



Digital Texts: The Road from Access to Achievement

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What is Supported eText?

“Supported eText” is digital text that is enhanced in ways designed to improve comprehension and increase learning. The assumption is that digital texts can be modified, augmented, or presented in ways that support individual learning needs and help students overcome the physical and cognitive challenges presented by print materials (Anderson-Inman & Horney, 1998, 2007).

Information about Supported eText

[National Center for Supported eText \(NCS eT\)](http://ncset.uoregon.edu). Web site for the federally funded National Center for Supported eText at the University of Oregon. Contains the following: (a) information about the supported etext typology and illustrative examples, (b) the community of supported etext researchers and the research they are conducting, and (c) a searchable database of annotated articles on supported etext research. Available online at: <http://ncset.uoregon.edu>

[The NCS eT Research Database](http://cate.uoregon.edu/refbase/) is an online, searchable database of readings and research articles related to supported electronic text. It currently contains more than 250 entries. Available online at: <http://cate.uoregon.edu/refbase/>

NCS eT Typology of Supported eText Resources. Table providing descriptive overviews of eleven types of supportive resources and examples of each. (Included in this handout)

Selected Readings on Supported eText

Anderson-Inman, L. & Horney, M. (2007). [Supported etext: Assistive technology through text transformations](http://cate.uoregon.edu/pdf/Supported_eText.pdf). *Reading Research Quarterly*. 42 (1), 153-160. Available as PDF at: http://cate.uoregon.edu/pdf/Supported_eText.pdf .

Anderson-Inman, L. (2004). [Reading on the Web: Making the most of digital text](http://cate.uoregon.edu/pdf/AndersonInman_WSRA_Journal.pdf). *Wisconsin State Reading Association Journal*. 44 (2), 8-14. Available as PDF at: http://cate.uoregon.edu/pdf/AndersonInman_WSRA_Journal.pdf

Cavanaugh, T. (2006). *The digital book: Using e-books in K-12 education*. Eugene, OR: International Society for Technology in Education.

Stahl, S. (2006). [Accessible textbooks in the classroom](http://nimas.cast.org/about/resources/accessible_textbooks#reaching). An educator's guide to the acquisition of alternate format core learning materials for pre-K–12 students with print disabilities. The NIMAS Development & Technical Assistance Centers, Wakefield, MA. Online at: http://nimas.cast.org/about/resources/accessible_textbooks#reaching

Unsworth, L. (2006). *E-literature for children: Enhancing digital literacy learning*. New York: Routledge

Access to Free Supported eTexts Online

[Supported eText at delicious](http://delicious.com/Supported_etext). Delicious.com is a collaborative bookmarking site that allows collections of Web sites to be tagged, searched, and shared. We have created a collaborative, searchable, annotated database of Web sites containing examples of books, documents, and collections of digital text that have been supported by one or more type of resource. Entries are tagged on the following dimensions: (a) content area, (b) grade level, (c) type of digital text (e.g. book, collection etc.), (d) student population, and (e) type of etext support (from the NCSeT Typology of eText Supports, Anderson-Inman & Horney, 2007). Online at: http://delicious.com/Supported_etext.

[Intersect Digital Library at the University of Oregon](http://intersect.uoregon.edu/). Collection of digital documents with etext supports used for research on supported text by the Center for Electronic Studying at the University of Oregon. Includes content-area materials and two books, *The Diary of Opal Whiteley* and *On the Run*, a high interest-low vocabulary novel by Willa Holmes. Online at: <http://intersect.uoregon.edu/>.

[UDL Editions by CAST](http://udleditions.cast.org). Collection of digital materials with etext supports consistent with Universal Design for Learning (UDL). Includes a short story, sonnet, fable, historical documents, and *Call of the Wild* by Jack London. Each UDL Edition has three levels of instructional support focused on strategies for reading and understanding the author's craft. In addition, there is a context-specific glossary to support vocabulary, background information, and enrichment activities. Online at: <http://udleditions.cast.org>

Other Supported eText Resources on the Web

[Bookshare.org](http://www.bookshare.org/web/SupportAboutUs.html). Provider of digital texts for individuals with disabilities. Awarded a \$32 million grant from OSEP to provide free access to its online library of specially formatted books to schools for any student with a print disability. <http://www.bookshare.org/web/SupportAboutUs.html>

