Annotated Bibliography of Research in the Teaching of English

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Introduction

This November issue of *RTE* once again contains the Annual Annotated Bibliography of *Research in the Teaching of English*. This bibliography includes abstracts of selected empirical research studies as well as titles of other related studies and books published between summer 2011 and summer 2012.

As was the case with the 2010 and 2011 versions of the bibliography, the bibliography is available solely as a downloadable PDF file at http://www.ncte .org/journals/rte/issues/v47-2. We appreciate the fact that NCTE has provided free access to these annual bibliographies going back to 2003 available on the NCTE website: http://www.ncte.org/journals/rte/biblios.

Readers can search the PDF for relevant research by using the "Find" feature on Adobe Acrobat to search for particular topics, authors, or journals. To engage in topic searches, they can also use the tags listed both below and in the beginning of each section. These tags represent some of the most common topics inductively

derived from the abstracted studies. While there could be many more tags, we wanted to limit the tags to a manageable number.

Each abstract has been assigned up to and no more than four tags, beginning with a section tag, for example, #digital/technologytools, and, in many cases, followed by another section tag, for example, #reading. Because many of the studies in this bibliography fall into multiple categories, readers can search for such studies by entering in both section tags, for example, #literaryresponse/literature/narrative #reading.

We hope that this searchable bibliography, which has been edited to select high-quality research and which includes abstracts created by the editors, continues to provide a valuable service to the *RTE* research community.

Tags for Searching Research Study Abstracts

Digital/Technology Tools #digital/technologytools #digitaldivide #socialnetworking #academictechnologyuse #video #blogs/wikis #digitalreading #literacydefinitions #onlineeducation #instantmessage #laptops/mobiledevices #referencing/citations/informationliteracy #games

Discourse/Cultural Analysis tags: #discourse/culturalanalysis #race #class #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography

Literacy tags: #literacy #development #identity #linguistic #literacy assessment #familyliteracy #adultliteracy #communityliteracy #spelling

Literary Response/Literature/Narrative tags: #literaryresponse/literature/narrative #engagement #instruction #genreknowledge #discussion #interpretation #culturalvalues/models #storydevelopment #aesthetic response #adolescentliterature #perspectivetaking #developmental differences

Media Literacy tags: #medialiteracy #games #films #television #advertising #music #news #audiences #mediaeffects #representations #gender #multiliteracies #multitasking

Professional Development/Teacher Education tags: #professional development/teachereducation #preservice #inservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities #critical/reflectivepractice #pedagogical/contentknowledge/culturallyrelevant pedagogy #teacheridentity #teacherbeliefs/assumptions #teacherretention/turnover #studentteaching #actionresearch/inquirycycles

Reading tags: #reading #comprehension #decoding #vocabulary #fluency #strategies #readingtests #independentreading #policy #motivation/ engagement #strugglingreaders #contentliteracy

Second Language Literacy tags: #secondlanguageliteracy #bilingual #immigrant/refugee #secondlanguageassessment #culturaldifference #vocabulary #metalinguistic #ESLinstruction #foreignlanguageinstruction #languageacquisition #cognitive

Writing tags: #writing #writinginstruction #argumentation #writing strategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn

Digital/Technology Tools

Tags: #digital/technologytools #digitaldivide #socialnetworking #academictechnologyuse #video #blogs/wikis #digitalreading #literacydefinitions #onlineeducation #instantmessage #laptops/ mobiledevices #referencing/citations/informationliteracy #games

Alvermann, D. E., Marshall, J. D., McLean, C.A., Huddleston, A. P., Joaquin, J., & Bishop, J. (2012). Adolescents' web-based literacies, identity construction, and skill development. *Literacy Research & Instruction, 51*(3), 179-195.

Documents how five adolescents used web-based resources to construct online identities. After collecting daily logs and conducting weekly interviews over eight months, finds that online identities were constructed via engagement in social networking, gaming and fandom, shopping, remixing music, and pursuing a religious calling. These online identities were tied to their offline social networks in reciprocal ways. Explores how digital literacy skills developed in the course of constructing online identities, as some youth used online resources for engaging in academic assignments, poetry, and entrepreneurship. Suggests that young people's web literacies are intertwined with literacies used in schools and have relevance for living and working in the 21st century.
#digital/technologytools #medialiteracy/use #literacydefinitions #academictechnologyuse

Anderson, J., & Rainie, L. (2012). *The future of apps and the web*. Washington, DC: Pew Research Center. Retrieved from http://www.pewinternet.org/Reports/2012/Future-of-Apps-and-Web .aspx

Queries 1,021 Internet experts and other Internet users regarding their predictions as to the uses of apps and/or the web in 2020. Some responded that the issue is not an either-or matter in that apps and the web will be converging in the cloud. Fifty-nine percent believed that in 2020 the web will continue to develop and will be more important than apps, which will function more as specialized means of acquiring information or for entertainment. Thirty-five percent believed that in 2020, people will prefer the use of specific apps given their superior quality, ease of use, and security over uses of the open web, which will become less important and useful.
#digital/technologytools #academictechnologyuse #onlineeducation #socialnetworking

Anderson, J., & Rainie, L. (2012). *The future of gamification*. Elon, North Carolina: Elon University Imagining the Internet Center and Washington, DC: Pew Research Center's Internet & American Life Project. Retrieved from http://pewinternet.org/Reports/2012/Future-of-Gamification.aspx

Conducts a non-random online sample survey of 1,021 Internet experts and other Internet users who were asked to select between two different future scenarios for the development

of gamification, defined as "the use of game mechanics, feedback loops, and rewards to spur interaction and boost engagement, loyalty, fun and/or learning." Forty-two percent agreed that by 2020, there will be little implementation of gamification in most everyday activities, while 53% agreed that there will be significant advances in the adoption and use of gamification in communications, education, health, and work.
#digital/technologytools #games #academictechnologyuse #onlineeducation

Beach, R., & Doerr-Stevens, C. (2011). Using social networking for online role-plays to develop students' argumentative strategies. *Journal of Educational Computing Research, 45*(2), 165-181.

