff’s opposing positions on the carronade issue.

Help students to understand how the text presents points of view by asking students to look closely at the text to examine the different points of view.

Use thinkaloud - Say: “I need to look closely at the text to examine the different points of view”.

Model the self-instruction strategy, using think-aloud:

Work with students to show how Windschuttle and Tardiff’s opposing positions are explicitly or implicitly stated by asking questions such as:

Who wrote the text? “I need to look at who wrote the text”

What are they trying to tell us? “I wonder what they are trying to tell us”

Does everyone think this way?

Who might think differently? Why?

Ask students to look for obvious statements:

Subtle statements that include some points of view but leave out others,

Using an exemplar, look at the way nouns and adjectives are used to express different points of view.

Group activity:

Give students in each group an exemplar, and set of questions:

Ask each group to discuss:

What happened in this text?

What was the writer trying to get us to think about?
What do you think the writer wants us to do?

As a class discuss answers by asking each group to read their text and present their point of view to the class.

For students experiencing difficulty:

Reinforce inferencing – check their prior knowledge by brainstorming ideas.

Give them an additional source text.

Ask students to underline words and phrases in each writer's text that signalled the position taken.

Ask students:

To complete a 10-minute Quick-writing activity to encapsulate ideas generated. Provide guidance as required.

Summary activity:

Guide students as they highlight and contrast the writers' different views to do so by completing a comparison table. Revise how to do this if and where necessary.

Ask students to take a viewpoint and form groups based on shared point of view.

Discuss as a class.

Invite students who are not sure of their final output and/or of procedures used throughout the lesson to indicate this and form questions to guide teacher-response.

Repeat the lesson as required with a small group.

APPENDIX F

Reader Self-Perception Scale

(Melnick, Henk & Marinak, 2009)

Reader Self-Perception Scale

The Reader Self-perception Scale (RSPS2) (Melnick, Henk & Marinak, 2009) was developed in response to calls in the professional literature for self-evaluation instruments that measure the way students appraise themselves as readers. The questionnaire consists of 32 items - representing four scales that reflect each of Bandura's (1977) four factors: Progress, Observational Comparison, Social Feedback and Physiological States. The original instrument was operationally defined, and items and four reliability analyses indicated scale alphas ranging from .88 to .95, with all items contributing to overall scale reliability.

Instructions for students: Listed below are statements about reading. Please read each statement carefully. Then circle the letters that show how much you agree or disagree with each statement:

SA=Strongly Agree A=Agree SWA=Somewhat Agree D=Disagree
SD=Strongly Disagree.

Table 1.1: Factor Loadings by Scale

FACTOR 1 – Progress		Factor Loading
2.	I read better now than I could before. (P)	.779
3.	I can handle more challenging reading materials than I could before. (P)	.695
7.	When I read, I don't have to try as hard to understand as I used to do. (P)	.641
9.	I am getting better at reading. (P)	.755
18.	I understand what I read better than I could before. (P)	.796
19.	I can understand difficult reading materials better than before. (P)	.706
21.	When I read, I recognize more words than before. (P)	.643
24.	I have improved on assignments and tests that involve reading. (P)	.544
31.	I can figure out hard words better than I could before. (P)	.736
33.	I can concentrate more when I read than I could before. (P)	.574
35.	When I read, I need less help than I used to. (P)	.736
38.	I read faster than I could before. (P)	.718
39.	Reading is easier for me than it used to be. (P)	.781
41.	My understanding of difficult reading materials has improved. (P)	.709
45.	I can analyse what I read better than before. (P)	.705
47.	Vocabulary words are easier for me to understand when I read now. (P)	.663

FACTOR 2 – Observational Comparison		Factor Loading
5.	I need less help than other students when I read. (OC)	.631
10.	When I read, I can figure out words better than other students. (OC)	.721
12.	I read better than other students in my classes. (OC)	.762
13.	My reading comprehension level is higher than other students. (OC)	.754
15.	I read faster than other students. (OC)	.668
20.	When I read, I can handle difficult ideas better than my classmates. (OC)	.703
27.	When I read, my understanding of words is better than that of other students. (OC)	.675
37.	I know the meanings of more words than other students when I read. (OC)	.668
43.	I am more confident in my reading than other students. (OC)	.563

FACTOR 3 – Social Feedback		Factor Loading
3.	Other students think I'm a good reader. (SF)	.431
8.	My classmates like to listen to the way I read. (SF)	.664
28.	People in my family like to listen to me read. (SF)	.650
29.	My classmates think that I read pretty well. (SF)	.599
36.	I can tell that my teachers like to listen to me read. (SF)	.720
11.	My teachers think that I am a good reader. (SF)	.462
16.	My teachers think that I try my best when I read. (SF)	.497
40.	My teachers think that I do a good job of interpreting what I read. (SF)	.474
46.	My teachers think that my reading is fine. (SF)	.470

FACTOR 4 – Physiological States		Factor Loading
1.	Reading is a pleasant activity for me. (PS)	.732
6.	I feel comfortable when I read. (PS)	.531
14.	I feel calm when I read. (PS)	.583
17.	Reading tends to make me feel calm. (PS)	.674
22.	I enjoy how I feel when I read. (PS)	.782
23.	I feel proud inside when I think about how well I read. (PS)	.579
26.	I feel good inside when I read. (PS)	.757
30.	Reading makes me feel good. (PS)	.832
34.	Reading makes me feel happy inside. (PS)	.748
32.	I think reading can be relaxing. (PS)	.772
42.	I feel good about my ability to read. (PS)	.490
44.	Deep down, I like to read. (PS)	.766

APPENDIX G

Data from Classroom Observation and Field Notes

Data from Classroom Observation and Field Notes

The researcher sought information on participants' active learning and engagement demonstrated by attending to and completing their work and contributing to class discussion. This included students being willing to share their ideas in class, asking and answering questions of the teacher and of each other about the topic being taught, taking turns listening and speaking in paired and group discussions, and volunteering to model strategies to the rest of the class.

Week 1: Class A – Lesson 1

The teacher introduced SRSD and goal setting.

Student learning demonstrated: Students worked in pairs to work on planning and setting goals, with teacher guidance. Each pair was asked to shared their goals with the class.

Engagement: Students set a goal and steps to reach the goal, which they wrote down in their diary.

Week 2: Class B – Lesson 6

The teacher introduced and modelled self-instruction

Student learning demonstrated: They answered teacher questions willingly,

For example, teacher asked the following questions:

Teacher Questions: “What is self-instruction” “Can you give me an example?” “Show me what you mean”.

Engagement: Students were observed to be listening intently to the teacher. They completed all their work, this was checked by the teacher who asked them to show her their books.

Week 3: Class A – Lesson 9

Students worked in pairs to apply the self-monitoring strategy.

Student learning demonstrated: Two students were selected to demonstrate the use of the self-monitoring strategy to the class.

Engagement: Students were focussed on the presentation by their peers. They answered questions, for example:

Teacher Question: “What is meant by self-monitoring? Show me what you do when you self-monitor.”

Week 4: Class B – Lesson 12

Self-reinforcement – students worked in groups and shared ideas on how self-reinforcement can be used.

Student learning demonstrated: Teacher asked questions and used students' answers to develop a concept map, and guided students as they modelled self-instruction to explore resources on the Wiki.

Engagement: Students were focussed during the group activity and contributed their ideas after they explored resources.

Week 5: Class A – Lesson 13

Revision of goal-setting, self-instruction and self-reinforcement.

Group work: Each group worked on one of the strategies and presented their use of the self-reinforcement strategy to the class.

Student learning demonstrated: Two students were selected to demonstrate the strategy to the class.

Engagement: Students were focussed on the group presentations, many asked questions of the teacher.

Week 6: Class B – Lesson 15

Revision: Using the Wiki – how to logon

Paired activity: Students used the Wiki to view teacher comments resources

They posted sample responses on the Wiki

Student learning demonstrated: Students posted sample responses on the Wiki

Engagement: All students were enthusiastic about using the Wiki.

Teacher Question: Question from Teacher A to stimulate discussion: “From information about the writer, and the way he describes people, deduce what bias he might have and give evidence to support your view”.

Week 7: Class A – Lesson 17

Teachers reinforced comprehension strategies through brainstorming:

Teachers led a discussion on a piece of text – writer’s intent, how to interpret and integrate main ideas

Teachers demonstrated how to: Scan/skim to develop background knowledge

How to: Re-read for understanding – main ideas, information, inferences

How to: Read for purpose

Student learning demonstrated: Students were asked questions about the text.

Engagement: Students were eager to share their ideas during the brainstorming activity.

Week 8: Class B – Lesson 19

Teachers revised comprehension strategies.

In pairs: Students scanned a piece of text to develop background knowledge

Discussed text – writer’s intent, interpret, integrate main ideas.

Teachers showed students how to reflect on text. They used a brainstorming activity to examine the writer’s point of view with reference to main ideas, unstated assumptions and bias.

Student learning demonstrated: Constructed a concept map during brainstorming.

Engagement: Students participated actively in the brainstorming activity by sharing their ideas and answered questions.

Week 9: Class A – Lesson 21

Students worked on the TWA strategy in pairs

Student learning demonstrated: Working in pairs, students highlighted features in a passage of text – identifying the main ideas and facts

Engagement: Students were eager to take turns and contribute their ideas during the paired activity.

Week 10: Class B – Lesson 22

Paired activity: Using POW to write a paragraph.

Teachers:

Introduced **POW**.

Developed and activated background knowledge.

Explained what happens at each step.

Modelled how to use POW to respond to text, using think-aloud, they,

Modelled **‘P’** - Pick my ideas.

Modelled **‘O’** - Organise my ideas.

Modelled **‘W’** - Write my ideas.

(using self-instructions, self-monitoring, self-reinforcement and think-alouds).

Asked students to memorise the strategy steps.

Gave student a cue card with the strategy.

Student learning demonstrated: Two students were selected to demonstrate their understanding. They took turns explaining the POW strategy to the class.

Engagement: Students were focussed and completed their paragraph.

Week 11: Class A – Lesson 23

Revision of POW.

Teachers:

Asked students to write a paragraph in pairs - using a POW paragraph outline.

