Designing a Flexible Web-Based Reading Environment to Facilitate Self-Regulated Reading Comprehension

Smaragda S. Papadopoulou

smapapad@gmail.com
University of Piraeus (Greece)

Abstract

Reading has always been a foundational element of one's education. The ultimate goal of reading, however, is not limited to word recognition; the reader's success lies in comprehension. Comprehending a text is undoubtedly a complex process and it is even more difficult for all learners to acquire self-regulating reading skills. A framework of how a web-based reading environment should be designed in order to meet students' diverse needs and help them develop reading comprehension skills through processes that favor self regulated reading is outlined in this paper. The attempted synthesis is based on the main premises of Self-regulation Theory and the pedagogical approach of Universal Design for Learning, taking advantage of the new possibilities offered by digital texts and Web 2.0 applications.