Examines the development of high school students' argumentative writing strategies as they role-played about the school's Internet policies on a Ning social network. Analyzed student-voiced discourses, especially their hybrid discourses when constructing roles and formulating positions. Found that tensions between competing discourses helped youth challenge one another's and their own ideas, enhanced their awareness of alternative arguments, and increased motivation to take action. Suggests that social networking can provide opportunities for young people to engage with competing perspectives and participate in collaborative argumentation, particularly in regard to civic activity.
#digital/technologytools #writing #socialnetworking #academictechnologyuse

Bowen, W. G., Chingos, M. M., Lack, K. A., & Nygren, T. I. (2012). *Interactive learning online at public universities: Evidence from randomized trials.* New York: Ithaka S+R. Retrieved from http://tinyurl.com/7j79rls

Compares college student learning in an online/hybrid versus face-to-face statistics course on six college campuses. Finds no difference in pass rates, final exam scores, and performance on a standardized assessment of statistical literacy. Cost simulation analyses suggest that hybrid instruction can reduce costs for large introductory courses in the long run.
#digital/technologytools #academictechnologyuse #onlineeducation #socialnetworking

Bowers-Campbell, J. (2011). Take it out of class: Exploring virtual literature circles. *Journal of Adolescent & Adult Literacy, 54*(8), 557-567.

Explores how preservice and early career teachers engaged in online literature discussion circles. Analyzes how the virtual learning circles promoted group membership and engaged students in the reading process. Finds that virtual literature circles promoted collaborative learning and fostered increased interaction between teachers and students. Argues that the online discussion threads offer participants the opportunity to revisit archives as a resource for further understanding of the literature.
#digital/technologytools #literary response/literature/narrative #academictechnologyuse #digitalreading

Chiong, C., Ree, J., & Takeuchi, L. (2012). *Print books vs. e-books.* New York: The Joan Ganz Cooney Center. Retrieved from http://www.joanganzcooneycenter.org/Reports-35.html

Examines parents' and children's preferences for shared or co-reading of print versus basic e-books on an iPad versus an enhanced, interactive e-book on an iPad. Thirty-two pairs of parents along with their 3–6-year-old children were randomly assigned to read both a print book and an enhanced e-book or an e-book and a print book. The interactivity of the enhanced e-book provided a different, more challenging co-reading experience than was the case with either the print or the basic e-book because it prompted more non-content related interactions. Sixty-three percent of the pairs were just as engaged reading the print book than with either the basic or enhanced e-books; only 6% of the pairs were more engaged with the e-book than the print book. In contrast, the children themselves were more engaged with the e-books than the print books, although most were equally engaged by both print and e-books. They also physically interacted more with the enhanced e-book than either the print or basic e-book. Children who

read the enhanced e-books had lower recall of story events than children who read the print version of the same story. Suggests that enhanced e-books should be designed to provide parents with settings to customize their co-reading experiences with children.
#digital/technologytools #reading #literaryresponse/literature/narrative #digitalreading

Coiro, J. (2012). Understanding dispositions toward reading on the Internet. *Journal of Adolescent & Adult Literacy, 55*(7), 645-648.

Addresses four questions in regard to adolescents' beliefs and attitudes about online reading. Why are positive dispositions toward reading on the Internet important? How can we measure students' dispositions toward online reading for school-related informational purposes? What do these measures reveal about adolescents? Is it possible to foster more positive dispositions toward online reading? After linking positive dispositions toward reading on the Internet with increased motivation and performance, reviews three instruments to measure adolescents' online reading beliefs and attitudes. Mixed methods instruments offer a complex picture of adolescents' online reading attitudes that offer teachers guidance. Suggests that teachers can support personal reading dispositions through increased discussion about reader beliefs and goals.
#digital/technologytools #reading #referencing/citations/informationliteracy #digitalreading

Coiro, J., Castek, J., & Guzniczak, L. (2011). Uncovering online reading comprehension processes: Two adolescents reading independently and collaboratively on the Internet. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles, & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 354-369). Oak Creek, WI: Literacy Research Association.

Examines shared online reading by pairs of students on their collaborative construction of knowledge acquired from reading and discussing online texts. Drawing from a larger study population, conducts a case-study analysis of two 7th-grade female students' shared reading processes in addressing inquiry questions. Finds that while reading and responding independently, one student focused more on acquiring specific information as the "thoughtful gatherer," while the other student focused more on summarizing information as the "aesthetic summarizer." When the two students were engaged in shared reading, the "aesthetic summarizer" student modeled summarizing processes for the other student, who then began to employ more summarizing and reflection processes. Suggests the value of having students engage in shared reading for online searches so that they model different reading processes for each other.
#digital/technologytools #reading #digitalreading #referencing/citations/informationliteracy

Colwell, J., Hutchison, A., & Reinking, D. (2012). Using blogs to promote literary response during professional development. *Language Arts, 84*(4), 232-255.

Examines preservice elementary language arts teachers' uses of blogging within a Ning social networking class site for formulating and sharing literary responses. Analysis of the blog posts and interview data indicates that the blogging created a collective audience for shared intertextual repository of responses, social interaction with peers to acquire alternative perspectives on a text, and an opportunity to employ a tool that they would then use in their own teaching.
#digital/technologytools #professionaldevelopment/teachereducation #blogs/wikis #socialnetworking

Common Sense Media. (2012). *Social media, social life: How teens view their digital lives.* San Francisco: Common Sense Media. Retrieved from http://www.commonsensemedia.org/research/social-media-social-life

Surveys 1,030 13- to 17-year-olds in winter 2012 regarding their uses and perceptions of social networking—texting, Facebook, and Twitter. They spend an average of five hours for all online activities, with 70% determining ways to avoid parental monitoring. Ninety percent engage in social networking; 75% maintain their own site largely on Facebook; 51% check their sites daily.

