

DEPARTMENT OF EDUCATIONAL STUDIES

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AN ANALYTIC DESCRIPTION OF PROJECTEXPERT: A READING PROGRAM FOR NINTH GRADE VOCATIONAL STUDENTS

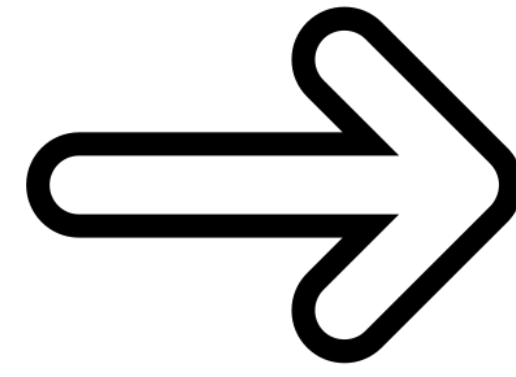
PROBLEM STATEMENT

Vocational secondary education in Flanders



Reading comprehension

Autonomous reading motivation



Theoretically and empirically-based reading interventions

ProjectExpert



Analytic description of underlying
design principles

OECD (2019); De Meyer et al. (2019); De Smedt et al. (2020)

ANALYTIC DESCRIPTION OF PROJECTEXPERT

Context of intervention

Aim: enhancing reading comprehension, reading strategy use and autonomous reading motivation

Target group: ninth-grade vocational students

Implemented by teachers: content-area teachers including a professional development program

Bouwer & De Smedt (2018)

Van Ammel et al. (2021)

Theoretical and/or empirical grounding

Literature regarding:

1. Construct of reading comprehension (van den Broek & Helder, 2017; Ryan & Deci, 2020)

1a. Goal-directed reading

1b. Reading motivation (promotion)

1c. Reading strategy use

2. Construct of learning-to-comprehend (Duke et al., 2011; Topping, 2016)

2a. Reading strategy instruction

2b. Reading as a collaborative activity

Macro-level design principles

Instructional focus: reading comprehension, reading strategy use and autonomous reading motivation

Instructional mode:

1. Goal-directed reading

2. Reading motivation promotion

3. Explicit strategy instruction

4. Collaborative reading

Sequencing of instruction: time-based, gradual-release-of-responsibility model

Micro-level design principles

1. Ensuring that text reading is goal-directed via a deliberate choice of texts and reacting on or creating posts concerning textual information on the online learning environment Padlet

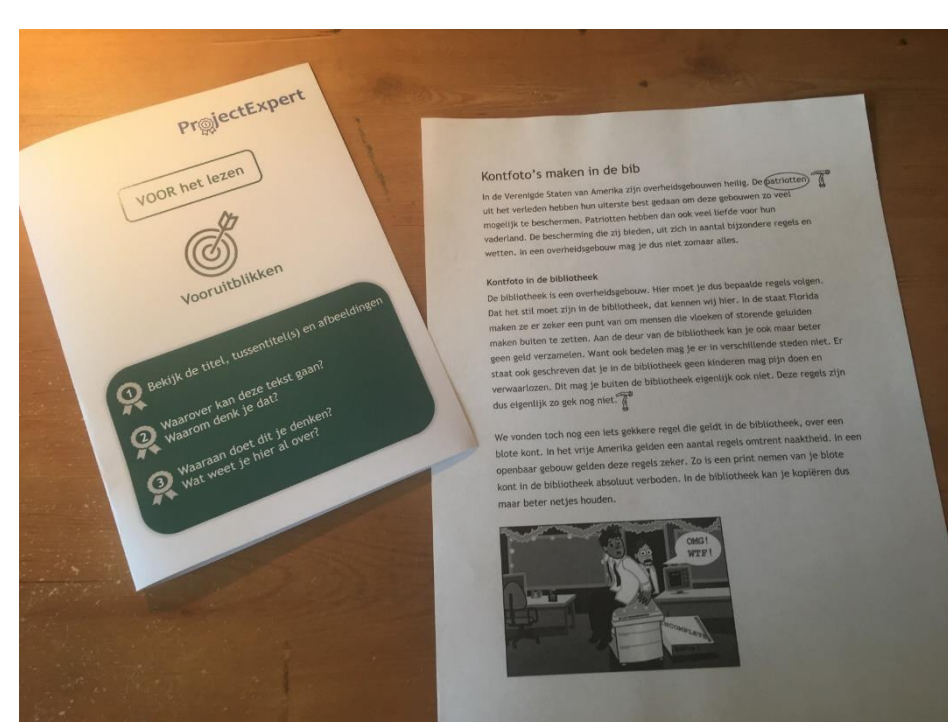
2. Reinforcing the fulfilment of students' basic psychological needs