Provided corrective feedback and support as required.

Revised POW with students who were unsure.

Student learning demonstrated: Two students were selected to demonstrate their understanding by explaining the strategy to the class.

Engagement: Many students volunteered to present their work and all students were focussed on listening to presentations by others.

Week 12: Class B – Lesson 26

Students used **POW** independently -

Using self-instruction, self-monitoring using think-alouds.

Student learning demonstrated: Students wrote a paragraph using a graphic organizer.

Engagement: Most students completed the paragraph.

Week 13: Class A – Lesson 31

Students worked in pairs to set and achieve the goal – “to construct a Spinner response”.

Student learning demonstrated: Students answered questions willingly on the elements contained in a Spinner response.

The teacher checked understanding through probing questions, for example:

Teacher Question: Question from Teacher B to stimulate discussion: “How does the media footage in the video clip, *The Vietnam War* shape a particular view of History?”
Engagement: Students were eager to ask the teacher questions.

Week 14: Class B – Lesson 32

Students set a goal to write a response as a Spinner with all the elements using POW and TWA.

Teacher Feedback - Teacher B: “Your questions require critical analysis of issues and historical concepts and require you to develop empathy while examining the historical, social and cultural context of issues”.

The teacher then led a discussion and explained how students should look at: perspective, reliability, usefulness.

Student learning demonstrated: They wrote a Spinner response independently, and the teacher assisted those who required further help.

Engagement: Students were focussed on completing the task.

Week 15: Class A – Lesson 36

Students constructed a Critical Analyst response independently using POW

Teacher provided support through scaffolds: prompts and probing questions to enable students to take their lines of argument further:

Teacher Question 3: Teacher B: “Something to consider - how accurate do you think the Source: British maps are? Do you think the notion of what is ‘British territory’ could be contested?”

Student learning demonstrated: More able students were able to write independently, and others were assisted by the teacher.

Engagement: Students were eager to answer questions and contribute their ideas to the discussion.

Week 16: Class B – Lesson 39

In pairs: wrote a Weaver response using a graphic outline.

Teachers provided assistance as required using prompts and feedback to help those who were unsure.

Student learning demonstrated: Students constructed a Weaver response in pairs

Teachers continued to support students until they included all the elements required in their Weaver response.

Engagement: All students willingly participated in the task.

Week 17: Class A – Lesson 40

The Weaver response was revised.

Student learning demonstrated: Students wrote a Weaver response independently using POW.

Engagement: Students were engaged in completing their written work.

Week 18: Class B – Lesson 46

Teacher instructed students on how to take a position and elaborate using the resource ‘*Firing the Carronade*’.

Student learning demonstrated: Students looked for and underlined words and phrases in each writer's text that signaled the position they had taken.
Engagement: All students in the group completed the task.

Week 19: Class A – Lesson 48

Teacher worked with a group of students to reinforce inferencing skills by providing them with an alternative source text outlining the topic
Student learning demonstrated: Students completed a 10-minute 'Quick Writing' activity to capture and organize text using the ideas they had generated in the brainstorming activity.
Engagement: Students paid attention during activities and completed the quiz.

Class B – Lesson 49

Teacher reinforced students' understanding of standpoint.
Student learning demonstrated: Students highlighted different views using a comparison table.
Engagement: All students worked on and completed the table.

Week 20: Class A – Lesson 50

Teachers worked with a small group to revise the elements required to formulate a response in a Spinner role and improve their questioning techniques.
Teacher comment: "Your questions require critical analysis of issues and historical concepts such as perspective, reliability, usefulness and require you to develop empathy while examining the historical, social and cultural context of issues".
Scaffolds: sentence starters (Table 4.10 of Chapter 4), and question shells to scaffold their construction of questions (Fig 4.9 of Chapter 4).
Student learning demonstrated: They wrote a Spinner response in a group.
Engagement: They contributed ideas in the brainstorming activity and collaboratively completed their group activity.

Class B – Lesson 51

Teachers worked with a small group to revise and consolidate their questioning techniques using a piece of text: '*A Description of discrimination against Dalits/Untouchables*', Hoepper et al., p. 224).
Scaffolds: sentence starters (Fig 4.10 of Chapter 4), and question shells to scaffold their construction of questions (Fig 4.9 of Chapter 4).
Students completed a table to improve their critical skills and reinforce the use of TWA and POW.
Students read extracts from '*The Workingman's Paradise*', written by William Lane in 1892 and published to raise money for families of men jailed for being involved in the '*Great Shearer's Strike*' (Anderson, Low, Keese & Conroy, 2010, p. 6).
Student learning demonstrated: They completed a table on 'Social position and lifestyle in the early 1800s' (in Appendix E.6). They independently constructed Spinner questions using TWA and POW.
Engagement: Students participated willingly in discussion and constructed practice questions as a Spinner.

APPENDIX H

Data from Teachers'/Researcher's Fortnightly Discussion Transcripts

Data from Teachers'/Researcher's Discussion Transcripts

Teachers' Comments:

Week 4

Teacher Comment 1 – Teacher B: *“Many students are very familiar with social media and were eager to use the Wiki for the purpose of the intervention”.*

Week 6

Teacher Comment 2 – Teacher A: *“students were focussed on their activities this week, they are reading and writing, and using the Wiki as authors and audience members”.*

Week 8

Teacher Comment 3 – Teacher A: *“Students’ comprehension is improving and they are able to focus on producing responses on different aspects of the issues being studied, and to elaborate on their responses”.*

Week 10

Teacher Comment 4 – Teacher B: *“Students have gained confidence and are more willing to take risks and participate in the discussion and learn by answering questions, sharing ideas, and always trying to improve their responses for their audience”.*

Week 12

Teacher Comment 5 – Teacher A: *“This week, students contributed by investigating issues and discussing their work with each other. Their motivation has increased and they are completing their work. The quality of their Wiki posts is improving”.*

Week 14

Teacher Comment 6 – Teacher B: *“As students responded to each other and built knowledge together, students who had previously struggled, improved their understanding; they were enthusiastic about learning and remained on task”.*

Week 16

Teacher Comment 7 – Teacher A: *“They were eager to take on their roles and this had positive effects on their work - the quality and length of their responses has increased as they move seamlessly between the digital space of the Wiki and physical space of the classroom to discuss, respond and interact on the Wiki”.*

Week 18

Teacher Comment 8 – Teacher A: *“Students were actively engaged in learning as they focussed on producing responses on different aspects of the issues we discussed. They elaborated on textual material”.*

Teacher Comment 9 – Teacher B: *“Students are now enthusiastic to respond to each other and build knowledge together, students who had previously struggled have improved their understanding and are focussed on their work”.*

Week 20

Teacher Comment 10 – Teacher A: *“Reading their peers’ questions and responses, has given students opportunities to read and understand text from different perspectives and this has enabled them to further improve their critical reading skills”.*

Teacher Comment 11 – Teacher B: *“Kate used to be a reluctant reader who was often off-task, and it was inspiring to see the gradual transformation that took place as she began to participate actively on the Wiki and gained confidence to contribute to the discussion”.*

Teacher Comment 12 – Teacher A: *“As students responded to each other on the Wiki and added to knowledge together, they reinforced their understanding of curriculum material, they were engaged in learning”.*

APPENDIX I

Student Post-Interview Questions and Responses

Student Post-interview Questions and Responses

L1	Question 1... Do you feel the intervention has helped you with your
L2	reading? In what ways?
L3	<i>Kate: "Yes, the intervention helped me because I feel I can read and</i>
L4	<i>write better and it makes me want to learn more".</i>
L5	<i>Camilla: "I could take my time with reading and I could go over things.</i>
L6	<i>This made me feel good about my reading and I was able to take my time</i>
L7	<i>and understand what I read better".</i>
L8	<i>Kate: "The resources and activities were interesting and helped me to</i>
L9	<i>improve my reading in a fun way".</i>
L10	<i>Emma: "When I was not sure the teacher always gave me a prompt or</i>
L11	<i>suggestion to guide me and this helped me to improve my reading and</i>
L12	<i>my writing".</i>
L13	<i>Camilla: "As I developed my responses I learned a lot by reading what</i>
L14	<i>others had written and researching more".</i>
L15	<i>Emma: "I had to improve my writing to make my responses clearer to</i>
L16	<i>others on the Wiki, and it helped me to learn better when we shared</i>
L17	<i>ideas with others".</i>
L18	<i>Sam: "I was able to communicate with the teacher who guided me in</i>
L19	<i>understanding issues and gave me suggestions on how to improve in my</i>
L20	<i>reading and responding".</i>
L21	<i>Kate: "It made me want to learn more, We were able to choose the</i>
L22	<i>resources and responses that we were interested in, and we could</i>
L23	<i>express our views and build on historical knowledge in our own time.</i>
L24	<i>Camilla added: While there were deadlines to be met, there was</i>
L25	<i>flexibility within timelines".</i>
L26	Question 2... How do you feel about using the three roles to build
L27	information on topics? Give reasons.
L28	<i>Sam: "Spinners had to make sure they completed their reading and</i>
L29	<i>posted their questions in time to enable Critical Analysts to respond, and</i>
L30	<i>Weavers were dependent on Critical Analysts' responses to take up the</i>
L31	<i>discussion, synthesise the information and post their own responses on</i>
L32	<i>time".</i>
L33	<i>Camilla: "I liked formulating questions as a Spinner and when other</i>
L34	<i>students responded to my questions, it made me want to try harder".</i>
L35	<i>Emma: "We often looked for responses and comments from other</i>
L36	<i>students. It was a good way to engage in other students' thoughts, so</i>
L37	<i>you got a better understanding on what you were doing and it made you</i>
L38	<i>want to read and answer more".</i>
L39	<i>Kate: "When I posted my response students answered me and this helped</i>
L40	<i>me to read and add other information which made me learn more about</i>
L41	<i>the issues and look at it from another person's point of view. This helped</i>
L42	<i>me to build a better understanding of what I was reading and I was</i>
L43	<i>always looking for other responses and trying to add more on each</i>
L44	<i>topic".</i>
L45	<i>Emma: "We always looked for responses and comments from other</i>
L46	<i>students. It was a good way to engage in other students' thoughts, so</i>
L47	<i>you got a better understanding on what you were doing and it made you</i>
L48	<i>want to read and answer more".</i>

L49 Camilla: *"Positive feedback from teachers and students made me want*
L50 *to learn more and try harder"*.