Thirty-three percent prefer texting and 68% text daily; 7% prefer use of a social network site; and 4% prefer talking on the phone. Forty-nine percent prefer face-to-face conversations for communication with peers because they perceive these conversations as more fun and they can better understand the meaning of their peers' talk. Fifty-two percent perceived social networking as enhancing their social relationships, particularly with friends they don't see regularly. Thirty-four percent perceive social networking as deterring them from face-to-face communication. Forty-one percent describe themselves as "addicted" to their cell phones and 43% wish that they could "unplug" from their devices.
#digital/technologytools #socialnetworking #instantmessage

Gasser, U., Cortesi, S. C., Malik, M., & Lee, A. (2012). *Youth and digital media: From credibility to information quality* (Research Publication No. 2012-1). Cambridge, MA: Harvard University Berkman Center. Retrieved from http://ssrn.com/abstract=2005272

Analyzes adolescents' use of online search strategies to acquire information. Finds that the ability to employ effective search strategies influences the quality of information obtained. Adolescents vary in their ability to employ cues and heuristics to evaluate quality, especially visual and inter-active elements. They also transfer their experiences in employing information search strategies for personal and social activities to use for academic purposes.
#digital/technologytools #reading #digitalreading #referencing/citations/informationliteracy

Gil-Flores, J., Torres-Gordillo, J. J., & Perera-Rodríguez, V. H. (2012). The role of online reader experience in explaining students' performance in digital reading. *Computers & Education, 59*(2), 653-660.

Analyzes the relationships between extracurricular online experience and digital reading perfor-mances. Surveys 4,748 Spanish students' use of online reading experiences; students also took a digital reading test. Digital reading performance is better predicted by online information searching; online social activities are less relevant to digital reading performance.
#digital/technologytools #reading #digitalreading #referencing/citations/informationliteracy

Goddard, A. (2011). "Type you soon!" A stylistic approach to language use in a virtual learning environment. *Language & Literature, 20*(3), 184-200.

Brings together interactionist approaches with insights from stylistics in order to analyze a spe-cific aspect of synchronous written language use within a virtual learning environment (VLE), drawing on "response cries" (Goffman, 1981). Draws from the field of Mediated Discourse Theory, specifically the central concept of discourse as a "nexus of practice" (Scollon, 1998, 2011). Contends that although new communication technologies have become an integral part of much educational practice, the nature of virtual learning environments (VLEs) remains under-researched, particularly in terms of the language skills required of participants. Offers a number of pedagogical implications, including the need to build a more sophisticated understanding of the nature of VLEs in order to assess participant performance accurately.
#digital/technologytools #writing #onlineeducation #academictechnologyuse

Greenhow, C., & Burton, L. (2011). Help from my "friends": Social capital in the social network sites of low-income students. *Journal of Educational Computing Research, 45*(2), 223-245.

Examines the degree to which low-income high school students' social networking participa-tion serves to enhance their social capital related to enhancing their educational attainment, achievement, and psychosocial factors. Conducts a regression analysis of 607 low-income high school students' survey responses regarding their online social networking, social capital, and measures of psychological well-being. Finds positive relationships between two forms of social capital—their bonding and their bridging social capital—in terms of providing them with ac-cess to personal information and expertise, their emotional sharing, reception of peer feedback, and reinforcement of their identities. Suggests the value of social networking opportunities for low-income students.

#digital/technologytools #discourse/culturalanalysis #socialnetworking #academictechnologyuse

Grimley, M. (2012). Digital leisure-time activities, cognition, learning behaviour and information literacy: What are our children learning? *E-Learning and Digital Media, 9*(1), 13-28.

Examines 10–12 year olds' information literacy practices according to high versus low leisure-time digital immersion and gender, as well as their cognitive attention and reasoning ability. Finds that all students had low information literacy skills. High digital leisure-time immersion students had higher levels of attentional inconsistency; high digital consumption behavior had lower literacy levels. Low digital immersion females and high immersion males had lower information literacy skills.
#digital/technologytools #literacy #referencing/citations/informationliteracy #socialnetworking

Heinrich, P. (2012). *The iPad as a tool for education: A study of the introduction of iPads at Longfield Academy, Kent.* Nottingham, UK: NAACE. Retrieved from http://www.naace.co.uk/publications/longfieldipadresearch

Examines students' and teachers' uses of iPads in a British school for students ages 11–18 in which students had their own personal iPads. Analyzes survey results and interview data obtained in Spring 2012 from 310 students and 71 teachers. Finds that 80% of teachers employed the iPads in at least one lesson; student interviews indicate that only a small minority of teachers made extensive use of iPads. Most frequent use of iPads occurred in English, math, science, geography, music, and art in that order of frequency. Most frequent type of use as reported by students was for online research, mind-mapping, presentations, group work, poster design, video production, use of subject-matter apps, and reading materials. Students indicate that they wanted teachers to make more use of iPads for creating wikis, writing, reading, taking tests, creating music, editing photos, designing and playing games, and communicating with teachers. Seventy-one percent of students used iPads outside of school for completing homework, 87% for social networking and playing games, 47% for online research, and 39% for design and creative activities. Sixty-nine percent of students and 67% of teachers indicate that students were more motivated to learn given use of iPads; 55% of students and 56% of teachers indicate that students can work more collaboratively using the iPads. Suggests an overall positive perception of the use of iPads to foster learning.
#digital/technologytools #academictechnologyuse #laptops/mobiledevices #referencing/citations/informationliteracy

Hungerford-Kresser, H., Wiggins, J., & Amaro-Jimenez, C. (2012). Learning from our mistakes: What matters when incorporating blogging in the content area literacy classroom. *Journal of Adolescent & Adult Literacy, 55*(4), 326-335.

Examines preservice secondary teachers' perceptions about blogging by analyzing qualitative data about the students' blogging in their content literacy classes over two and a half years. Finds that the students perceive blogging to be unproductive, as just another task to complete. Suggests that teachers provide more guidance, offer prompts, include different forms of responses, and integrate blogs into classroom interactions.
#digital/technologytools #writing #blogs/wikis #academictechnologyuse

Hutchison, A. (2012). Literacy teachers' perceptions of professional development that increases integration of technology into literacy instruction. *Technology, Pedagogy and Education, 21*(1), 37-56.

