**Why your ‘Gifted and Talented’ students should be using electronic reading logs**

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The ability to read large amounts of academic texts is absolutely essential for university students. Although gifted and talented students possess the necessary skills to read academic books or journals, they often lack the motivation to apply these skills, which may prevent them from achieving their full academic potential. This is a global problem, and researchers around the world are investigating how modern-day technology can be used to improve students’ reading. For example, Dreyer & Nel (2003) tried to address this problem in South Africa by investigating the effects of teaching students how to read in a “technology-enhanced environment”. They found that after a mere two-week period, students who participated in their experiment were able to score higher on reading comprehension tests, compared with students who did not use technology.

Other researchers have investigated students’ reading habits with technology (Akarsu & Darıyemez, 2014), their use of mobile devices for reading (Biancarosa & Griffiths, 2012), and the extent to which technology can motivate students to read (Al-Fadda & Al-Yahya, 2010). Most of these researchers have found that technology can support students’ academic reading. However, there is little evidence to support this claim in the UAE, and specifically for gifted and talented students in the higher education context.

Our research investigated: (a) the current reading habits of UAE students, (b) the extent to which they are motivated to read, (c) their reading ability in terms of reading speed and comprehension, and (d) can the use of technology help to improve their reading habits. To investigate these points, a quasi-experiment was conducted on 100 female undergraduate students, in a pre-test / intervention / post-test format over a three-week period. The results of this experiment will be discussed in our presentation, focusing on the ‘gifted and talented’ students who participated in the study.