L51 **Question 3...** Has social networking with others helped you with your
L52 reading and learning? In what way?

L53 Emma: *"It was exciting to be able to contribute and add to the*
L54 *information on the Wiki and I felt that my reading and writing skills*
L55 *were improving"*.

L56 Kate: *"Helping each other and taking turns using the three roles made*
L57 *learning less stressful and more fun"*.

L58 Kate: *"It felt good to use social networking especially when the teacher*
L59 *sent me a positive comment when I posted my response on the Wiki"*.

L60 Camilla: *"I feel I have improved in reading by working with others*
L61 *because I can now read and understand at a much deeper level than*
L62 *before"*.

L63 Emma: *"My reading and understanding have improved through*
L64 *discussion with others and I think about historical issues in many*
L65 *different ways"*.

L66 Sam: *"Spinners had to make sure they completed their reading and*
L67 *posted their questions in time to enable Critical Analysts to respond, and*
L68 *Weavers were dependent on Critical Analysts' responses to take up the*
L69 *discussion, synthesise the information and post their own responses on*
L70 *time, this made me work more"*.

L71 **Question 4...** What did you like best about using the Wiki for
L72 improving your reading and learning?

L73 Kate: *"It was good to get positive comments from teachers and students*
L74 *when I posted my response on the Wiki and this made me try harder"*.

L75 Camilla: *"Learning with others on the Wiki motivated me to try harder*
L76 *because I felt we were all in this together"*.

L77 Emma: *"To respond within the three roles on the Wiki we had to read*
L78 *and understand text and come up with questions as Spinners, analyse the*
L79 *information, and weave Critical Analysts' responses together, and we*
L80 *were eager to interact with each other. While there were deadlines to be*
L81 *met, there was flexibility within timelines and we could post our Wiki*
L82 *response as soon as we completed it"*.

L83 Sam: *"The Wiki was a very effective way to learn with others. You had*
L84 *to present your work in a way that was interesting to other students, so it*
L85 *made me work harder. We were able to choose resources and responses*
L86 *that we were interested in, and we could express our views and build on*
L87 *knowledge in our own time"*.

L88 Emma: *It was exciting to be able to contribute and add to information*
L89 *on the Wiki and I felt that my reading and writing skills were*
L90 *improving"*

L91 Camilla: *"Learning with others on the Wiki motivated me to try harder"*

L92 **Question 5...** What was not very enjoyable about using the Wiki?

L93 Sam: *"When we could not log on due to networking problems"*.

L94 Kate: *"When we had a timetable change and we could not use a*
L95 *computer"*.

L96 Emma: *"When we could not continue our work when there were*
L97 *outages, or when other students did not select or read my work. It was*

L98	<i>rewarding when another student selected my work and responded to my</i>
L99	<i>work on the Wiki". It made learning more interesting".</i>
L100	Sam: <i>"If students did not answer me when I posted my response. When</i>
L101	<i>students answered it helped me to read and add other information which</i>
L102	<i>made me learn more about the issues and see if from another point of</i>
L103	<i>view. This helped us to build knowledge and understanding".</i>
L104	Camilla: <i>"When I did not receive a comment from other students. I was</i>
L105	<i>encouraged to work harder to improve my reading when I received a</i>
L106	<i>positive comment from others".</i>
L107	Question 6... Would you like to continue using similar activities for
L108	learning? Give reasons.
L109	Camilla: <i>"Yes, I would like to continue to use similar activities in my</i>
L110	<i>learning because it makes me try harder". I was encouraged to work</i>
L111	<i>harder to improve my reading when I received a positive comment from</i>
L112	<i>other students". I could take my time with reading and I could go over</i>
L113	<i>things. This made me feel good about my reading and I was able to take</i>
L114	<i>my time and understand better".</i>
L115	Kate: <i>"Yes, I would like to use the same activities because they helped</i>
L116	<i>me in my reading and writing. The resources and activities were</i>
L117	<i>interesting and helped me to improve my reading in a fun way. I feel I</i>
L118	<i>have improved in reading because I can now read and understand</i>
L119	<i>History at a much deeper level than before".</i>
L120	Emma: <i>"Yes, I found it fun learning and building knowledge</i>
L121	<i>collaboratively on the Wiki. It made me try harder". While there were</i>
L122	<i>deadlines to be met, there was flexibility within timelines and we could</i>
L123	<i>post our Wiki response as soon as we completed it. I had to improve my</i>
L124	<i>writing to make my responses clearer to others on the Wiki, and it</i>
L125	<i>helped me to learn better when we shared ideas with others. It was</i>
L126	<i>rewarding when another student selected my work and responded to my</i>
L127	<i>work on the Wiki. My reading and understanding has improved and I</i>
L128	<i>think about historical issues in many different ways".</i>
L129	Sam: <i>"Yes, because we were taking an active role in our learning as a</i>
L130	<i>Spinner, Critical Analyst and Weaver and we learned more about issues</i>
L131	<i>by reading responses of other students and through teacher feedback".</i>
L132	<i>We were able to choose resources and responses that we were interested</i>
L133	<i>in, and we could express our views and build on knowledge in our own</i>
L134	<i>time. I liked formulating questions as a Spinner and when other students</i>
L135	<i>responded to my questions, it made me want to try harder. As I</i>
L136	<i>developed my responses I learned a lot by reading what others had</i>
L137	<i>written and researching more".</i>
L138	Kate: <i>"I liked reading other students' comments to my responses. It</i>
L139	<i>helped me to understand the text better".</i>

APPENDIX J

Communication Between Cal Durrant, Bill Green, and the Researcher

Query from the Researcher to Cal Durrant and Bill Green Via Email: 12/10/2013

“I wonder if you can assist me with this question – I am conducting research on how teachers can improve adolescents’ reading through the use of a Wiki. The conceptual framework of my study is based on Luke & Freebody's Four Resources Model and your 3D Model. I have used the model from your 2000 article and the diagram on p. 31 of the publication: Literacy in 3D (Green & Beavis, 2012). Where I have a problem is in the qualitative analysis of data. If I use criteria from both models, as you know, they are interrelated and compatible but it's hard to 'show' the criteria specifically when analysing data. Do you know of anyone else who has analysed data using a combination of the two models? I can't find any examples and I'm close to just choosing one model rather than two.

I would appreciate any suggestions, if you don't mind.”

Communication 1: Reply from Cal Durrant: 15/10/2013

“Bill did the synthesis of his 3D model with the Freebody & Luke bit for the *Australian Journal of Language and Literacy* article, so he's probably in a better position to answer your question. Of course one of the issues that strikes me - and to which you clearly refer - is that neither model works in a linear fashion, nor in a sequential one. Simultaneity is the key to both, so teasing out the separate variables within either model is problematic, never mind across both models!”

Communication 2: Reply from Bill Green: 31/10/2013

“Hello, Not much empirical work of the kind you are after. Where we have a problem is in the qualitative analysis of data - if you use criteria from both models, as you know, they are interrelated and compatible so it's hard to 'show' the criteria specifically when analysing data. I must say I don't see the problem here, or rather I don't have a good sense of the problem - the challenge would be to integrate the 'models' i.e. it's a conceptual matter, as I see it, first and foremost; following which, one can ask what would constitute appropriate data vis-a-vis the literacy-pedagogic phenomena that one is researching. Is the research addressed to the literacy events of the classroom? Is it focussed on texts? Are these finished or completed texts, or are they what might be called interim texts? etc. It's often difficult to know what one is really looking at and for, in empirical work - much the same, I've often thought, as in using either of the models re. assessment? Re. the 'models' themselves: Exploring their compatibility might be something worth doing.

I suspect these comments and suggestions don't help all that much. Sorry about that.”

APPENDIX K

Student Briefing Dialogue Sheet

Student Briefing Dialogue Sheet

Prior to the study, student participants were briefed on study procedures by their class teachers. The following dialogue sheet was used for the briefing.

“Students,

Your class has been chosen to participate in a research study to find out how a Wiki can be used in your class to help you to improve your reading and learning. This research will also help teachers and other students with information about using Wikis for reading and learning.

You will be given a test in reading before and after the study, and you will be asked to fill in a questionnaire on your reading. The tests will take place in your classroom with your own teacher present.

During the study there will be lessons in reading every morning in your classroom. A Wiki will be used for part of the instruction.

Participation in the study is completely voluntary and there are no disadvantages or penalties for not participating. You may take part in the study if you wish. Your parents have also been informed and have consented to your participation in the study. If you decide not to participate, or you decide to withdraw from the study at any time, you may do so and you will not be disadvantaged in any way. If you decide not to participate on a particular day, you will not be made to complete the task and you will not be disadvantaged in any way.

At the end of the research you will receive a summary of the results of the study. Should you have any questions, your teacher will answer them and provide you with further information”.