Reports results of a national survey of 1,441 literacy teachers in the US conducted to better understand the integration of digital technology into instruction. Reports results from open-ended questions from the survey aimed at determining teachers' perceptions about how to improve professional development in the area of technology integration. Results indicated that respondents identified four factors that they believe would contribute effectively to their own

professional development: (a) time to explore, practice, and prepare for literacy instruction into which they integrate technology; (b) access to equipment during and after professional development; (c) access to higher level knowledge, knowledgeable presenters, and relevant background knowledge; and (d) ongoing, follow-up, and small group support. Discusses implications for the improvement of literacy teachers' professional development and student learning.
#digital/technologytools #professional development/teacher education #academictechnologyuse

Hutchison, A., & Reinking, D. (2011). Teachers' perceptions of integrating information and communication technologies into literacy instruction: A national survey in the United States. *Reading Research Quarterly, 46*(4), 312-333.

Reports on a national survey of 1,441 literacy teachers in the U.S. about their perceptions of integrating information and communication technologies (ICTs) into literacy education. Analyzes survey data using descriptive statistics, exploratory factor analysis, and path analysis. Finds that teachers reported low levels of curricular integration and low levels of access to technologies that would facilitate integration. Teachers reported they did not regularly engage in activities associated with 21st-century literacies despite thinking them important (except for new genres of reading and writing, such as blogs and wikis, which teachers rated as less important). The majority of teachers defined integration of ICTs using a technological rather than curricular framework and saw ICTs as supplementary to their instruction. Path analysis revealed that beliefs about the importance of technology were related to levels of ICT integration in instruction.
#digital/technologytools #medialiteracy/use #professional development/teacher education #academictechnologyuse

Janicki, E., & Chandler-Olcott, K. (2012). Secondary English teachers' perspectives on the design and use of classroom websites. *Contemporary Issues in Technology and Teacher Education, 12*(2). Retrieved from http://www.citejournal.org/vol12/iss1/languagearts/article1.cfm

Examines 20 secondary English teachers from five different districts who have developed websites for use in the classrooms. Uses interviews and document analysis to determine their perspectives on how they designed and used these websites. Finds a range of different types of websites from those that simply provide online versions of existing in-class resources and materials to those that serve to foster opportunities for student interaction beyond class. Teachers voiced five reasons for use of their websites: to conform to school or district expectations; communicate with parents; assist students by providing online information to help them catch up on in-class information and assignments; provide students with information and resources for postsecondary success; and respond to external pressures to have a class website, particularly from peers and district administrators.
#digital/technologytools #academictechnologyuse #socialnetworking #onlineeducation

Jewitt, C., Clark, W., & Hadjithoma-Garstka, C. (2011). The use of learning platforms to organise learning in English primary and secondary schools. *Learning, Media & Technology, 36*(4), 335-348.

Reports on how learning platform technologies organize learning in English primary and secondary schools. Draws on case studies of 12 schools and finds that learning platforms can enhance access to a range of resources, increase opportunities for individualized learning, support collaborative learning, and improve student reflection and assessment practices. Suggests that learning platforms help connect students, parents, and teachers in ongoing discussions and that the archived material may provide increased opportunity for learning but may also "follow" students in positive or negative ways.
#digital/technologytools #medialiteracy/use #academictechnologyuse #socialnetworking

Johnson, L., Adams, S., and Cummins, M. (2012). *The NMC Horizon Report: 2012 Higher Education Edition.* Austin, Texas: The New Media Consortium. Retrieved from http://www.nmc.org/publications/horizon-report-2012-higher-ed-edition

Queries experts regarding future trends in technology uses and rank-orders them in terms of significance for immediate versus long-term impact on people's lives and higher education. Finds that for the next year, it is predicted that mobile apps and tablets will continue to play an increasingly important role in everyday life and schools. For two to three years out, it is predicted that game-based learning will grow in their use in the workplace and schools, while learning analytics could provide useful data on student engagement, performance, and academic progress. For the next four to five years, it is predicted that gesture-based computing—involving use of touch, movement, voice, and facial expression as well as "The Internet of Things," based on use of smart objects that can capture and yield certain measurement data, for example, environmental data such as temperature or humidity—will grow in use.
#digital/technologytools #academictechnologyuse #onlineeducation #games

Kadavy, C., & Chuppa-Cornell, K. (2011). Personal touch: Embedding library faculty into online English 102. *Teaching English in the Two-Year College, 39*(1), 63-77.

Examines the effects on students' research of embedding a "Personal Librarian" in an online English composition course. Librarians developed curriculum materials and videos on academic research methods for use in the course. Develops questionnaire to determine students' perceptions of the materials/videos as well as analyzes the students' final research papers. Finds that students responded positively to the material/videos and that these resources helped them navigate library databases, evaluate sources, and incorporate those sources into their writing, resulting in students' improvement in meeting source quality requirements from 70.9% before work with the librarians to 94.4% after their work.
#digital/technologytools #writing #onlineeducation #referencing/citations/informationliteracy

Koutsogiannis, D., & Adampa, V. (2012). Girls, identities, and agency in adolescents' digital literacy practices. *Journal of Writing Research, 3*(3), 217-247.

Analyzes high school females' uses of digital tools for writing and communication and conducts a discourse analysis of their beliefs about these uses. Finds that uses of these tools in the home transfers to school use. Females were more likely to use word-processing and presentation software than males, choices related to adopting the discourses of being "diligent students." Participants also employed digital tools in their own unique ways consistent with their identity needs.
#digital/technologytools #writing #discourse/culturalanalysis #academictechnologyuse

Lenhart, A. (2012). *Teens, smartphones & texting*. Washington, DC: Pew Internet & American Life Project. Retrieved from http://pewinternet.org/Reports/2012/Teens-and-smartphones.aspx

Surveys teens' (ages 12–17) use of texting in 2011. Texting is up markedly while voice calling is down, particularly for females 14–17; 63% text daily versus 39% calling cell phones, 35% socializing face-to-face, 29% sending messages through social-networking sites, 22% IMing, and 6% emailing. One in four teens say they own smartphones. The median number of texts sent daily was 60. The heaviest texters (more than 100 texts a day) are also the heaviest talkers; 69% of heavy texters talk daily on their cell phones versus 46% of medium texters (those exchanging 21–100 texts a day) and 43% of light texters (those exchanging 0–20 texts a day).
#digital/technologytools #instantmessage #socialnetworking #literacydefinitions

