



# Student Data for Student Success: Reading between the Lines

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"If you want me to read between the lines you'll need to make the font bigger."

Source: Small business trends

# Pedagogy and Technology

- ❑ Integrating technology tools into the classroom pedagogy and the curriculum is becoming an inseparable part of good teaching (Pierson, 2001).
- ❑ Innovative technologies evolve pedagogical practice and transform entire learning environments.
- ❑ SA government supports the use of ICT in education.

# Reading Lab...



# Readers Views



NWU MAFIKENG CAMPUS

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that nae nae moment after being exempted @ the reading-lab!



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lol! heish, relief

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kwaaa

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# Key terms:

- ❑ **Reading software (programme):** A systematic reading software designed to instil core literacy & strategic reading skills.
- ❑ **Reading assistants:** Students who have completed the reading software, undergone training to facilitate FY's.
- ❑ **Strategic reading:** The extraction and construction of meaning from text through the skilful use of cognitive strategies (McEwan, 2004).
- ❑ **Content:** Literary context within which language skills are taught.

- ❑ SA has low literacy levels as it is ranked last out 50 countries (PIRLS, 2016)
- ❑ Students enter SA tertiary institutions ill-prepared to undertake the high volumes of texts prescribed (Bharuthram, 2006;2013).
- ❑ Relationship between reading and academic performance (Alexander, 1997, Pretorius, 2000; Balfour 2002).
- ❑ Interventional programs are required at tertiary levels to remedy the problem (Livingston et al, 2015).
- ❑ Focus on aesthetics of the software along with content.

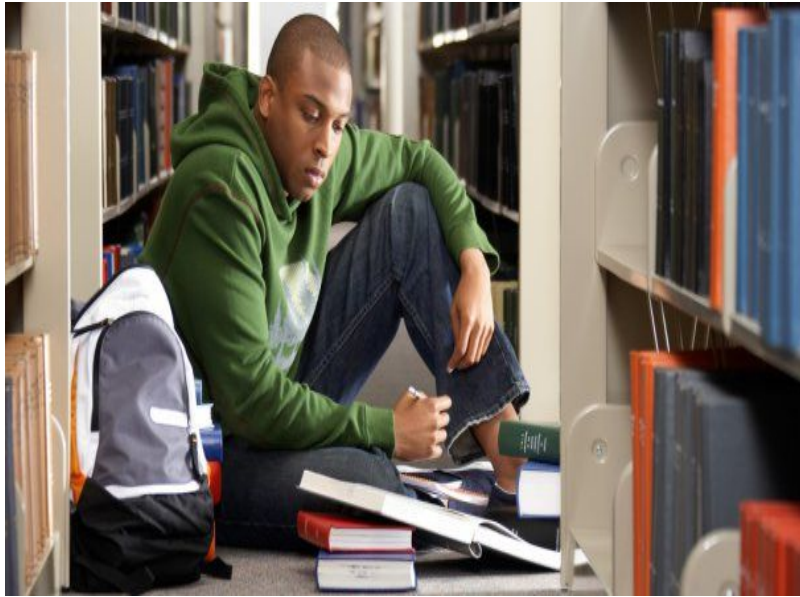
Selecting reading content consider students' (Jiménez, 2007; Rowman & Littlefield, 2015 )

Level

Interest

Attractive

Efficient





# Issue

- ❑ Little improvement in English proficiency of students from their first encounter with the programme to the completion of the programme because it does not speak directly to students' needs and expectations.

# Aim and Objectives

- ❑ To inform the construction of a development a remedial and developmental reading software which speaks directly to students' needs and expectations.
- ❑ The objectives are:
  - ❑ outline of students' reading performance
  - ❑ Identify students' preferences in terms of:
    - (i) interface
    - (ii) content
  - ❑ Evaluate existing reading software