APPENDIX L

Data from Inductive Coding and Themes

Data from Inductive Coding, and Themes

Coding to develop sub-themes	Segmenting data (grouping similar ideas)	Themes
Developing understanding	S1: I liked reading other students' comments to my responses. It helped me to understand better.	Co-construction of meaning
Working together	Teacher B: Using the Wiki helped students to build on each others' knowledge. S2: It was interesting when we worked together to develop understanding. S4: Reading and responding to other students' work helped me to understand better. Teacher A: Students gained confidence and were more willing to take risks and participate in the discussion.	
Understanding by sharing ideas	Field note: Students demonstrated understanding by asking and answering questions and sharing ideas.	Learning through social networking
Learning through discussion	Teacher B: Students were always trying to improve their responses for their audience. Student 3: As I developed my responses I learned more by reading what others wrote. S1: I had to read and learn more to make my responses clearer to others on the Wiki. S3: It helped me to understand and learn better when we shared ideas with others. Student 4: Helping each other and taking turns helped me to learn more with others and was a very effective way to learn and remember. S3: When you discussed and presented information you had to present in a way that was interesting and clear to others as a Spinner, Critical Analyst and Weaver. S2: Discussion helped me to share ideas with others. I can use the discussion skills I learned in my other subjects.	Responding within the three roles

Active role	S4: We learned team skills through collaborative learning.	
Participant choice and voice	S3: We were taking an active role as a Spinner, Critical Analyst and Weaver and we learned more about issues through reading responses of other students.	Participant agency
Learning from each other	S2: It was great to be able to choose the order of roles for our responses	Positive inter-dependence
Helping each other	We were able to choose resources, and respond to issues that interested us.	Scaffolding
Teacher feedback	S1: When we worked together we were able to help each other to learn and understand better.	
Teacher scaffolding	S2: We improved our knowledge by explaining to each other.	
	S3: It was good to know there were others to help me.	
	S4: It helped in my understanding when I read other students' responses.	Teachers' role
	S4: It was good that the teacher was there always there to help me if I needed guidance.	
	S3: I was able to communicate with the teacher and her comments helped me to understand text and make my responses clearer.	Improvement in self confidence
	S4: The teacher helped us to understand and build our knowledge together.	Active engagement (through social networking)
Enthusiasm	Teacher A: students were enthusiastic about completing work.	
Working hard	S1: You had to present your work in a way that was interesting to other students, so it made me work harder.	Improved self-perceptions
Fun to read and learn together	S2: I found it fun to read and learn with other students through discussion.	

APPENDIX M

Information Letters and Consent Forms

- M 1 Information Letter from the School Principal to Parents of Student Participants**
- M 2 Information Letter from the Researcher to Student Participants and Parents**
- M 3 Consent form for Parents and Student Participants**
- M 4 Information Letter from the Researcher to Teacher Participants**
- M 5 Consent form for Teacher Participants**

Information Letter from the School Principal to Parents of Student Participants



February 1, 2016

Dear Parent/Guardian

As part of Ms Cheryl Godfrey's doctoral studies on "Integrating ICT to meet the Reading Needs of Adolescents", she would like to conduct some research in your daughter's HSIE class.

As outlined in the attached letter from the Australian Catholic University, the research is not intrusive and will not compromise your daughter's learning within this class. It will be conducted with due respect for confidentiality at all times.

Ms Godfrey has also received permission from the CEO to conduct this valuable research.

In keeping with the ideal that learning is life long, I ask that you support Ms Godfrey's research by giving your permission for your daughter to take part in the project.

Should you have any questions specifically about the research please feel free to contact Ms Godfrey on cgodfrey@parra.catholic.edu.au.

I thank you in advance for your support of Ms Godfrey's work and learning.

Yours sincerely

Principal

In deed not word

Information Letter from the Researcher to Student Participants and their Parents
Responsive Pedagogy: Meeting the Reading Needs of Adolescents

Name of Supervisor: Associate Professor Maureen Walsh

Name of Student Researcher: Cheryl Godfrey

Course Enrolled In: Doctor of Education

The purpose of this study is to investigate whether a reading intervention using social networking (RISN), intended to promote comprehension, can assist struggling readers, and your child's class has been invited to participate in this research in Terms 1, 2 and 3 in 2011.

The intervention will be implemented by your child's teacher during students' usual reading lesson every morning and will involve the following:

1. There will be no change in classes and your child's teacher will provide reading instruction.
2. Students will be asked to complete a test in reading comprehension and a questionnaire on how they feel about their reading, before and after the study. The test and questionnaire will be administered in the classroom by your child's teacher, and will take 1.5 hours to complete.
3. A Wiki will be used for part of the reading intervention.
4. The researcher will visit the classrooms once a week to observe ways in which students are learning.
5. Teachers will collect work samples from four students, each week, which they will analyse with the researcher.
6. Students who contribute work samples will be interviewed by the researcher at the end of the study.

Participation in the research component of the study is completely voluntary, and as parents you are free to decline consent for your child to be involved. Should you so decide, there are no disadvantages or penalties for not participating. Further, your child may withdraw from the research component of the study at any time without being disadvantaged in any way.

Confidentiality and privacy will be maintained at every stage of the research, students will remain anonymous, and access to data will be restricted to the researcher and supervisors. Results from data will be written up in journal articles, conference papers and the final thesis. However, the name of the school and participants will not be revealed at any stage in these publications.

At the end of the study, you will receive a summary of the findings through the school.

Should you or your child have any queries about the research, you may seek for clarification from the school principal or class teacher.

This study has been approved by the Human Research Ethics Committee of the Australian Catholic University. In the event that you have a complaint or concern about the way your child may have been treated during the study, you may write to the Chair of the Human Research Ethics Committee of the Research Services Unit:

Chair , HERC
C/- Research Services
Australian Catholic University
Locked Bag 2002
Strathfield NSW 2135
Tel: 029701 4059.

Any complaint or concern will be treated in confidence and fully investigated, and you will be informed of the outcome.

If you agree to your child participating in this research, please sign both copies of the consent form. Retain one copy for your records and return the other copy to your child's teacher.

Principal Supervisor

Student Researcher

Consent Form for Parents and Student Participants

Responsive Pedagogy: Meeting the Reading Needs of Adolescents

Name of Supervisor: Associate Professor Maureen Walsh

Name of Student Researcher: Cheryl Godfrey

I _____ (*parent/guardian*) have read and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree that my child, nominated below, may participate in this research, complete reading tests and a questionnaire and use a Wiki for part of their reading lessons, realizing that I can withdraw my consent at any time without affecting my child's studies. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify my child in any way.

Name of Parent/Guardian: _____ (block letters)

Signature: _____ **Date:** _____

Name of Child: _____ (block letters)

Signature of Students' Supervisor: _____ **Date:** _____

Signature of Student Researcher: _____ **Date:** _____

Assent of Participant Aged Under 18 years

I _____ (*participant aged under 18 years*) understand what this research project is designed to investigate. What I will be asked to do has been explained to me. I agree to take part in completing a reading test and questionnaire before and after the study, and using a Wiki for part of my reading lessons, realizing that I can withdraw at any time without having to give a reason for my decision.

Name of Participant aged under 18 years: _____ (block letters)

Signature: _____ **Date:** _____

Signature of Students' Supervisor: _____ **Date:** _____

Signature of Student Researcher: _____ **Date:** _____

Information Letter to Teacher Participants
Responsive Pedagogy: Meeting the Reading Needs of Adolescents

Name of Supervisor: Associate Professor Maureen Walsh

Name of Student Researcher: Cheryl Godfrey

Course Enrolled In: Doctor of Education

The purpose of this study is to investigate whether a reading intervention using social networking (RISN), intended to improve comprehension, can assist struggling readers, and I would like to invite you to participate in the research component of my project.

The proposed research will be undertaken in two Year 9 classrooms in Terms 1, 2 and 3 in 2011. The intervention will be implemented by participating teachers during students' usual reading lesson every morning. Participating teachers will be asked to meet with the researcher each morning to discuss the instruction sequence for that day. Participating teachers will also be asked to collect work samples from four students each fortnight, to be analysed in collaboration with the researcher. The researcher will engage in unobtrusive observation in the classroom once a week.

Students will be asked to complete a pre-test and post-test in reading comprehension (PAT-R, ACER, 2008) and a Reader Self Perception pre- and post-questionnaire (Melnick, Henk & Marinak 2009). The test and questionnaire will be administered in the classroom by participating teachers and will take 1.5 hours to complete.

At the end of the study, the four students who contributed work samples will be interviewed by the researcher. Students will be asked to comment on the usefulness of the reading intervention, and salient points will be recorded by the researcher.

I invite you to participate in this study with the understanding that you are free to decline consent to be involved. Choosing to participate does not place you under any obligation to continue with any subsequent part of the study.

Students will be informed that participation is entirely voluntary and that they will not be disadvantaged in any way should they decide not to participate. The strictest confidentiality will be maintained at all times. The privacy and confidentiality of all participants will be protected at all times.

Participants will remain anonymous throughout the research. Confidentiality and privacy will be maintained at every stage of the research, and access to data will be restricted to the researcher and supervisors. Results from data will be written up in journal articles, conference papers and the final thesis. However, the name of the school and participants will not be revealed at any stage in these publications.

At the end of the study, you will receive a summary of the findings through the school.

This study has been approved by the Human Research Ethics Committee of the Australian Catholic University.

In the event you have any complaint or concern about the way you have been treated during the study, or you have a query that the Supervisor and Student Researcher has not been able to satisfy, you may write to the Chair of the Human Research Ethics Committee of the Research Services Unit:

Chair , HERC
C/- Research Services
Australian Catholic University
Locked Bag 2002
Strathfield NSW 2135
Tel: 029701 4059.

Any complaint or concern will be treated in confidence and fully investigated, and the participant will be informed of the outcome.

If you agree to participate in this research, please sign both copies of the Consent Form, retain one copy for your records and return the other copy to the student researcher.

Principal Supervisor

Student Researcher

Consent Form for Teacher Participants
Responsive Pedagogy: Meeting the Reading Needs of Adolescents

Name of Supervisor: Associate Professor Maureen Walsh

Name of Student Researcher: Cheryl Godfrey

I, _____ have read and understood the information provided in the Letter to Participants. Any questions I have asked have been answered to my satisfaction. I agree to participate in this study, realizing that I can withdraw at any time. I agree that research data collected for the study may be published or may be provided to other researchers in a form that does not identify me in any way.

Name of Participant _____ (block letters)

Signature: _____ **Date:** _____

Signature of Students' Supervisor: _____ **Date:** _____

Signature of Student Researcher: _____ **Date:** _____

APPENDIX N

Letter of Approval from the Human Ethics Research Committee

Australian Catholic University

Human Research Ethics Committee

Committee Approval Form**Principal Investigator/Supervisor:** Associate Professor Maureen Walsh Sydney Campus**Co-Investigators:** Dr Elizabeth Labone Sydney Campus**Student Researcher:** Ms Cheryl Godfrey Sydney Campus**Ethics approval has been granted for the following project:**

Culturally Responsive Pedagogy: Integrating ICT to Meet the Reading Needs of Adolescents. Culturally Responsive Pedagogy, ICT, Adolescent Reading

for the period: 2 November 2009 to 31 July 2010**Human Research Ethics Committee (HREC) Register Number:** N2009 47

The following standard conditions as stipulated in the *National Statement on Ethical Conduct in Research Involving Humans* (2007) apply:

- (i) that Principal Investigators / Supervisors provide, on the form supplied by the Human Research Ethics Committee, annual reports on matters such as:
 - security of records
 - compliance with approved consent procedures and documentation
 - compliance with special conditions, and
- (ii) that researchers report to the HREC immediately any matter that might affect the ethical acceptability of the protocol, such as:
 - proposed changes to the protocol
 - unforeseen circumstances or events
 - adverse effects on participants

The HREC will conduct an audit each year of all projects deemed to be of more than low risk. There will also be random audits of a sample of projects considered to be of negligible risk and low risk on all campuses each year.