Lenhart, A., Madden, M., Smith, A., Purcell, K., Zickuhr, K., & Rainie, L. (2011). *Teens, kindness and cruelty on social network sites*. Washington, DC: Pew Internet and Family Life Project. Retrieved from http://pewinternet.org/Reports/2011/Teens-and-social-media.aspx

Surveys adolescents' uses of social networking and texting related to establishing positive and negative peer relationships. Finds that while most adolescents had positive Internet experiences, some, particularly girls ages 12–13, did experience instances of mean, unkind experiences to a greater degree than was the case in a survey of adults. Contrary to the Children's Online

Privacy Protection Act (COPPA) requiring that users of social networking sites be at least 13 years old, 44% of adolescents admitting lying about their age to access these sites. At the same time, adolescents are increasingly aware of the dangers of posting material about themselves online; 55% noted that they did not post something online given concerns about potential negative perceptions by others, and most have private profiles visible only to "friends." While few have engaged in "sexting," 1 in 6 indicate that they have received "sexting" messages.
#digital/technologytools #socialnetworking #instantmessage #academictechnologyuse

Levine, M., & Millstone, J. (2012). *Teacher attitudes about digital games in the classroom.* New York: Joan Ganz Cooney Center at Sesame Workshop. Retrieved from http://tinyurl.com/6t9jv2m

Surveys 505 K–8 teachers on their attitudes toward use of digital games in the classroom. Finds that teachers who identify as very or moderately comfortable in using digital games in the classroom use games more frequently with their students than teachers who are less comfortable. Thirty-two percent of these teachers use games 2–4 days per week while 18% use them every day; these teachers also spend $50 a year or more on games or subscriptions. Seventy percent of all teachers agree that using digital games increases motivation and engagement with content/curriculum; 60% say that using digital games helps personalize instruction and collect data on student learning. Forty-six percent report that access to technology resources remains a barrier to use of digital games.
#digital/technologytools #games #academictechnologyuse #literacydefinitions

Lin, H-S., Hong, Z-R., & Lawrenz, F. (2012). Promoting and scaffolding argumentation through reflective asynchronous discussions. *Computers & Education, 59*(2), 378–384.

Examines the impact of asynchronous online discussion on college students' arguments. Each of three different student cohorts were randomly assigned to an asynchronous online communication group or a paper–pencil group for formulating arguments about socio-scientific issues. Students in the asynchronous group had slightly higher mean quality level of arguments (effect sizes ranged from 0.25 to 0.35) and frequency of rebuttals.
#digital/technologytools #academictechnologyuse #onlineeducation #socialnetworking

Miranda, T., Williams-Rossi, D., Johnson, K. A., & McKenzie, N. (2011). Reluctant readers in middle school: Successful engagement with text using the e-reader. *International Journal of Applied Science and Technology, 1*(6), 81-91.

Examines students engaged with e-readers. One hundred ninety-nine middle school students read one to four books on Kindle e-readers over a two-month period. Middle school boys who are reluctant readers value reading more after using e-readers while girls' attitudes declined; boys had a higher self-concept of their reading skill than girls, who preferred print books.
#digital/technologytools #reading #literaryresponse/literature/narrative #digitalreading

Mills, K. A., & Chandra, V. (2011). Microblogging as a literacy practice for educational communities. *Journal of Adolescent & Adult Literacy, 55*(1), 35-45.

Examines how 166 preservice teachers used "micro-blogging" with the Edmodo platform for a required technology course. Composing a collaborative narrative in a relay writing task, participants posted short (140 character) contributions to the group narrative over several weeks and also completed a reflective blog entry. Finds that microblogging blurs the distinctions between authors and readers, transforms elements of the writing process via increased interactivity, creates a supportive virtual learning community, and promotes self-initiated learning practices. Suggests that microblogging, as one kind of new textual practice found on social networking sites, allows for dynamic and interactive dialogue characteristic of new global communications environments.
#digital/technologytools #writing #blogs/wikis #academictechnologyuse

Nielsen. (2012). *State of the media: Mobile media report Q3 2011.* New York: Nielsen. Retrieved from http://tinyurl.com/8yf8xdr

Surveys 65,000 users of mobile devices in the third quarter of 2011. The number of smartphone subscribers who access mobile Internet grew 45 percent since a previous 2010 survey; 26.3 million of these users viewed mobile video and 62% have downloaded apps, with games being the top download category. Analysis of 13–17-year-olds' monthly cell phone bills found that they consumed an average of 320 MB of data per month, an increase of 256% over 2010. The monthly average of text messages was 3,417—about seven messages an hour. Teens indicated a preference for texting over voice calling because it is faster (22%), easier (21%), and more fun (18%). #digital/technologytools #instantmessage #games #video

Ponce, H. R., López, M. J., & Mayer, R. E. (2012). Instructional effectiveness of a computer-supported program for teaching reading comprehension strategies. *Computers & Education, 59*(4), 1170-1183.

Examines the effects of a computer-based comprehension strategies instructional program (e-PELS) designed to help students highlight and outline expository passages in terms of different text structures and to have students paraphrase, self-question, and summarize texts. Analyzes the use of the e-PELS program versus traditional reading instruction with 1,041 fourth-grade elementary students in 21 schools in Chile. Students using the program had significantly higher reading comprehension gain scores than did students receiving the traditional instruction, particularly for lower-achieving students. Suggests the value of use of computer-based reading instruction.
#digital/technologytools #reading #digitalreading #onlineeducation

Rainie, L., Zickuhr, K., Purcell, K., Madden, M., & Brenner, J. (2012). *The rise of e-reading.* Washington, DC: Pew Internet & American Life Project. Retrieved from http://libraries.pewinternet.org/2012/04/04/the-rise-of-e-reading/

Shares the results of a survey focused on e-reading and people's habits and preferences given to 2,986 Americans ages 16 and older in 2011. Twenty-one percent (one-fifth) of American adults report they have read an e-book during the past year. In addition, while e-book reading is gaining popularity, print books are still the dominant form of text. Print books are preferred for reading to children and e-books are preferred for their portability. E-book readers tend to be avid readers in all formats (88% of those who have read e-books during the past year also read print books). #digital/technologytools #reading #digitalreading #laptops/mobiledevices

Reich, J., Murnane, R., & Willett, J. (2012). The state of wiki usage in U.S. K–12 schools: Leveraging web 2.0 data warehouses to assess quality and equity in online learning environments. *Educational Researcher, 41*(1), 7-15.