[Candida Martinelli's Website](http://home.wanadoo.nl/cecilia.mccabe/instructions.htm). Well developed and easy to follow series of lessons and links designed to help computer novices build an electronic library from free or low cost etexts and ebooks online. Some of the topics covered include: (a) reasons for developing an electronic library, (b) how to find and download free etexts, (c) how to choose and download free etext readers, (d) how to find, download, and read ebooks, (e) stores and sites for buying ebooks online, (f) how to build an etext library and share it with others. Online at: <http://home.wanadoo.nl/cecilia.mccabe/instructions.htm>

[National Instructional Materials Accessibility Standard \(NIMAS\)](http://home.wanadoo.nl/cecilia.mccabe/instructions.htm). Overview of NIMAS, a technical standard used by publishers to produce source files (in XML) so that specialized formats such as digital texts can be produced for students with print disabilities. To date, 49 of 50 states have agreed to (a) require curriculum publishers to submit NIMAS file sets to the NIMAC as part of their textbook procurement contract and (b) use NIMAC-housed NIMAS file sets as the basis for the creation of student-ready versions of accessible materials. Online at: <http://home.wanadoo.nl/cecilia.mccabe/instructions.htm>

[Reading Matrix from NCTI](http://www.literacymatters.org/etext/index.htm). Matrix evaluating 46 electronic reading environments/products on 11 major features designed to support access and comprehension. Produced by the National Center for Technology Innovation (NCTI) at American Institutes for Research. <http://www.literacymatters.org/etext/index.htm>

NCSeT Typology of Supported eText Resources

Resource Type	Description	Examples
Presentational	Enables the text and accompanying graphics to be presented in varying ways, hence customizable to meet the needs of individual readers	Font size and style, text and background color, line and page length, page layout and juxtaposition with other pages, graphics in relationship to text
Navigational	Provides tools that allow the reader to move within a document or between documents	Within-document links, across-document links, embedded menus, links from other resources such as Table of Contents, Glossary, Bibliography
Translational	Provides a one-to-one equivalent or simplified version that is more accessible or familiar to the reader. May focus on a word, phrase, paragraph, picture, or whole document. Translation may or may not be of the same modality or media.	Synonyms, definitions, digitized or synthesized text-to-speech, alternate language equivalents (Spanish), video of ASL translation, text descriptions for images, captions for video
Explanatory	Provides information that seeks to clarify the what, where, how, or why of some concept, object, process, or event.	Clarifications, interpretations, or descriptions that point to causes, operations, components, mechanisms, parts, methods, procedures, context or consequences; list of influencing factors
Illustrative	Provides a visual representation or example of something in the text. Designed to support, supplement or extend comprehension of the text through illustrations or examples.	Drawings, photos, simulations, video, photos, reenactments, sounds, music, information that something is representative of its type (“... is a typical example of...”)
Summarizing	Provides a summarized or condensed way of viewing some feature of the document.	Table of contents, concept map, list of key ideas, chronology, timeline, cast of characters, abstract
Enrichment	Provides supplementary information that is not strictly needed to comprehend the text, but adds to the readers’ appreciation or understanding of its importance or historical context	Background information, publication history, biography of the author, footnotes, bibliography, influence on other writers
Instructional	Provides prompts, questions, strategies or instruction designed to teach some aspect of the text or how to read and interpret the text	Tutorials, self-monitoring comprehension questions, annotations, instructional prompts, study guides, embedded study strategies, online mentoring, tips for effective reading
Notational	Provides tools for marking or taking notes on the text to enable later retrieval for purposes of studying or completing assignments.	Electronic highlighting, bookmarking, post-its, margin notes, outlining, drawing. Ways to gather and group these notes for post-reading review.
Collaborative	Provides tools for working or sharing with other readers, the author, or some other audience.	Threaded discussion, online chat, email links, podcasts, blogs
Evaluative	Provides materials, prompts, and assignments designed to assess student learning from the text	Questions, quizzes, tests, surveys, online interviews, assignments leading to products