Within one month of the conclusion of the project, researchers are required to complete a *Final Report Form* and submit it to the local Research Services Officer.

If the project continues for more than one year, researchers are required to complete an *Annual Progress Report Form* and submit it to the local Research Services Officer within one month of the anniversary date of the ethics approval.

Signed:



Date: 2 November 2009

(Research Services Officer, McAuley Campus)

APPENDIX O

Letter of Approval from the Catholic Education Office



Catholic Education
Diocese of Parramatta

Mrs Cheryl Godfrey
166 Church Street
Cranebrook NSW 2749

4 November 2009

Dear Cheryl,

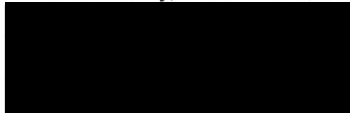
Thank you for your Application to Conduct Research in Parramatta Diocese which we received on 16/10/2009. We have now reviewed your ethics approval and completed Working With Children checks. I am happy for you to approach [redacted] College – [redacted] in order to carry out research on 'Culturally Responsive Pedagogy: integrating ICT to meet the Reading Needs of Adolescents'.

We always stress the following points in relation to research requests:

- It is the school principal, Ms [redacted], who gives final permission for research to be carried out in her school.
- Confidentiality needs to be observed in reporting and must comply with the requirements of the Commonwealth *Privacy Amendment (Private Sector) Act 2000*.
- There should be some feedback to schools and a copy of the findings of the research forwarded to this office.
- This letter of approval should accompany any approach to schools.

I look forward to the results of this study and wish you the best over the coming months. If you would like to discuss any aspect of this research in our diocese, please do not hesitate to contact me on 02 9407 7079 or john.decourcy@parra.catholic.edu.au.

Yours sincerely,



Dr John DeCourcy
Head of Strategic Accountabilities Services
Catholic Education Office
Diocese of Parramatta

enabling learning in today's world

Catholic Education Office
ABN 86 675 623 906
12 Victoria Road, Parramatta
tel (02) 9840 5600 fax (02) 9840 5678
Locked Bag 4, North Parramatta NSW 1750
www.parra.catholic.edu.au

APPENDIX P

Descriptive Statistics

Type of Reader

		Type of Reader			Cumulative Percent
		Frequency	Percent	Valid Percent	
Valid	Struggling	16	38.1	38.1	38.1
	Not Struggling	26	61.9	61.9	100.0
	Total	42	100.0	100.0	

Reading Comprehension Pre-Intervention

Statistics

Reading Comprehension
Pre-Intervention

N	Valid	42
	Missing	0
Mean		127.93
Std. Deviation		6.961
Minimum		116
Maximum		151

Reading Comprehension Pre-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	116	2	4.8	4.8	4.8
	119	2	4.8	4.8	9.5
	121	4	9.5	9.5	19.0
	123	2	4.8	4.8	23.8
	124	6	14.3	14.3	38.1
	126	2	4.8	4.8	42.9
	127	6	14.3	14.3	57.1
	128	2	4.8	4.8	61.9
	130	4	9.5	9.5	71.4
	133	3	7.1	7.1	78.6
	134	3	7.1	7.1	85.7
	135	1	2.4	2.4	88.1
	137	2	4.8	4.8	92.9
	139	2	4.8	4.8	97.6
	151	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Reading Comprehension Post-Intervention

Statistics

Reading Comprehension
Post-Intervention

N	Valid	42
	Missing	0
Mean		137.57
Std. Deviation		7.696
Minimum		124
Maximum		166

Reading Comprehension Post-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	124	1	2.4	2.4	2.4
	128	3	7.1	7.1	9.5
	130	1	2.4	2.4	11.9
	131	5	11.9	11.9	23.8
	133	7	16.7	16.7	40.5
	135	3	7.1	7.1	47.6
	137	2	4.8	4.8	52.4
	139	2	4.8	4.8	57.1
	140	8	19.0	19.0	76.2
	142	2	4.8	4.8	81.0
	144	3	7.1	7.1	88.1
	148	3	7.1	7.1	95.2
	151	1	2.4	2.4	97.6
	166	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Social Feedback Pre-Intervention

Statistics

Social Feedback Pre-Intervention

N	Valid	42
	Missing	0
Mean		25.36
Std. Deviation		4.184
Minimum		17
Maximum		33

Social Feedback Pre-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	1	2.4	2.4	2.4
	19	1	2.4	2.4	4.8
	20	7	16.7	16.7	21.4
	21	2	4.8	4.8	26.2
	22	5	11.9	11.9	38.1
	25	1	2.4	2.4	40.5
	26	3	7.1	7.1	47.6
	27	3	7.1	7.1	54.8
	28	9	21.4	21.4	76.2
	29	4	9.5	9.5	85.7
	30	3	7.1	7.1	92.9
	31	2	4.8	4.8	97.6
	33	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Social Feedback Post-Intervention

Statistics

Social Feedback Post-Intervention

N	Valid	42
	Missing	0
Mean		38.17
Std. Deviation		4.695
Minimum		27
Maximum		48

Social Feedback Post-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	27	1	2.4	2.4	2.4
	29	1	2.4	2.4	4.8
	30	2	4.8	4.8	9.5
	31	1	2.4	2.4	11.9
	32	1	2.4	2.4	14.3
	33	1	2.4	2.4	16.7
	34	2	4.8	4.8	21.4
	35	4	9.5	9.5	31.0
	36	1	2.4	2.4	33.3
	37	3	7.1	7.1	40.5
	38	1	2.4	2.4	42.9
	39	4	9.5	9.5	52.4
	40	1	2.4	2.4	54.8
	41	5	11.9	11.9	66.7
	42	11	26.2	26.2	92.9
	43	1	2.4	2.4	95.2
	44	1	2.4	2.4	97.6
	48	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Observational Comparison Pre-Intervention

Statistics

Observational Comparison Pre-Intervention

N	Valid	42
	Missing	0
Mean		23.71
Std. Deviation		4.759
Minimum		15
Maximum		29

Observational Comparison Pre-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	15	1	2.4	2.4	2.4
	16	1	2.4	2.4	4.8
	17	1	2.4	2.4	7.1
	18	8	19.0	19.0	26.2
	19	5	11.9	11.9	38.1
	24	1	2.4	2.4	40.5
	25	1	2.4	2.4	42.9
	26	6	14.3	14.3	57.1
	27	6	14.3	14.3	71.4
	28	6	14.3	14.3	85.7
	29	6	14.3	14.3	100.0
	Total	42	100.0	100.0	

Observational Comparison Post-Intervention

Statistics

Observational Comparison Post-Intervention

N	Valid	42
	Missing	0
Mean		31.31
Std. Deviation		3.997
Minimum		24
Maximum		39

Observational Comparison Post-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	24	2	4.8	4.8	4.8
	25	1	2.4	2.4	7.1
	26	2	4.8	4.8	11.9
	27	6	14.3	14.3	26.2
	28	2	4.8	4.8	31.0
	29	2	4.8	4.8	35.7
	30	3	7.1	7.1	42.9
	31	1	2.4	2.4	45.2
	32	2	4.8	4.8	50.0
	33	6	14.3	14.3	64.3
	34	6	14.3	14.3	78.6
	35	3	7.1	7.1	85.7
	36	2	4.8	4.8	90.5
	37	3	7.1	7.1	97.6
	39	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Physiological States Pre-Intervention

Statistics

Physiological State Pre-Intervention

N	Valid	42
	Missing	0
Mean		23.67
Std. Deviation		3.448
Minimum		17
Maximum		31

Physiological States Pre-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	17	2	4.8	4.8	4.8
	18	1	2.4	2.4	7.1
	20	7	16.7	16.7	23.8
	21	5	11.9	11.9	35.7
	22	2	4.8	4.8	40.5
	23	2	4.8	4.8	45.2
	24	2	4.8	4.8	50.0
	25	4	9.5	9.5	59.5
	26	9	21.4	21.4	81.0
	27	4	9.5	9.5	90.5
	28	1	2.4	2.4	92.9
	29	2	4.8	4.8	97.6
	31	1	2.4	2.4	100.0
Total		42	100.0	100.0	

Physiological States Post-Intervention

Statistics

Physiological State Post-Intervention

N	Valid	42
	Missing	0
Mean		33.05
Std. Deviation		2.828
Minimum		26
Maximum		39

Physiological States Post-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	26	1	2.4	2.4	2.4
	27	1	2.4	2.4	4.8
	29	1	2.4	2.4	7.1
	30	3	7.1	7.1	14.3
	31	5	11.9	11.9	26.2
	32	6	14.3	14.3	40.5
	33	12	28.6	28.6	69.0
	34	2	4.8	4.8	73.8
	35	1	2.4	2.4	76.2
	36	3	7.1	7.1	83.3
	37	5	11.9	11.9	95.2
	38	1	2.4	2.4	97.6
	39	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Perceived Performance Pre-Intervention

Statistics

Perceived Performance Pre-Intervention

N	Valid	42
	Missing	0
Mean		25.57
Std. Deviation		3.896
Minimum		20
Maximum		33

Perceived Performance Pre-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	20	2	4.8	4.8	4.8
	21	9	21.4	21.4	26.2
	22	6	14.3	14.3	40.5
	25	1	2.4	2.4	42.9
	26	2	4.8	4.8	47.6
	27	2	4.8	4.8	52.4
	28	10	23.8	23.8	76.2
	29	4	9.5	9.5	85.7
	30	3	7.1	7.1	92.9
	31	1	2.4	2.4	95.2
	32	1	2.4	2.4	97.6
	33	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Perceived Performance Post-Intervention