Analyzes a representative sample drawn from a population of nearly 180,000 classroom wikis in terms of use of expert thinking, complex communication, and new media literacy. Finds four types of wiki usage: trial wikis and teacher resource-sharing sites (40%), teacher content-delivery sites (34%), individual student assignments and portfolios (25%), and collaborative student presentations and workspaces (1%). Wikis created in schools serving low-income students have fewer opportunities for 21st-century skill development and shorter lifetimes than wikis from schools serving affluent students.
#digital/technologytools #writing #blogs/wikis #digitalreading

Ruday, S. (2011). Expanding the possibilities of discussion: A strategic approach to using online discussion boards in the middle and high school English classroom. *Contemporary Issues in Technology & Teacher Education, 11*(4), 350-361.

Reviews the benefits and drawbacks of using online discussion boards in secondary English classrooms. Benefits include the use of discussion boards to promote thoughtful responses,

establish authentic audiences, utilize Web 2.0 technologies, and implement formative assessments. Cautions to attend to include the potential for miscommunication, variability in access, and a high time investment. Calls for more research on adolescents' uses of online discussion boards, including analysis of discussion quality, comparison between face-to-face and online discussions, and evaluation of classrooms implementing best practices with online discussion boards. #digital/technologytools #medialiteracy/use #academictechnologyuse #blogs/wikis

Shapley, K., Sheehan, D., Maloney, C., & Caranikas-Walker, F. (2011). Effects of technology immersion on middle school students' learning opportunities and achievement. *Journal of Educational Research, 104*(5), 299-315.

Investigates the effects of a 1-to-1 laptop program on students' academic achievement by comparing 21 middle schools assigned to this treatment with 21 middle schools that served as controls. Measures include a technology proficiency and activity survey, records of attendance and disciplinary actions, and state standardized reading and mathematic assessment scores. Hierarchical linear modeling revealed that 1) individual laptops and digital resources allowed middle school students to develop greater technical proficiency and reduced their disciplinary problems in classes, but they attended school somewhat less regularly; 2) the infusion of technology resources changed the nature of classroom activities; and 3) the effect of technology immersion on students' reading or mathematics achievement was not statistically significant, but the direction of predicted effects was consistently positive and was replicated across student cohorts. #digital/technologytools #reading #laptops/mobiledevices #academictechnologyuse

Smith, A., & Brenner, J. (2012). *Twitter use 2012*. Washington, DC: Pew Internet and American Life Project. Retrieved from http://pewinternet.org/Reports/2012/Twitter-Use-2012.aspx

Examines adults' uses of Twitter from 2010 to February 2012. Finds that by February 2012, 15% of online adults use Twitter with 8% using it daily, double the use from May 2011, possibly due to the increased use of smartphones. Twenty-six percent of Internet users ages 18–29 use Twitter, double the rate of users 30–49. Twitter use by 18–24-year-olds increased by 18% between May 2011 and February 2012.
#digital/technologytools #socialnetworking #referencing/citations/informationliteracy

Sormunen, E., & Lehtio, L. (2011). Authoring Wikipedia articles as an information literacy assignment: Copy-pasting or expressing new understanding in one's own words? *Information Research: An International Electronic Journal, 16*(4). Retrieved from http://informationr.net/ir/16-4/paper503.html

Analyzes students' uses of different online versus print sources and citation practices in authoring Wikipedia articles. Examines 17–18-year-old students' creations of Wikipedia entries in a geography and biology course. Conducts content analysis of the extent to which students plagiarized materials based on five categories, ranging from "copy-paste" to "synthesizing across sources." Finds that students relied almost solely on online source material. The content analysis indicated that about one-third of the entry material consisted of copy-paste verbatim or slightly edited sentences. About 30% of the sources employed were not cited.
#digital/technologytools #writing #academictechnologyuse #referencing/citations/informationliteracy

Speak Up 2011. (2012). *Mapping a personalized learning journey: K–12 students and parents connect the dots with digital learning*. Irvine, CA: Project Tomorrow. Retrieved from http://tinyurl.com/cq7lrvq

Surveys students and parents about uses of digital tools for learning. Finds that students are adopting tools to support their learning. Ten percent of high school students have posted a tweet about an academic topic. Forty-six percent of students have used Facebook for collaborating with peers to complete assignments. Sixty-four percent of parents indicate that they

would purchase a mobile device for their child's academic use at school. In math and science classes in which technology is being used, students are more likely to express an interest in a STEM career than in math/science classes without technology use. Students also may not find adequate learning opportunities in school so that 12% of high school students have taken an online class on their own.
#digital/technologytools #academictechnologyuse #onlineeducation #socialnetworking

Speak Up 2011. (2012). *Speak Up 2011 national findings K–12 educators: Personalizing the classroom experience: Teachers, librarians, and administrators connect the dots with digital learning.* Irvine, CA: Project Tomorrow. Retrieved from http://tinyurl.com/ckc6vbz

Surveys administrators, teachers, and librarians regarding their technology uses related to education. Compared to survey data regarding the public's technology use, finds that educators are more likely than the general public to use technology tools such as smartphones and tablet computers; 55% of administrators employ tablets compared to 10% of the public. Fifty-two percent of teachers and principals and 65% of district administrators have taken an online class for training purposes compared to 21% of teachers in 2007. Forty percent of teachers and 50% of principals use online professional learning communities. Seventy-four percent of administrators posit that digital tools increases student engagement; 50% indicate that it helps to personalize instruction; and 27% are considering adopting a BYOD (bring-your-own-device) policy.
#digital/technologytools #academictechnologyuse #onlineeducation #socialnetworking

Steinkuehler, C., Alagoz, E., King, E., & Martin, C. (2012). A cross case analysis of two out-of-school programs based on virtual worlds. *International Journal of Gaming and Computer-Mediated Simulations, 4*(1), 25-54.

