


Case Study Five - Amanda

Introduction




Case Study Five

Introduction

Name : Amanda

Likes:

- Art and craft
- Travel
- Teaching (very passionate)



Issues:

- Students identified as being at educational risk
- Struggling to achieve in literacy
- New to Australia
- Outside issues
- Different learning styles

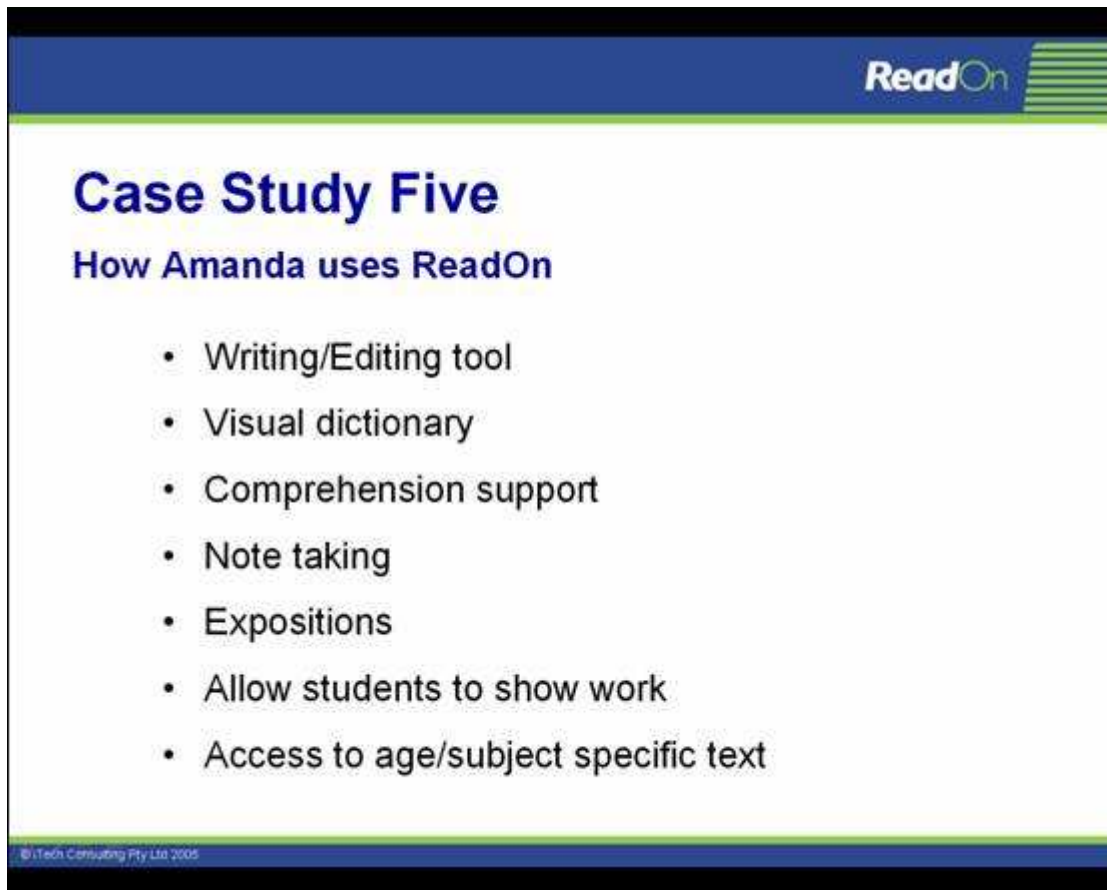
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Amanda's likes include art, travel and teaching. Amanda is passionate about teaching and meeting the needs of her students.

Issues

- Students identified as being at educational risk – Amanda works with students who for lots of different reasons have been referred to her 'at risk' programme.
- Struggling to achieve in literacy – these students have struggled to achieve in regular literacy programmes.
- New to Australia – some of Amanda's students are new to Australia and are learning to function in a new language and culture.
- Different learning styles – many of Amanda's students have been unable to learn in classrooms with an auditory/word focus.

How Amanda uses ReadOn



The image is a screenshot of a presentation slide. At the top right, the 'ReadOn' logo is visible in white text on a blue background, with a green graphic of horizontal lines to its right. The slide title is 'Case Study Five' in a large, bold, blue font, followed by the subtitle 'How Amanda uses ReadOn' in a smaller, bold, blue font. Below the subtitle is a bulleted list of seven items. At the bottom left of the slide, there is a small copyright notice: '© iTech Consulting Pty Ltd 2005'.