Statistics

Perceived Performance Post-Intervention

N	Valid	42
	Missing	0
Mean		38.29
Std. Deviation		4.522
Minimum		25
Maximum		48

Perceived Performance Post-Intervention

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	25	1	2.4	2.4	2.4
	30	1	2.4	2.4	4.8
	32	2	4.8	4.8	9.5
	33	6	14.3	14.3	23.8
	35	1	2.4	2.4	26.2
	36	3	7.1	7.1	33.3
	37	1	2.4	2.4	35.7
	38	1	2.4	2.4	38.1
	39	6	14.3	14.3	52.4
	40	1	2.4	2.4	54.8
	41	6	14.3	14.3	69.0
	42	11	26.2	26.2	95.2
	43	1	2.4	2.4	97.6
	48	1	2.4	2.4	100.0
	Total	42	100.0	100.0	

Descriptive Statistics

Type of Reader		N	Mean	Std. Deviation
Struggling	Reading Comprehension Pre-Intervention	16	121.50	2.781
	Reading Comprehension Post-Intervention	16	131.63	3.964
	Social Feedback Pre-Intervention	16	20.50	1.366
	Social Feedback Post-Intervention	16	33.13	2.986
	Observational Comparison Pre-Intervention	16	17.94	1.124
	Observational Comparison Post-Intervention	16	27.00	1.789
	Physiological State Pre-Intervention	16	20.06	1.526
	Physiological State Post-Intervention	16	31.00	1.549
	Perceived Performance Pre-Intervention	16	21.19	.655
	Perceived Performance Post-Intervention	16	33.50	3.204
	Valid N (listwise)	16		
Not Struggling	Reading Comprehension Pre-Intervention	26	131.88	5.666
	Reading Comprehension Post-Intervention	26	141.23	7.152
	Social Feedback Pre-Intervention	26	28.35	1.788
	Social Feedback Post-Intervention	26	41.27	2.127
	Observational Comparison Pre-Intervention	26	27.27	1.373
	Observational Comparison Post-Intervention	26	33.96	2.254
	Physiological State Pre-Intervention	26	25.88	2.160
	Physiological State Post-Intervention	26	34.31	2.710
	Perceived Performance Pre-Intervention	26	28.27	2.183
	Perceived Performance Post-Intervention	26	41.23	1.925
	Valid N (listwise)	26		

Correlations

		Reading Comprehension Pre-Intervention	Social Feedback Pre-Intervention	Observational Comparison Pre-Intervention
Reading Comprehension Pre-Intervention	Pearson Correlation	1	.688**	.669**
	Sig. (2-tailed)		.000	.000
	N	42	42	42
Social Feedback Pre-Intervention	Pearson Correlation	.688**	1	.900**
	Sig. (2-tailed)	.000		.000
	N	42	42	42
Observational Comparison Pre-Intervention	Pearson Correlation	.669**	.900**	1
	Sig. (2-tailed)	.000	.000	
	N	42	42	42
Physiological State Pre-Intervention	Pearson Correlation	.615**	.823**	.807**
	Sig. (2-tailed)	.000	.000	.000
	N	42	42	42
Perceived Performance Pre-Intervention	Pearson Correlation	.731**	.958**	.861**
	Sig. (2-tailed)	.000	.000	.000
	N	42	42	42

Correlations

		Physiological State Pre-Intervention	Perceived Performance Pre-Intervention
Reading Comprehension Pre-Intervention	Pearson Correlation	.615**	.731**
	Sig. (2-tailed)	.000	.000
	N	42	42
Social Feedback Pre-Intervention	Pearson Correlation	.823**	.958**
	Sig. (2-tailed)	.000	.000
	N	42	42
Observational Comparison Pre-Intervention	Pearson Correlation	.807**	.861**
	Sig. (2-tailed)	.000	.000
	N	42	42
Physiological State Pre-Intervention	Pearson Correlation	1	.853**
	Sig. (2-tailed)		.000
	N	42	42
Perceived Performance Pre-Intervention	Pearson Correlation	.853**	1
	Sig. (2-tailed)	.000	
	N	42	42

** . Correlation is significant at the 0.01 level (2-tailed).

Correlations

		Reading Comprehension Post-Intervention	Social Feedback Post-Intervention	Observational Comparison Post-Intervention
Reading Comprehension Post-Intervention	Pearson Correlation	1	.595**	.550**
	Sig. (2-tailed)		.000	.000
	N	42	42	42
Social Feedback Post-Intervention	Pearson Correlation	.595**	1	.735**
	Sig. (2-tailed)	.000		.000
	N	42	42	42
Observational Comparison Post-Intervention	Pearson Correlation	.550**	.735**	1
	Sig. (2-tailed)	.000	.000	
	N	42	42	42
Physiological State Post-Intervention	Pearson Correlation	.222	.514**	.506**
	Sig. (2-tailed)	.158	.001	.001
	N	42	42	42
Perceived Performance Post-Intervention	Pearson Correlation	.529**	.827**	.702**
	Sig. (2-tailed)	.000	.000	.000
	N	42	42	42

Correlations

		Physiological State Post-Intervention	Perceived Performance Post-Intervention
Reading Comprehension Post-Intervention	Pearson Correlation	.222	.529**
	Sig. (2-tailed)	.158	.000
	N	42	42
Social Feedback Post-Intervention	Pearson Correlation	.514**	.827**
	Sig. (2-tailed)	.001	.000
	N	42	42
Observational Comparison Post-Intervention	Pearson Correlation	.506**	.702**
	Sig. (2-tailed)	.001	.000
	N	42	42
Physiological State Post-Intervention	Pearson Correlation	1	.462**
	Sig. (2-tailed)		.002
	N	42	42
Perceived Performance Post-Intervention	Pearson Correlation	.462**	1
	Sig. (2-tailed)	.002	
	N	42	42

** . Correlation is significant at the 0.01 level (2-tailed).

APPENDIX Q

Wilcoxon Signed Ranks Test

Wilcoxon Signed Ranks Test

Descriptive Statistics

	N	Mean	Std. Deviation	Minimum	Maximum
Reading Comprehension Pre-Intervention	42	127.93	6.961	116	151
Reading Comprehension Post-Intervention	42	137.57	7.696	124	166
Social Feedback Pre-Intervention	42	25.36	4.184	17	33
Social Feedback Post-Intervention	42	38.17	4.695	27	48
Observational Comparison Pre-Intervention	42	23.71	4.759	15	29
Observational Comparison Post-Intervention	42	31.31	3.997	24	39
Physiological State Pre-Intervention	42	23.67	3.448	17	31
Physiological State Post-Intervention	42	33.05	2.828	26	39
Perceived Performance Pre-Intervention	42	25.57	3.896	20	33
Perceived Performance Post-Intervention	42	38.29	4.522	25	48

Ranks

		N	Mean Rank	Sum of Ranks
Reading Comprehension Post-Intervention - Reading Comprehension Pre-Intervention	Negative Ranks	0 ^a	.00	.00
	Positive Ranks	42 ^b	21.50	903.00
	Ties	0 ^c		
	Total	42		
Social Feedback Post-Intervention - Social Feedback Pre-Intervention	Negative Ranks	0 ^d	.00	.00
	Positive Ranks	42 ^e	21.50	903.00
	Ties	0 ^f		
	Total	42		
Observational Comparison Post-Intervention - Observational Comparison Pre-Intervention	Negative Ranks	0 ^g	.00	.00
	Positive Ranks	42 ^h	21.50	903.00
	Ties	0 ⁱ		
	Total	42		
Physiological State Post-Intervention - Physiological State Pre-Intervention	Negative Ranks	1 ^j	1.00	1.00
	Positive Ranks	41 ^k	22.00	902.00
	Ties	0 ^l		
	Total	42		
Perceived Performance Post-Intervention - Perceived Performance Pre-Intervention	Negative Ranks	0 ^m	.00	.00
	Positive Ranks	42 ⁿ	21.50	903.00
	Ties	0 ^o		
	Total	42		

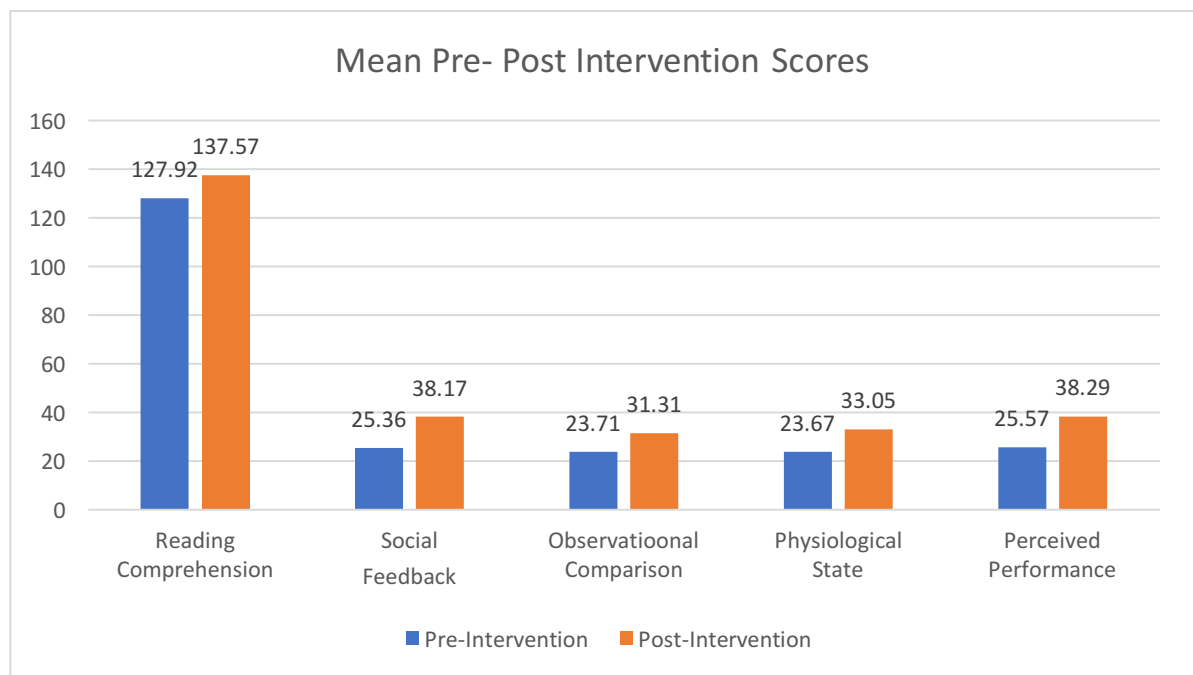
- a. Reading Comprehension Post-Intervention < Reading Comprehension Pre-Intervention
- b. Reading Comprehension Post-Intervention > Reading Comprehension Pre-Intervention
- c. Reading Comprehension Post-Intervention = Reading Comprehension Pre-Intervention
- d. Social Feedback Post-Intervention < Social Feedback Pre-Intervention
- e. Social Feedback Post-Intervention > Social Feedback Pre-Intervention
- f. Social Feedback Post-Intervention = Social Feedback Pre-Intervention
- g. Observational Comparison Post-Intervention < Observational Comparison Pre-Intervention
- h. Observational Comparison Post-Intervention > Observational Comparison Pre-Intervention
- i. Observational Comparison Post-Intervention = Observational Comparison Pre-Intervention
- j. Physiological State Post-Intervention < Physiological State Pre-Intervention
- k. Physiological State Post-Intervention > Physiological State Pre-Intervention
- l. Physiological State Post-Intervention = Physiological State Pre-Intervention
- m. Perceived Performance Post-Intervention < Perceived Performance Pre-Intervention
- n. Perceived Performance Post-Intervention > Perceived Performance Pre-Intervention
- o. Perceived Performance Post-Intervention = Perceived Performance Pre-Intervention

