"i-Read": A Collaborative Learning Environment to Support Students with Low Reading Abilities

Many students suffer of online reading difficulties because of their low abilities of text comprehension.

很多同学阅读能力很弱

主要做了一个 online reading environment

In current work, we present an online reading environment where students can enroll in virtual reading class, to read and annotate their documents. Based on students' annotation traces, we build their personality profiles which reflect their level of reading performance.

Given the students' reading abilities, we share the annotations of skilled readers with those having problems of text comprehension. The experimental results show the efficiency of the proposed approach to support learners with low reading abilities. 将能力强的人的文档的annotation共享给弱的人

在online学习中，老师无法提供及时的反馈。

核心思考是annotation + peer learning（annotation的理论依据Annotation activity is viewed as an effective strategy that could be used to improve students' abilities of reading comprehension [2].）

通过annotation活动获知学生的个性

相关工作：

Several researchers show that using annotations of such experienced readers as experts or senior students may be helpful to those having reading difficulties or seeking for deeper understanding of text [9, 10].

iRead：
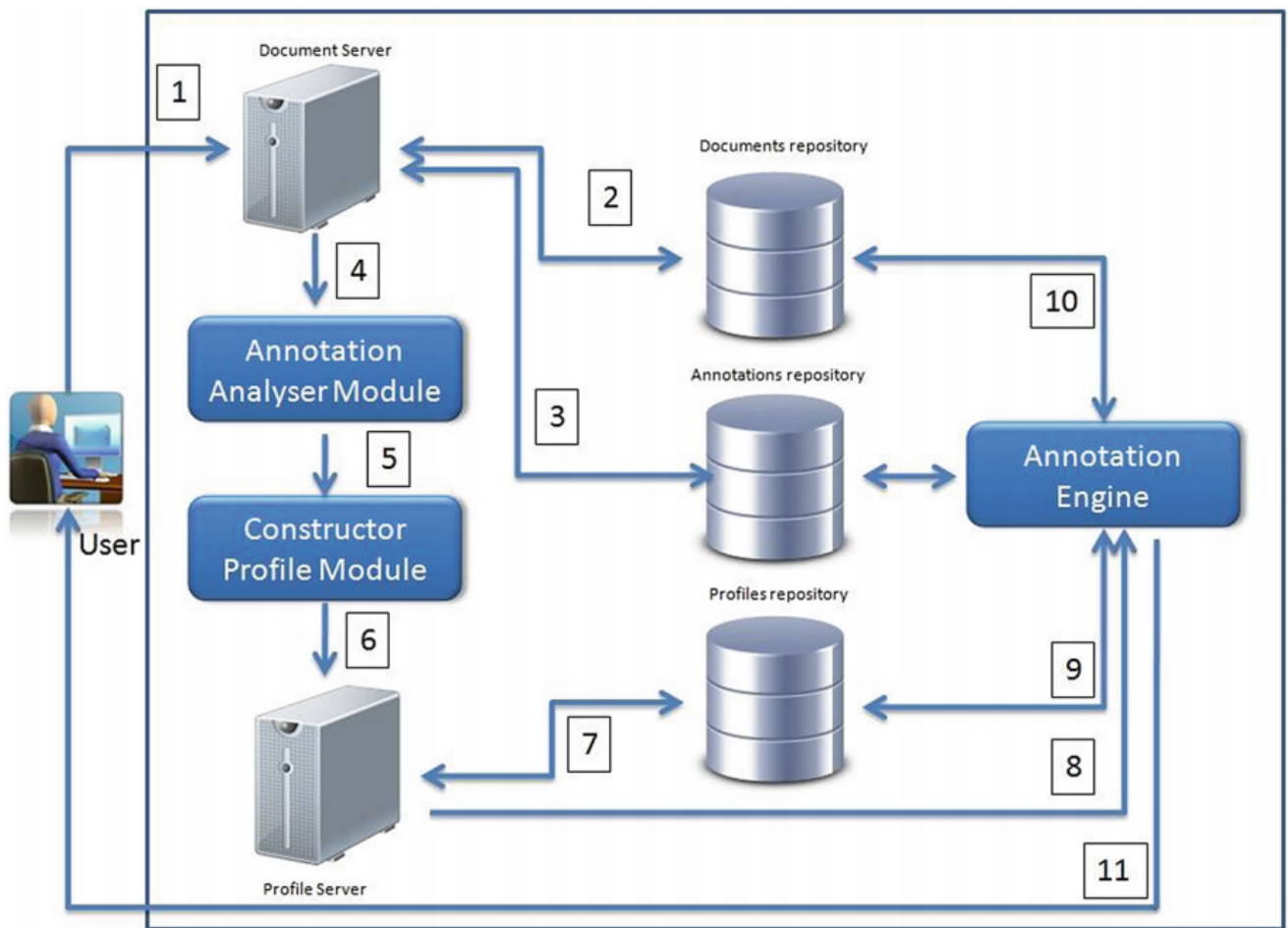
Fig. 1. Architecture of "i-Read": collaborative online reading environment

Table 1. Quality level of readers' summaries before and after annotations recommendation

Written summaries	Mean	SD	Diff.	t	p
First summaries	7.38	2.19	-	−4.32	0.0006
Second summaries	9.63	2.75	−2.25	-	-

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总结：帮助学生阅读

1. assess the students reading abilities based on their personality profiles constructed with reference to their annotation activities.

2. Secondly, we share annotations of expert readers with those suffering of reading problems.