ReadOn

Case Study Five

How Amanda uses ReadOn

- Writing/Editing tool
- Visual dictionary
- Comprehension support
- Note taking
- Expositions
- Allow students to show work
- Access to age/subject specific text

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- Writing/Editing tool – students type their work into ReadOn in write mode, and listen back to their work in read mode. Missing punctuation, word substitutions and lack of clarity are more easily detected when work is listened to paragraph at a time using ReadOn’s voices.
- Visual dictionary – when Amanda did a unit on cloud formations, the students entered pictures of the various cloud formations into ReadOn, with a description and name of the cloud. This proved to be useful in learning the names of the various formations as well as motivating.

Cumulonimbus
Cumulonimbus clouds belong to the Clouds with Vertical Growth group. A cumulonimbus can grow up to 10km high. At this height, high winds will flatten the top of the cloud out into an anvil-like shape.


Stratocumulus
Stratus clouds form in sheets or layers in the lower parts of the atmosphere. Fog is classified as stratus.

Altostratus
Altostratus clouds are spread out, thin, and layered. Sunlight is often visible through these clouds as in this picture. Altostratus clouds form when a front of warm, moist air meets a body of cold, dry air. If these clouds thicken, then precipitation is likely.

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- Note taking – students use the word bank to record key words from texts.
- Expositions – Amanda entered a sample exposition into ReadOn, asked the students to identify and record the persuasive language into the word bank, print the word bank out, and use these words in their own expositions.
- Allow students to showcase their writing – students who are reluctant to read their writing out to an audience are able to utilise the voices included with ReadOn to read their texts to the group. The student retains control of the text, without the added stress of reading out loud.
- Access to age and subject specific text – Amanda’s students are able to independently copy text from the internet into ReadOn, and read without the stress of a critical audience.

How Amanda's students benefit from using ReadOn



Case Study Five

How Amanda benefits from ReadOn


- ReadOn not seen as a “remedial tool”
- Motivates students
- Decoding without a critical audience
- Access texts of interest
- Addresses different learning styles
- Production of written work

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- ReadOn is not seen as a remedial tool – very important with adolescent students!
- Motivates students – being able to record visual images has been a huge motivation factor for students.
- Decoding without a critical audience – many of Amanda's students who had previously avoided contact with print, are now enthusiastically reading texts with the help of ReadOn.
- Production of written work – With the combination of the spell checker in write mode and the auditory feedback in read mode, students are supported in the writing process.
- Addresses different learning styles – ReadOn's ability to record pictures for subject specific or tricky words makes learning easier for students with visual learning styles.

Case Study Six - Tina

Introduction




Case Study Six

Introduction

Name : Tina

Likes:

- Photography
- Drawing
- Making paper flowers
- Movies
- All things 'technological'



Issues:


- Missed many years of school
- History of substance abuse
- Reluctant to take risks with learning
- Limited concentration
- Functioning at about five years below chronological age in literacy

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Tina is an amazing 13 year old who was initially 'vocally reluctant' to engage with ReadOn or me. Through conversation I discovered that although not so keen on computers, Tina loved photography and nature. She was also very creative in her drawings and loved making paper flowers to brighten up the classroom. Tina also enjoyed movies and it was in a conversation about 'The Sisterhood of the Travelling Pants' where Tina and I pondered over who the main character was, that I realized Tina was a bright young lady.

In her thirteen years Tina had faced many challenges that made learning difficult. She had missed many years of school, had a history of substance abuse, was understandably reluctant to take risks with learning, had limited concentration and was functioning at about five years below her chronological age in literacy.