Test Statistics^a

	Reading Comprehension Post- Intervention - Reading Comprehension Pre-Intervention	Social Feedback Post- Intervention - Social Feedback Pre-Intervention	Observational Comparison Post- Intervention - Observational Comparison Pre-Intervention	Physiological State Post- Intervention - Physiological State Pre- Intervention	Perceived Performance Post- Intervention - Perceived Performance Pre-Intervention
Z	-5.654 ^b	-5.660 ^b	-5.659 ^b	-5.643 ^b	-5.659 ^b
Asymp. Sig. (2-tailed)	.000	.000	.000	.000	.000
Exact Sig. (2-tailed)	.000	.000	.000	.000	.000
Exact Sig. (1-tailed)	.000	.000	.000	.000	.000
Point Probability	.000	.000	.000	.000	.000

a. Wilcoxon Signed Ranks Test

b. Based on negative ranks.



APPENDIX R

Mann-Whitney Test

Mann-Whitney Test

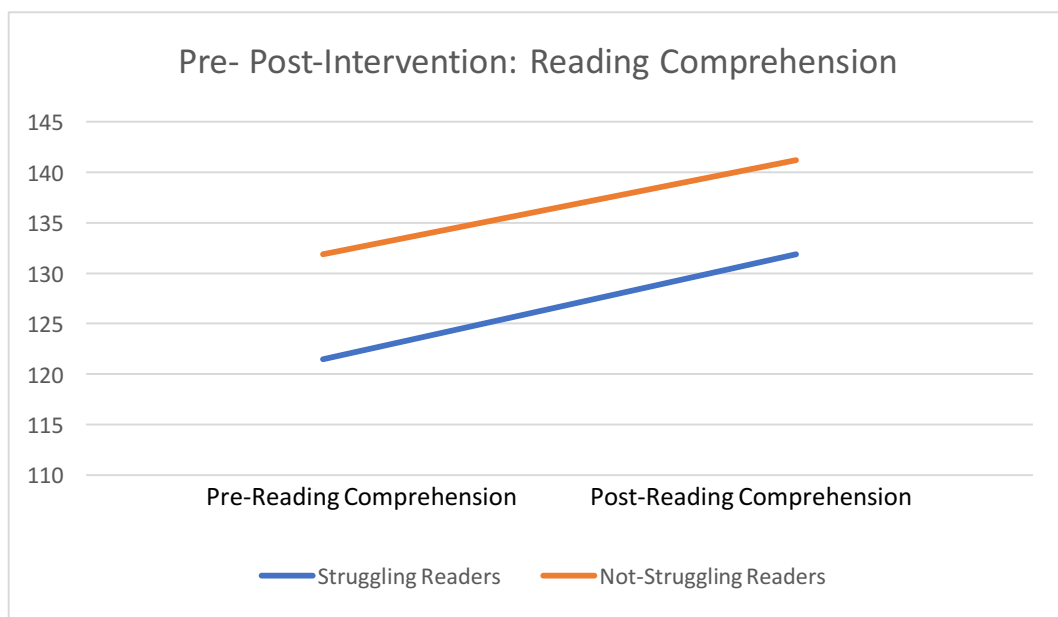
Ranks				
	Type of Reader	N	Mean Rank	Sum of Ranks
Reading Comprehension Pre-Intervention	Struggling	16	8.50	136.00
	Not Struggling	26	29.50	767.00
	Total	42		
Reading Comprehension Post-Intervention	Struggling	16	10.56	169.00
	Not Struggling	26	28.23	734.00
	Total	42		
Social Feedback Pre-Intervention	Struggling	16	8.50	136.00
	Not Struggling	26	29.50	767.00
	Total	42		
Social Feedback Post-Intervention	Struggling	16	8.56	137.00
	Not Struggling	26	29.46	766.00
	Total	42		
Observational Comparison Pre-Intervention	Struggling	16	8.50	136.00
	Not Struggling	26	29.50	767.00
	Total	42		
Observational Comparison Post-Intervention	Struggling	16	8.72	139.50
	Not Struggling	26	29.37	763.50
	Total	42		
Physiological State Pre-Intervention	Struggling	16	9.13	146.00
	Not Struggling	26	29.12	757.00
	Total	42		
Physiological State Post-Intervention	Struggling	16	10.97	175.50
	Not Struggling	26	27.98	727.50
	Total	42		
Perceived Performance Pre-Intervention	Struggling	16	8.66	138.50
	Not Struggling	26	29.40	764.50
	Total	42		
Perceived Performance Post-Intervention	Struggling	16	8.72	139.50
	Not Struggling	26	29.37	763.50
	Total	42		

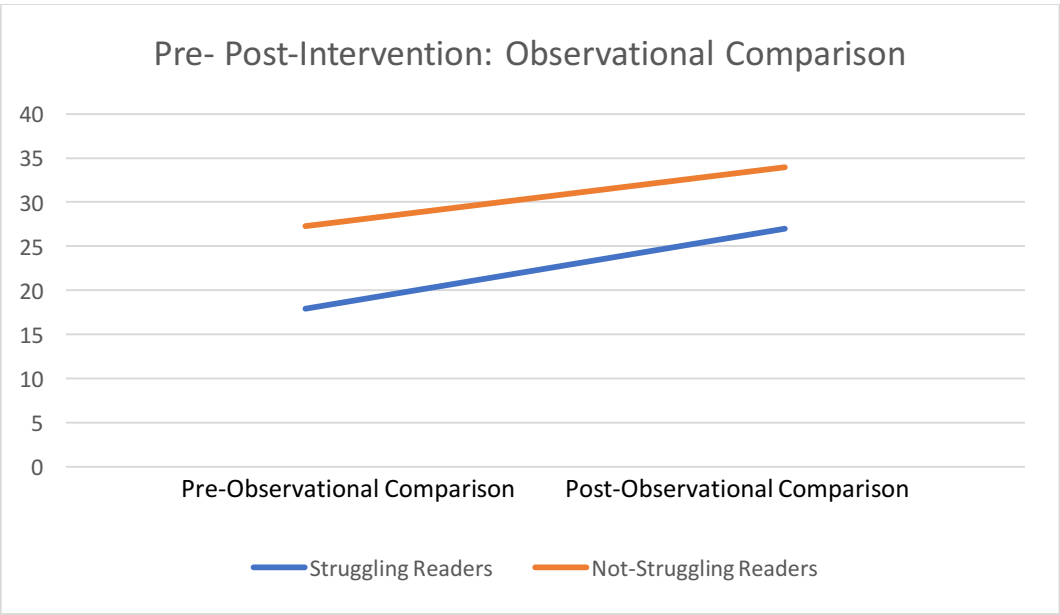
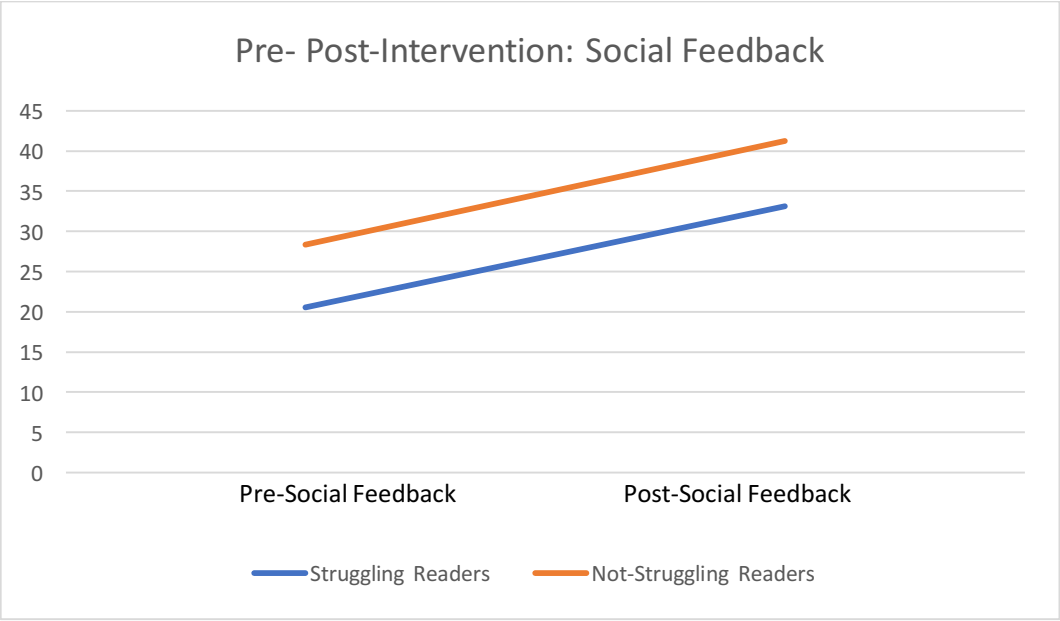
Test Statistics ^a				
	Reading Comprehension Pre-Intervention	Reading Comprehension Post-Intervention	Social Feedback Pre-Intervention	Social Feedback Post-Intervention
Mann-Whitney U	.000	33.000	.000	1.000
Wilcoxon W	136.000	169.000	136.000	137.000
Z	-5.410	-4.566	-5.436	-5.420
Asymp. Sig. (2-tailed)	.000	.000	.000	.000
Exact Sig. (2-tailed)	.000	.000	.000	.000
Exact Sig. (1-tailed)	.000	.000	.000	.000
Point Probability	.000	.000	.000	.000

