

SOFTWARE

THE DEVELOPMENT OF SELF-ORGANISED LEARNERS:
THE C.S.H.L LEARNING TECHNOLOGY
AND METHODOLOGY FOR
REFLECTING ON BEHAVIOUR & EXPERIENCE

READING FOR LEARNING



TALKBACK THROUGH LEARNING BEHAVIOUR

READING FOR LEARNING

Comprising:- **READ RECORD, ANALYSE TEXT, EXPLORE INTENTION:
READING GRAPH, FLOW DIAGRAM, LEARNING CONSTRUCT:
TASK DEFINITION: ANALYSIS OF READING GRAPH,
DEFINE STRATEGY, COMMENTARY & TALKBACK:
P.S.O.R, COMPARE F.D's**

This list of apparent, 'components' of READING TO LEARNING is provided for general explanatory purposes only. the programs and routines for performing any particular READING TO LEARNING function on any specific computer-peripheral configuration will not map exactly onto this explanatory structure. See notes on 'computer program compatibility' and on the 'trial-run' service for more details.

BACKGROUND

These programs represent the result of some 15 years of research and teaching. Techniques which have been used in paper and pencil forms are now offered as an interactive computer resource, the facilities provided by the Brunel Reading Recorder are now directly available on the computer. These techniques have been shown to produce considerable improvements in learning performance which reflects back into subsequent academic achievement.

DESCRIPTION

These programs start by enabling the user to explore their purposes, their strategies and the nature of their learning resources. the text can be read by typing it into the computer and viewing it through a window on a video screen; or printer materials can be read in the reading attachment which allows the user to move the window up or down the page of the book or a sheet of printer material. Whatever method of reading is used, the computer keeps a record of time and position of the text. This comprises the READ RECORD. The user is also encouraged to examine their purpose. FLOW DIAGRAM analyses of the text are used to exhibit its structure. Exploration of purposes leads to re-definition of the LEARNING CONTRACT.

The READ RECORD can be exhibited graphically on the video screen.

the computer analyses the graph and identifies significant learning events such as hesitations, back-tracks and changes in pace. Careful TALKBACK through the reading graph enables the learner to identify their strategies. The learner can use TASK DEFINITION arising out of the LEARNING CONTRACT to assess their own success in this COMMENTARY & TALKBACK. Finally, various print-out facilities offer the user the opportunity to assess their own program and compare it with those of their peers.

THE OUTLINE DESIGN

Read Record A

The text may be available on computer disc in which case it is displayed through a window on the screen which allows a choice of three to eight lines of text. Pressing the space bar edges the text forward; any other response edges it backwards.

Read Record B

An auxiliary piece of equipment allows any printed or written text to be used at first hand. The window is moved over the text and a variable resistor feeds the positional information to the computer. The computer analyses the data. These are used by the content of the text to examine the nature of the strategy being employed.

Analysis of Reading Graph

The computer keeps an example record of the time spent between moves and the text visible at that time. This can be displayed as a graph on the screen so that the reader gets immediate commentary on the evidence of their strategy.

READING GRAPH: The Reading Graph is displayed on a video screen and the learner is encouraged to reconstruct the experience of learning.

Analyse Text

The user is encouraged to analyse the Structure of Meaning in the text.

FLOW DIAGRAM: Can be used to express the results of such analysis.

Explore Information

Explore intention is a method of need negotiation which leads into the definition of LEARNING CONTRACT.

Task Definition

This TASK DEFINITION together with the use of Structures of Meaning combines into a very powerful awareness raising technique in COMMENTARY AND TALKBACK.

The results of this careful exploration of both the purpose and strategy of reading force/enable the learner to choose subsequent materials more realistically.

READING FOR LEARNING

