

INTRODUCTION

- Computer-based learning environments help adapt instruction to diverse student populations (McCarthy et al., 2020).
- Does the effect of ELCII differ based on kindergarten students' sociodemographic characteristics?

METHODS

- 191 students ($Mage = 5.66$, $SD = 0.32$)
- ELCII (Kendeou et al., 2019) implemented via a web-based, interactive application called *Inference Galaxy*.
- Designed to improve kindergarten students' inference making
- Twenty video modules that prompt inferential questions
- Scaffolding and feedback
- Mixed-effects models used to assess whether inference making trajectory varied across subgroups.

RESULTS

- Across gender, race/ethnicity, home language, FRL, and ELL subgroups, growth of inference-making performance was the same. However, gaps present at onset persisted.

CONCLUSION

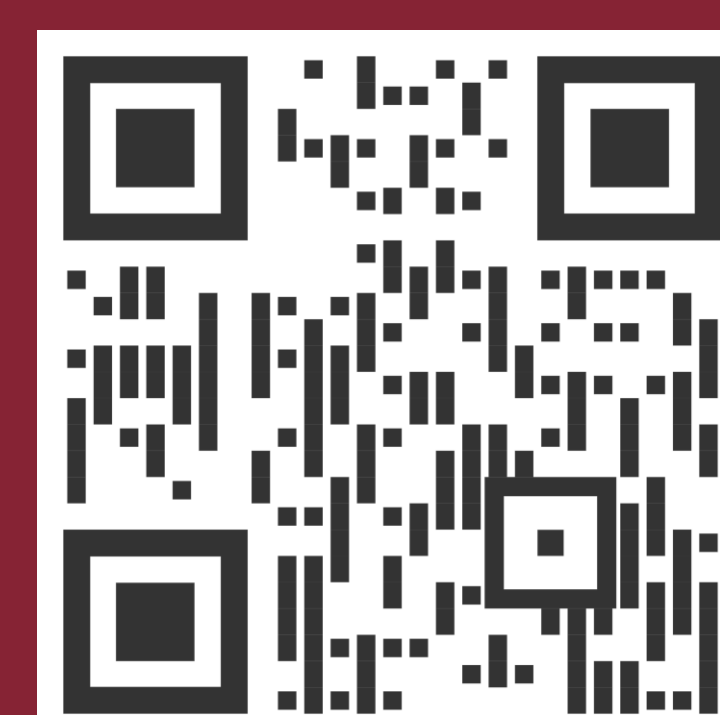
- In order to bridge opportunity gaps, the standard of 'working for all' is necessary but not sufficient.
- Future research should identify ways to provide additional support to students in need.
- Language supports
- Prior knowledge integration supports

Across gender, race/ethnicity, home language, FRL, and ELL subgroups, inference making improved. However, gaps present at onset persisted.

From Equality to Equity: Assessing the Promise of Computer-Based Literacy Learning

Joseph Burey, Jasmine Kim, Kristen McMaster & Panayiota Kendeou

Contact: burey001@umn.edu



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