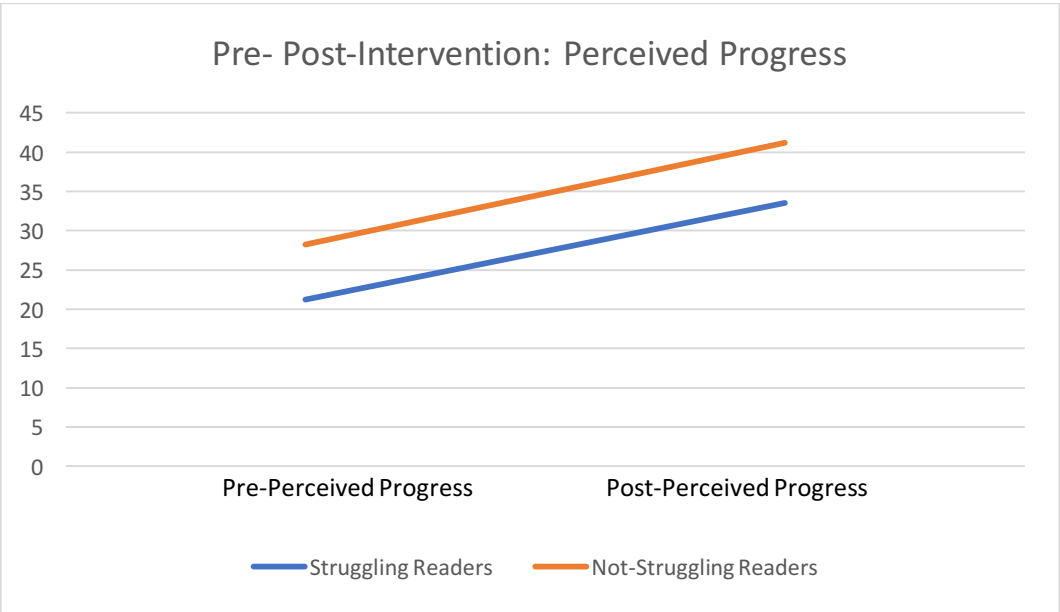
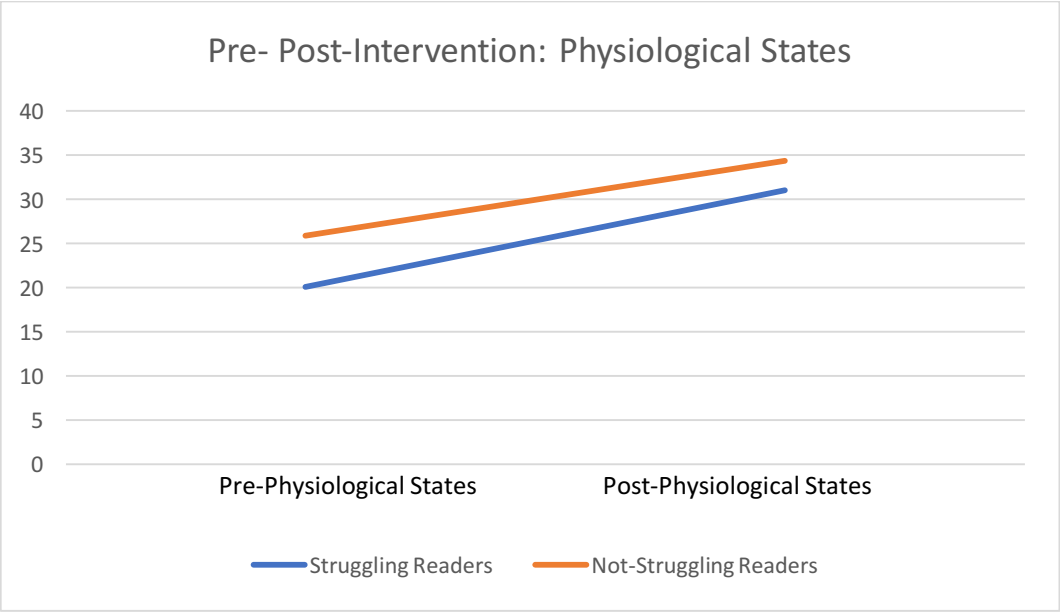
Test Statistics ^a				
	Observational Comparison Pre- Intervention	Observational Comparison Post- Intervention	Physiological State Pre-Intervention	Physiological State Post-Intervention
Mann-Whitney U	.000	3.500	10.000	39.500
Wilcoxon W	136.000	139.500	146.000	175.500
Z	-5.441	-5.323	-5.175	-4.431
Asymp. Sig. (2-tailed)	.000	.000	.000	.000
Exact Sig. (2-tailed)	.000	.000	.000	.000
Exact Sig. (1-tailed)	.000	.000	.000	.000
Point Probability	.000	.000	.000	.000

Test Statistics ^a		
	Perceived Performance Pre- Intervention	Perceived Performance Post- Intervention
Mann-Whitney U	2.500	3.500
Wilcoxon W	138.500	139.500
Z	-5.397	-5.369
Asymp. Sig. (2-tailed)	.000	.000
Exact Sig. (2-tailed)	.000	.000
Exact Sig. (1-tailed)	.000	.000
Point Probability	.000	.000

a. Grouping Variable: Type of Reader







APPENDIX S

Comprehension Pre- and Post-Test Scores for Students Struggling (SR) and Not Struggling (NSR) as Readers

Reading Comprehension Raw Scores

ID		Reading Comprehension Pre-test	Reading Comprehension Post-test
27	SR	116	124
28	SR	121	131
29	SR	119	130
32	SR	116	128
33	SR	121	128
37	SR	119	128
40	SR	121	131
2	SR	123	133
6	SR	123	131
11	SR	121	131
16	SR	124	140
18	SR	124	133
23	SR	124	133
24	SR	124	139
36	SR	124	133
39	SR	124	133
1	NSR	139	140
3	NSR	126	133
4	NSR	126	137
5	NSR	151	166
7	NSR	137	148
8	NSR	133	144
9	NSR	130	139
10	NSR	137	148
12	NSR	127	140
13	NSR	130	135
14	NSR	134	148
15	NSR	128	137
17	NSR	130	135
19	NSR	128	140
20	NSR	127	142
21	NSR	133	140
22	NSR	134	144
25	NSR	127	140
26	NSR	127	135
30	NSR	135	142
31	NSR	127	133
34	NSR	139	151
35	NSR	133	144
38	NSR	134	140
41	NSR	127	131
42	NSR	130	140

APPENDIX T

Self-Perception Pre- and Post-Test Scores for Students Struggling (SR) and Not Struggling (NSR) as Readers

Reader Self-Perceptions Pre- and Post-Test Raw Scores

ID		Social Feedback Pre-test	Social Feedback Post-test	Observational Comparison Pre-test	Observational Comparison Post-test	Physiological States Pre-test	Physiological States Post-test	Perceived Performance Pre-test	Perceived Performance Post-test
27	SR	22	29	19	27	17	29	21	33
28	SR	22	27	18	28	18	31	21	32
29	SR	21	32	18	26	17	31	20	30
32	SR	22	33	18	25	20	33	21	36
33	SR	21	34	18	24	21	32	22	35
37	SR	20	34	19	26	22	31	21	37
40	SR	22	35	18	27	21	32	22	25
2	SR	20	35	15	27	20	30	22	36
6	SR	20	35	18	30	21	30	21	33
11	SR	17	31	18	27	20	30	22	39
16	SR	20	36	18	24	20	27	22	33
18	SR	22	30	16	28	20	32	21	33
23	SR	20	30	19	29	21	32	21	33
24	SR	19	37	19	30	22	33	20	32
36	SR	20	37	17	27	20	32	21	36
39	SR	20	35	19	27	21	31	21	33
1	NSR	29	39	29	36	27	37	29	39
3	NSR	27	44	27	35	29	33	27	41
4	NSR	28	39	27	37	23	31	28	39
5	NSR	27	39	26	33	23	32	28	39
7	NSR	31	48	27	34	24	33	32	48
8	NSR	28	42	29	36	26	33	28	42
9	NSR	28	43	27	37	26	33	28	43
10	NSR	26	42	26	34	24	33	26	42
12	NSR	28	42	28	33	26	33	28	42
13	NSR	29	42	26	35	26	33	29	42
14	NSR	29	42	24	37	28	34	29	42
15	NSR	25	39	29	39	20	37	22	39
17	NSR	26	42	28	34	25	33	26	42
19	NSR	28	42	28	30	25	36	28	42
20	NSR	29	42	27	33	25	33	29	42
21	NSR	33	40	29	34	31	37	33	40
22	NSR	28	42	25	32	26	38	28	42
25	NSR	28	41	28	35	27	36	28	41
26	NSR	28	42	26	32	26	35	28	42
30	NSR	30	41	29	34	29	34	30	41
31	NSR	30	41	29	33	25	37	30	41
34	NSR	30	41	26	33	26	33	30	41
35	NSR	31	41	28	34	26	36	31	41
38	NSR	28	42	28	33	26	39	28	42
41	NSR	27	38	27	29	27	37	25	38
42	NSR	26	37	26	31	27	26	27	39