3. Explicitly teaching a repertoire of cognitive and metacognitive strategies and installing an active view on reading

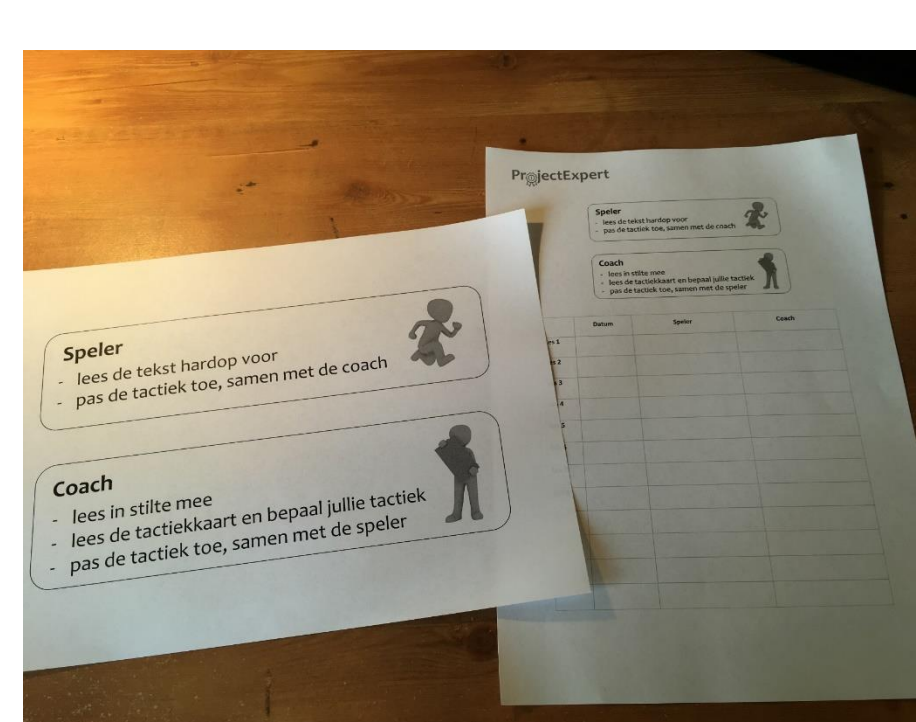
4. Creating ample opportunities to practice collaboratively with a peer

