

The Digital Era Brings Learning Opportunities and Challenges



On November 14, Margie presented the TECH 2018 pre-conference workshop, "One Teacher at a Time: Supporting Teachers' Knowledge of the Science of Reading."

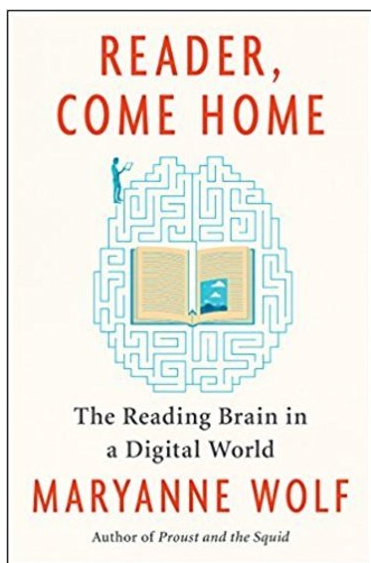
Dr. Gillis Speaks in India

Dr. Margie Gillis attended TECH 2018, UNESCO's Mahatma Gandhi Institute of Education for Peace and Sustainable Development (MGIEP) international event, "Transforming Education for Humanity Conference" in Vizag City, India, November 15-17.



The conference highlighted the potential of digital learning to enable a shift from "transmissive pedagogies" to "transformative pedagogies."

On the journey to and from India, Margie read Maryanne Wolf's latest book, *Reader, Come Home. The Reading Brain in a Digital World*. The work of this brilliant cognitive scientist is integral to understanding the promise and pitfalls of digital learning.



With Digital Reading, New Comprehension Challenges

As we continue to support what is considered settled science for teaching reading, new technologies bring new challenges. In Wolf's book, written as a series of letters to the reader, the author "considers the future of the reading brain and our capacity for critical thinking, empathy, and reflection as we become increasingly dependent on digital technologies."

Wolf discovers that the depth of her own reading has changed. With the emergence of digital media, which necessitates the rapid processing of vast amounts of information, she finds herself skimming rather than deeply processing. She admits to struggling to "come home" to the focused reading she enjoyed most of her life.

Wolf coins the term "cognitive patience" to describe the ability to switch to deep reading mode when it's called for. She proposes that we will need to teach readers to evaluate the best medium for the information they seek, not merely the least cognitively challenging.

How will we teach current and future readers to develop a "biliterate brain"? Wolf's insights serve as inspiration and caution for educators and readers everywhere.

Spring Structured Literacy Series Starts February 27, 2019

Structured Literacy benefits all students and is essential for those with SLD/Dyslexia. Our five-part series, developed by Margie Gillis, CALT, will demonstrate how to combine word recognition instruction that teaches foundational skills—phonemic awareness, decoding, and encoding—with methodology in reading comprehension, vocabulary development, and written expression.

Our popular Structured Literacy Series will begin again on Wednesday, February 27. A few seats are still open, so register today!

Register for our Spring '19 Structured Literacy Series!



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