Examines student learning in two out-of-school virtual programs, one based on the Teen Second Life and one based on the Games, Learning & Society Program's "Casual Learning Lab" using World of Warcraft. Employs ethnographic analysis of in-game and face-to-face contexts, coding the data based on eleven a priori themes related to the goals of each program. Finds differences between the two programs in terms of how the virtual world designs resulted in students' different use of argumentation, problem-solving, information literacy, and workplace skills.
#digital/technologytools #games #socialnetworking #academictechnologyuse

USC Dornsife/Los Angeles Times Poll. (2012). *86 percent of e-reader owners still read books in print.* Los Angeles: University of Southern California Dornsife College of Letters, Arts, and Sciences. Retrieved from http://tinyurl.com/d89weom

Surveys a sample of California readers regarding their reading of e-books. Finds that of the 21% of Californians who own e-readers, 86% still read print books, including 54% who still read print books most of the time. Only 10% have stopped reading print books. Twenty-two percent of those surveyed read more than ten hours a week. There was also little support for the assumption that young adults no longer read; 65% of respondents ages 18 to 29 read for pleasure three or more hours a week, and an equivalent amount was reported for respondents ages 50 to 64.
#digital/technologytools #reading #laptops/mobiledevices #digitalreading

Wake, D. G., & Modla, V. B. (2012). Using wikis with teacher candidates: Promoting collaborative practice and contextual analysis. *Journal of Research on Technology in Education, 44*(3), 243-265.

Examines the collaboration between two groups of teacher candidates from separate institutions that implemented digital stories with K–4 elementary students and contributed to joint wikis to examine their processes and products. The study investigated the ways in which teacher candidates used the wikis to discuss their learners' needs, the contexts of their teaching practices, and the pedagogical strategies necessary to support students' literacy development. Using grounded theory, the researchers examined the wiki postings and final evaluations of the degree to which the wiki promoted candidates' understanding of their experiences. Results show that

the use of wikis effectively promoted collaboration, critical thinking, understanding of learners' development and diversity, and understanding of literacy-based pedagogical strategies. Results also illustrate that teacher candidates need support in considering contexts of instructional practice, including community, school, and classroom factors.
#digital/technologytools #professionaldevelopment/teachereducation #blogs/wikis #academictechnologyuse

Wecker, C. (2012). Slide presentations as speech suppressors: When and why learners miss oral information. *Computers & Education, 59*(2), 260-273.

Examines the degree to which oral information is retained when presented with slides versus information presented orally without slides, as well as conditions contributing to use of slides that limit information retention and slides associated with cognitive overload. Analyzes 209 university students' processing of information with an oral presentation accompanied either with no slides or with regular or concise PowerPoint slides. Finds that the use of regular versus concise slides negatively influenced retention of oral information, a "speech suppression effect" explained not by cognitive overload but rather by dysfunctional allocation of attention avoided by the use of concise slides.
#digital/technologytools #reading #digitalreading #academictechnologyuse

Wilson, A. A., Chavez, K., & Anders, P. L. (2012). "From the Koran and Family Guy": Expressions of identity in English learners' digital podcasts. *Journal of Adolescent & Adult Literacy, 55*(5), 374-384.

Examines six student podcasts made by eighth-graders in a reading/writing class for English learners created over a five-month unit on student identity. Analyzes the podcasts in relation to other student assignments in the unit and student interviews. Finds that podcasts promoted language development and enabled students to use varied cultural and communicative resources to express hybrid identities. Argues that podcasts enabled young people to express multiple identities in distinctive ways, providing expanded opportunities to represent important aspects of self and to do so in pleasurable ways. Suggests that including multilingual and multimodal assignments can provide students with a sense of communicative competence while promoting English language development.
#digital/technologytools #secondlanguageliteracy #multiliteracies #academictechnologyuse

Xu, Y., Park, H., & Baek, Y. (2011). A new approach toward digital storytelling: An activity focused on writing self-efficacy in a virtual learning environment. *Journal of Educational Technology & Society, 14*(4), 181-191.

Analyzes the effects of engaging in digital storytelling in a virtual environment on writing self-efficacy and flow. Looks at how 64 undergraduates in South Korea created digital stories. One class of 32 created digital stories for one section of a media course and the other class section of the same course created digital stories in Second Life. The two groups' independent sample t-tests were employed to compare writing self-efficacy and flow. Finds that digital storytelling in a virtual learning environment is more effective than digital storytelling off-line. Suggests that learning in virtual worlds offers open-ended environments that promote different kinds of interaction and imagination conducive to writing.
#digital/technologytools #writing #literaryresponse/literature/narrative #academictechnologyuse

Yang, Y. T. C. (2012). Digital storytelling for enhancing student academic achievement, critical thinking, and learning motivation: A year-long experimental study. *Computers & Education, 59*(2), 339-352.

Examines the effects of 10th graders' use of digital storytelling over a one-year period on their academic achievement, critical thinking, and learning motivation in an English as a foreign language class versus a control group class employing lecture-style methods. Finds that students

engaged in the digital storytelling activity performed significantly better than students in the lecture-type class on English achievement, critical thinking, and motivation. Interview data indicates that the digital storytelling enhanced students' content understanding and critical thinking. #digital/technologytools #writing #literaryresponse/literature/narrative #academictechnologyuse

Zickuhr, K., Rainie, L., Purcell, K., Madden, M., & Brenner, J. (2012). *Libraries, patrons, and e-books.* Washington, DC: Pew Research Center. Retrieved from http://libraries.pewinternet.org/2012/06/22/libraries-patrons-and-e-books/