INSTRUCTIONAL MATERIALS

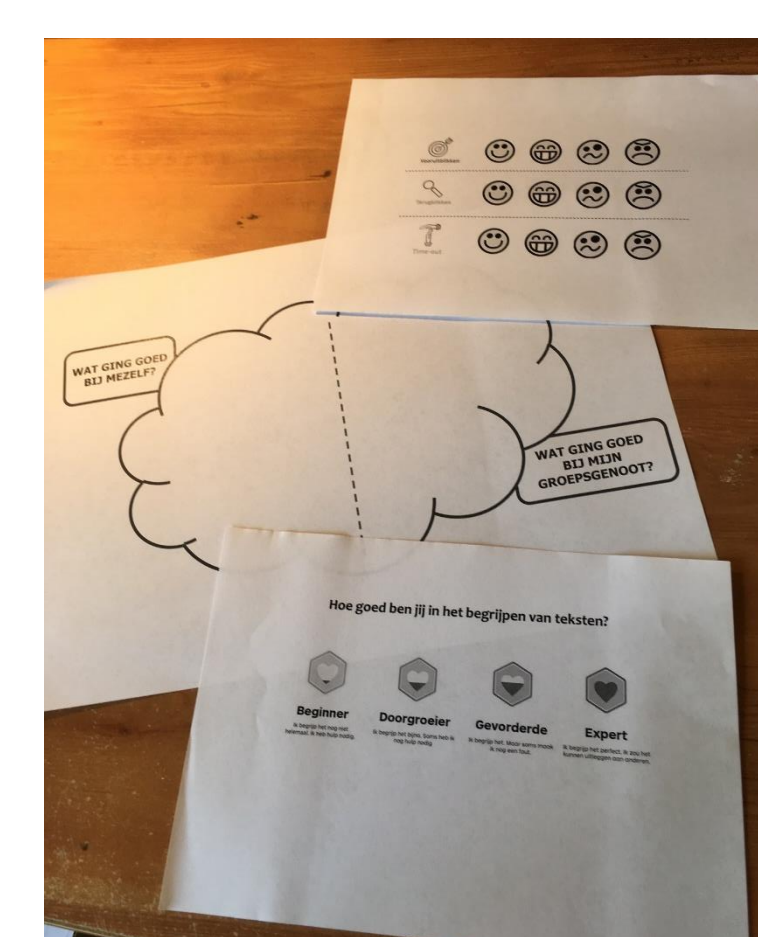
Strategy card + text



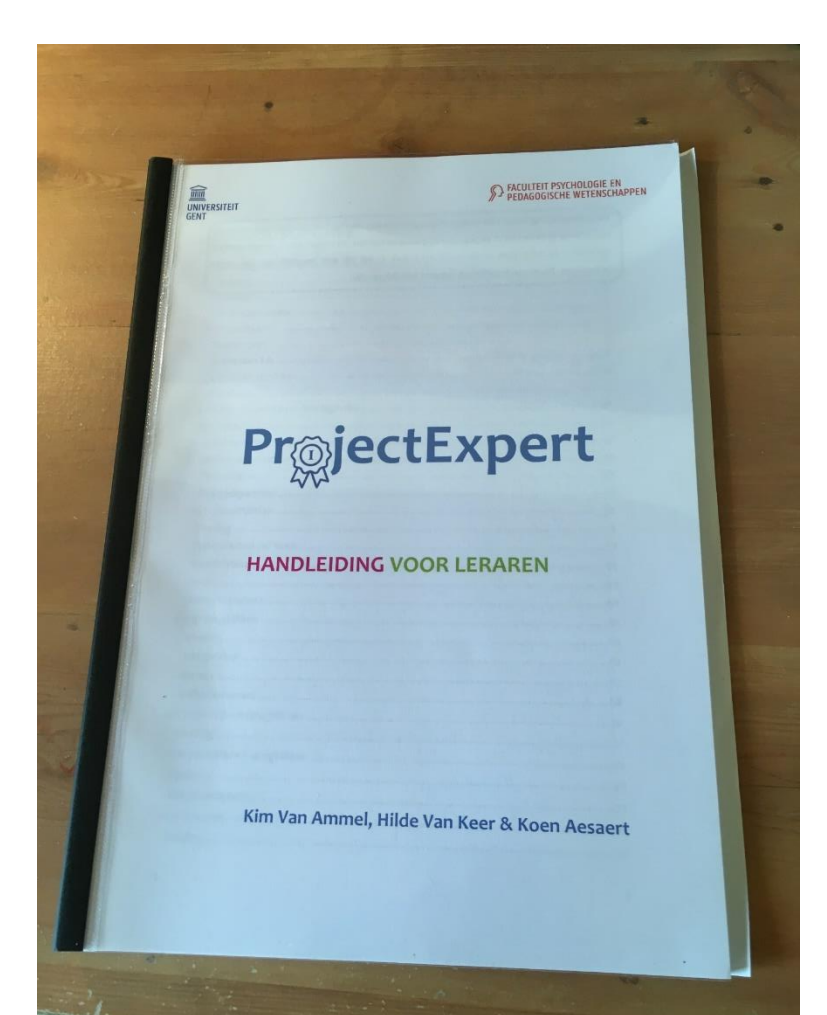
Role distribution sheet



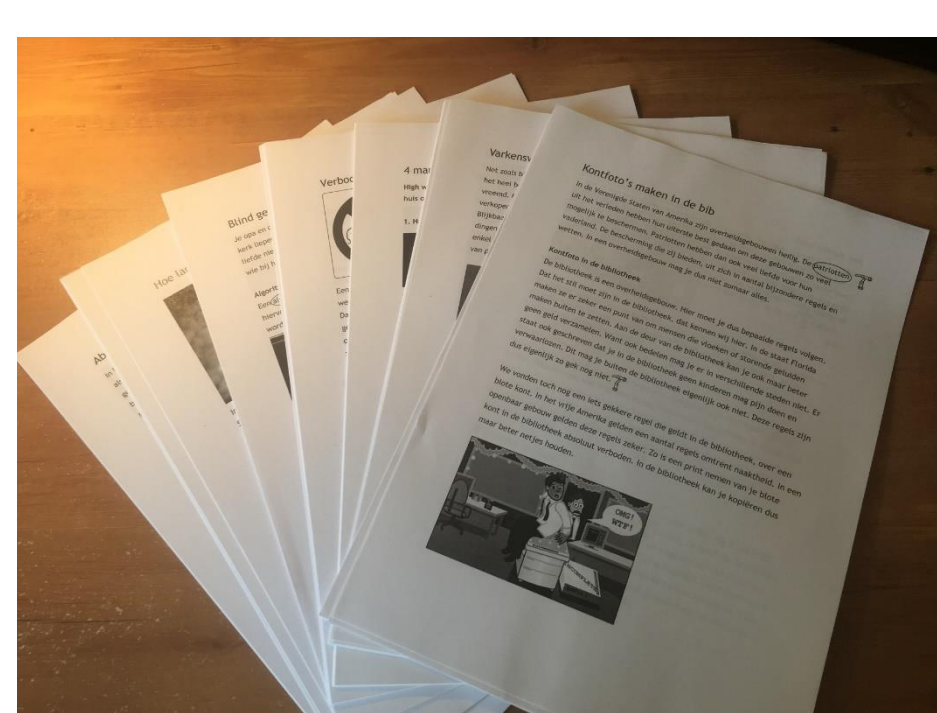
Reflection cards



Teacher manual



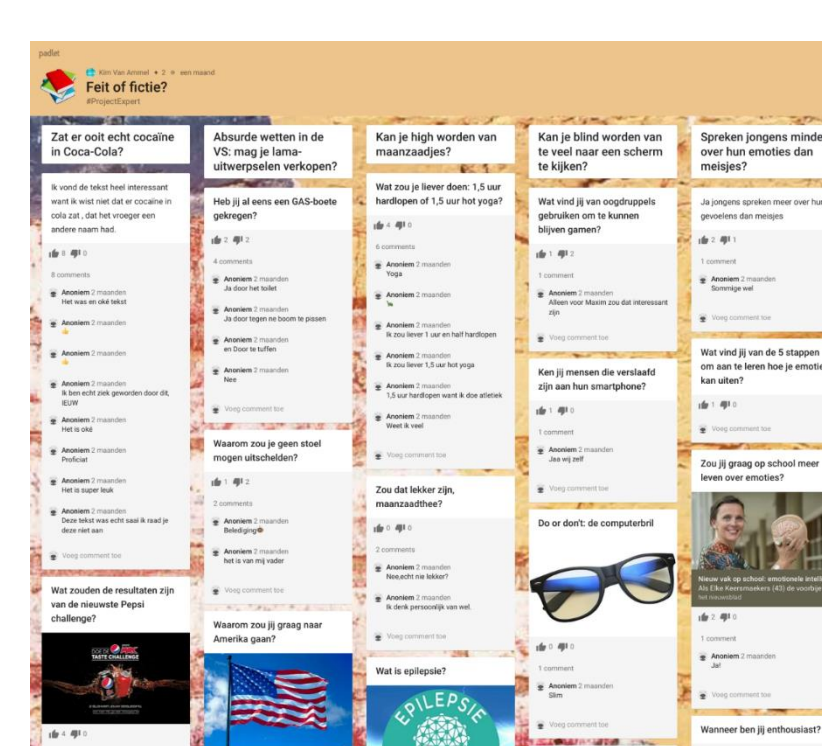
Ample selection of
texts



Video modelling



Padlet



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De Smedt, F., Heirweg, S., Rogiers, A., & Merchie, E. (2020). Assessing and mapping reading and writing motivation in third to eighth graders: A self-determination theory perspective. *Frontiers in Psychology*, 11, 1–17. <https://doi.org/10.3389/fpsyg.2020.01678>

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Ryan, R. M., & Deci, E. L. (2020). Intrinsic and extrinsic motivation from a self-determination theory perspective: Definitions, theory, practices, and future directions. *Contemporary Educational Psychology*, 61. <https://doi.org/10.1016/j.cedpsych.2020.101860>

Topping, K., Duran, D., & Van Keer, H. (2016). *Using peer tutoring to improve reading skills: A practical guide for teachers*. Routledge.

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