# Methodology

## Quantitative:

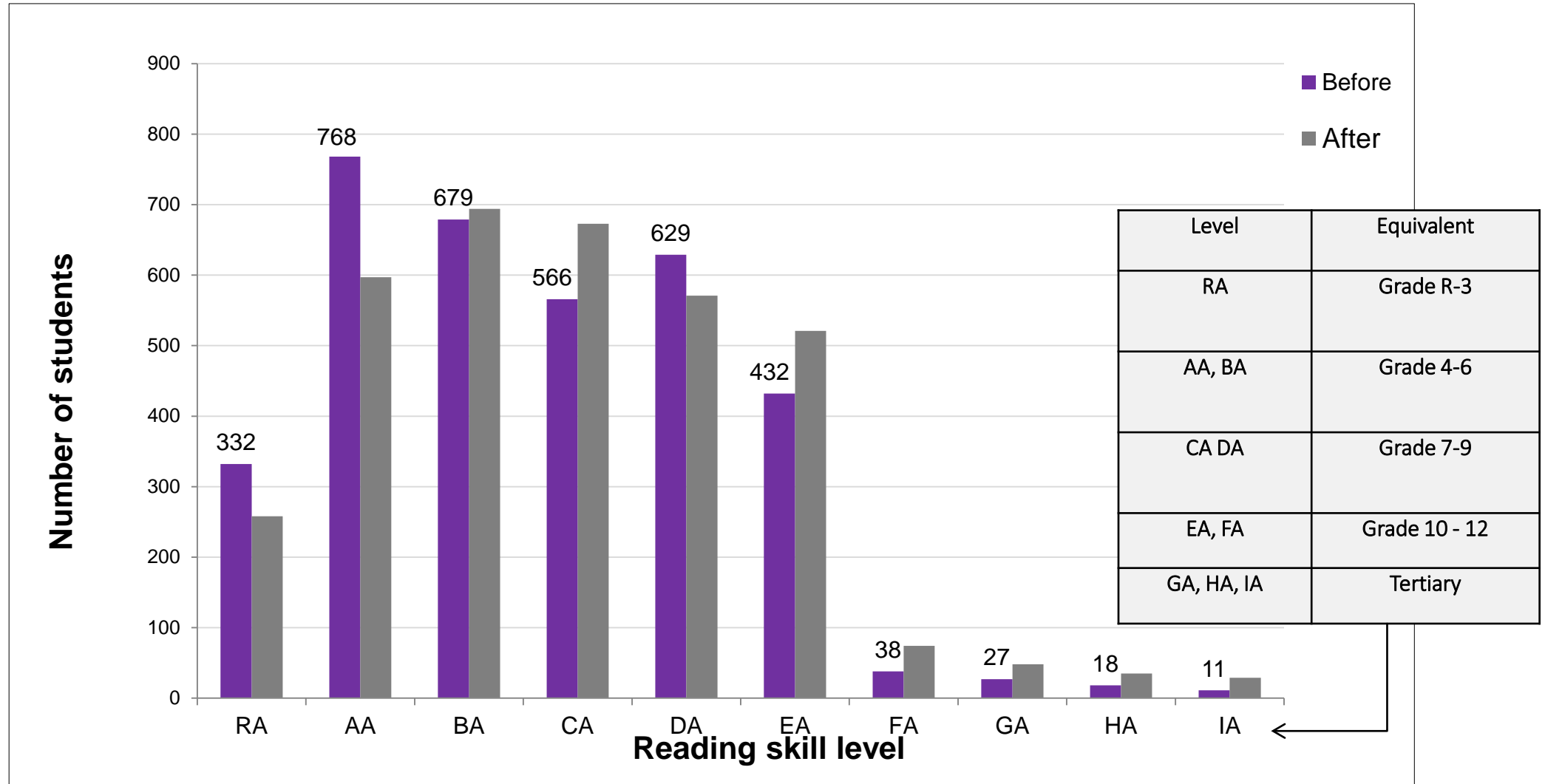
- Students' results were captured before and after interaction with the programme.

## Qualitative:

- Unstructured focused interviews with reading assistants who have worked on the adopted software as well as other reading software.

# Results and Discussion

□ The state of the NWU students' reading performance



# Results and Discussion

## □ Evaluation of Existing Reading Programmes.

Aspects	Main prog in use	Trial prog 1	Trial prog 2
<b>1. Functionality</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Layout/Interface</b>	“Thematic levels are interesting and fun...”	“I like the combination of video and audio because it makes the programme fun.”	“ ...The programme is too wordy and its hard to navigate through the programme.”
<b>Audio</b>	“Audible and clear...”	“The audio on the program is inaudible.”	“The vocal commentary is monotonous and dull.”

# Results and Discussion

Aspects	Main prog in use	Trial prog 1	Trial prog 2
<b>2. Content</b>	<b>A</b>	<b>B</b>	<b>C</b>
<b>Relevance and background</b>	“...asks questions already implying that students know what is being spoken about.”	“Programme is American influenced: there are spoken & written language inconsistencies between prog and SA context”	“...the passages are ...current and therefore relatable- from racism, feminism, gender roles to drug addiction.”
<b>Degree of complexity</b>	“The texts are sometimes too long and difficult.”	“The passages are hard to follow, by the time you get to the questions you don’t understand what is being asked.”	“clear numbering and relative ease of paragraphs .... make answering questions easier”

# Conclusion

- ❑ The student voice is a vital part of T & L process
- ❑ From education to edutainment
- ❑ Technology is a valuable resource

# Implications

- A further study should be on how to empower student input on reading programmes
- Having done that: does it help?



# Thank you!