How Tina uses ReadOn



Case Study Six

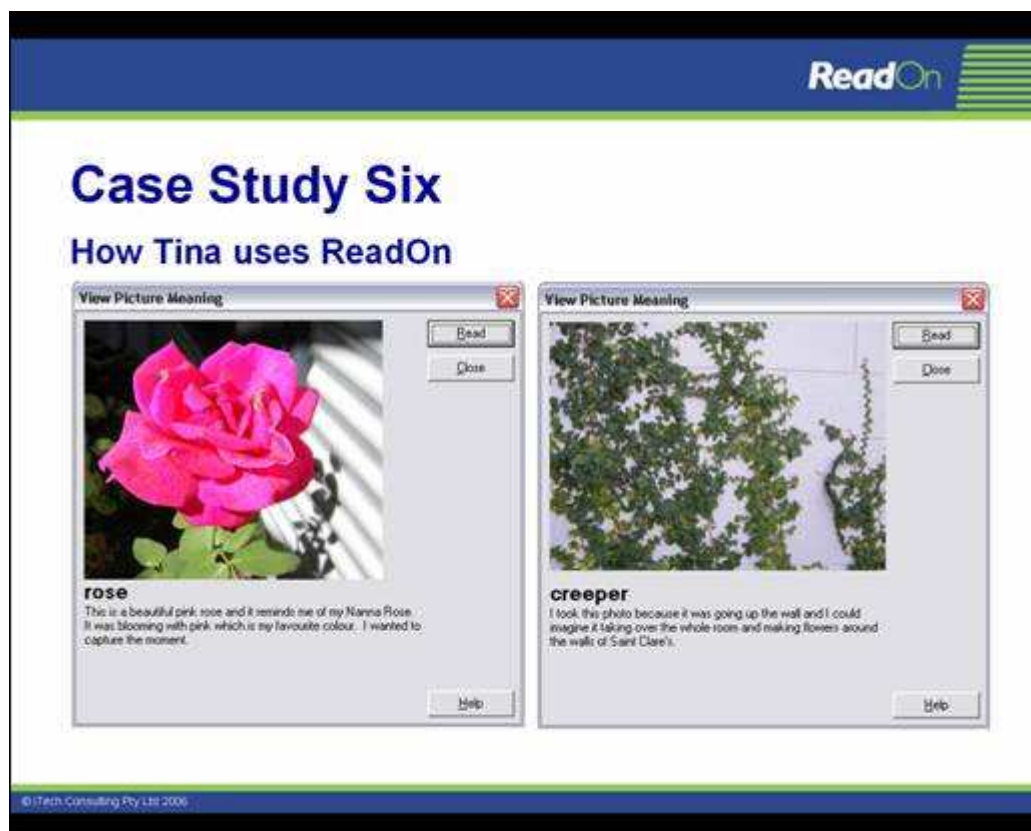
How Tina uses ReadOn

- Access to text of interest
- Photos as a springboard for self-expression
- Planning and writing tool
- Editing tool
- Means of showcasing writing
- Visual dictionary of tricky works

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- Photos as a springboard for self expression – Photography proved to be a wonderful way of engaging Tina in oral and written language. Tina would take photos, describe the intention and feeling behind each photo for me to type into ReadOn’s visual dictionary, and finally use the photography experience as ‘food’ for a recount. Initially I would type for Tina, however Tina gradually took control of the whole writing/editing process, typing her recounts into ReadOn and then using the voices to edit her work.
- Means of showcasing her writing – ReadOn enabled Tina to share her work with an audience without the stress of having to read. It was a delight to watch Tina’s face as she used ReadOn to read her work paragraph at a time to an interested audience. She would click on ‘paragraph’ and then enjoy the reactions of her audience.

- Visual dictionary of tricky words – Using ReadOn we made a visual dictionary of tricky words. Each day Tina would choose a few words she was having difficulty spelling, use clay to make the words and an image to match the word, photograph the word and image, enter the image into ReadOn and then enter a meaningful definition or sample sentence. Tina needed little encouragement to revisit her visual dictionary – very effective for spelling revision.
- Independent access to text of interest –It was particularly important for Tina to be able to take risks in the safest environment. ReadOn enabled Tina to independently access age appropriate text, and with the support of word assist have a go at decoding tricky words without fear of judgement.



Case Study Six

How Tina uses ReadOn


The image displays two side-by-side screenshots of the ReadOn software interface, each titled "View Picture Meaning".

The left window shows a photograph of a green pot-plant with large, spreading leaves. Below the image, the text reads: **pot-plant**
I wanted to take this picture because of the leaves spreading out and making a star shape. The leaves go all the way out to the bottom. The plant makes the room look open.

The right window shows a photograph of a cluster of pink flowers. Below the image, the text reads: **blooms**
I wanted to take this picture because the flowers were together making a pretty group of pink.

Both windows include "Read", "Close", and "Help" buttons.

How Tina benefits from ReadOn



Case Study Six

How Tina benefits from ReadOn

- Success in reading
- Motivation and inspiration for writing
- Able to comfortably share her writing
- Takes responsibility for editing
- Tina is actually risk taking
- Tina is producing work that she is proud of.

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- ReadOn enabled Tina experience success and independence with reading. Using word assist Tina was able to independently access text of interest.
- Incorporating her own digital photographs into her writing gave Tina the motivation and inspiration to have a go and then continue to write.
- The voices included with ReadOn allowed Tina to share her work with an audience when she was not yet ready to read.
- ReadOn provided Tina with the means to edit her work without a critical audience.
- Without realising it, Tina was actually taking risks with learning by presenting her own ideas both visually and in writing.
- Most importantly, by using ReadOn Tina was producing work of which she was immensely proud.