Surveys 3,000 respondents in Fall 2011 regarding their library e-book borrowing practices. Finds that 12% of e-book readers borrowed an e-book from the library in the past year. However, many were deterred from using their library's e-book borrowing service: 62% did not know whether or not e-books were available from their local library even though more than 75% of libraries lend e-books. Thirty-two percent indicated that the e-book selection at their library was "good," while 23% indicated that it was "fair." Fifty-six percent indicated that the e-book they were seeking was not available at their library. Given that 20% did not own an e-reader device and were therefore not borrowing e-books, 46% indicated that they would be "very" or "somewhat" likely to borrow an e-reading device loaded with a book they wanted to read. Fifty-five percent of e-book readers who also had library cards preferred to buy their e-books while 36% said they preferred to borrow them from friends or libraries. Seventy-one percent of e-book borrowers say they get book recommendations from online bookstores and websites while 42% say they get recommendations from librarians. Suggests that the increased use of e-books is a positive development for libraries and that libraries need to redefine their future functions. #digital/technologytools #reading #digitalreading #laptops/mobiledevices

Other Related Research

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Discourse/Cultural Analysis

Tags: #discourse/culturalanalysis #race #class #gender #schooling #curriculum #identity #policy #culturaldifference #pedagogy #politics #sociolinguistics #ethnography

Atkinson, B. M. (2012). Target practice: Reader response theory and teachers' interpretations of students' SAT 10 scores in data-based professional development. *Journal of Teacher Education, 63*(3), 201-213.

Analyzes teachers' responses to their students' SAT 10 test scores by drawing on reader-response theories to frame those responses as interpretations of the scores as a text. Finds that their interpretations were shaped by unexamined assumptions and political interests that were themselves shaped by discourses of accountability constituting "official," "objective" framing analysis of the results operating in their schools. Suggests that these discourses shape how teachers construct the meaning of their students' scores.
#discourse/culturalanalysis #literaryresponse/literature/narrative #schooling #policy

Bedard, C., Horn, L. V., & Garcia, V. M. (2011). The impact of culture on literacy. *Educational Forum, 75*(3), 244-258.

Explores how preservice teachers perceive the role of their personal culture in shaping what they read and write. Data consist of open-ended surveys and analysis reveals three major categories of themes: family influence, self-exploration through literacy, and the cultural politics of literacy. Finds evidence that, through talk, individuals discover their own thinking. Concludes that creating an environment that encourages conversation, and sharing of students' literacy history, makes it possible for teachers to reframe their daily instruction based on student voice.
#discourse/culturalanalysis #pedagogy #identity #schooling

Brown, K. D., & Brown, A. L. (2012). Useful and dangerous discourse: Deconstructing racialized knowledge about African-American students. *Educational Foundations, 26*(1), 11-25.

Evaluates the impact of oppositional culture and cultural difference discourses on the education of African American students. Examines the double conceptual meanings of oppositional culture theory and cultural difference theory. Explores myths held by teachers about African American students. Discusses potential of counter-discourses in homogenizing African Americans in a social discourse of specific intervention.
#discourse/culturalanalysis #culturaldifference #race #identity

Chisholm, J. S., & Godley, A. J. (2011). Learning about language through inquiry-based discussion: Three bidialectal high school students talk about dialect variation, identity, and power. *Journal of Literacy Research, 43*(4), 430-468.

Describes how three bidialectical African American high school students learned about language variation, identity, and power through their participation in a small-group, inquiry-based discussion. Utilizes a design-based approach to analyze transcribed audio recordings and field notes from in-class discussions and individual interviews with participants throughout an academic year in a public high school. Finds evidence that inquiry-based discussions can engage students in authentic and powerful disciplinary learning when discussions are driven by students and careful attention is paid to the wording of questions.
#discourse/culturalanalysis #race #sociolinguistics #identity

Hunter, J. (2012). Language and literacy on the ground: Disconnects between government policy and employer perspectives. *Discourse: Studies in the Cultural Politics of Education, 33*(2), 299-311

Examines New Zealand employers' perceptions of immigrant workers through interviews with employers. Finds that employers were accepting of immigrant workers' linguistic diversity and judged them in complex ways given the need for building relationships and engaging in communication in the workplace. However, employers also voiced negative judgments of workers by drawing on deficit policy discourses and popular images of migrants as Others.
#discourse/culturalanalysis #literacy #policy #politics

Jones, S. (2012). Making sense of injustices in a classed world: Working-poor girls' discursive practices and critical literacies. *Pedagogies: An International Journal, 7*(1), 16-32.

Utilizes data from a larger ethnographic study to examine two fourth-grade, White, working-poor girls' narratives about their community through the use of post-structuralist theories of language and critical feminist theory. Argues the important role young people play as social theorists. Concludes that participants fulfill the role of intellectual workers who construct theories for social change.
#discourse/culturalanalysis #class #gender #ethnography

Jones, S. (2012). Critical literacies in the making: Social class and identities in the early reading classroom. *Journal of Early Childhood Literacy*. doi: 10.1177/1468798411430102

Analyzes second-graders' literacy practices within and outside of school related to conflicting discourses between their reading instruction and the use of critical inquiry approaches in their classroom. Finds that the use of early-reading instruction that focuses on making autobiographical connections with texts serves to align them with the practices and ideological stances of texts as opposed to fostering critiques of those practices and stances, particularly for mainstream children's literature that portrays class-privileged lives as the norm. Suggests that marginalized students need to perceive themselves as having the agency to adopt critical stances so that they can challenge the ideological stances in these mainstream children's literature texts.
#discourse/culturalanalysis #reading #literaryresponse/literature/narrative #class

Johnson, J. D. (2012). "A rainforest in front of a bulldozer": The literacy practices of teacher candidates committed to social justice. *English Education, 44*(2), 147-179.

Analyzes two English education teacher candidates' uses of "testimonial literacies" to foster social justice during their student teaching, particularly in terms of operating both within and against deficit models of students in their low-income, troubled high school. Employs critical discourse analysis of pre-and-post student teaching interviews, weekly reflections, lesson plans, class forums, observations, inquiry projects, and program assessments. Finds expressions of pessimism and distrust regarding the school's culture and perceptions of other teachers' negative attitudes as well as tensions between their own and their cooperating teachers' methods. While candidates expressed beliefs in their students' abilities, despite deficit perceptions of those abilities, they also experienced resistance from students to their high expectations. Suggests the need for English education programs to better prepare candidates to recognize that their own and their students' literacies may be different, as opposed to being superior/inferior; to provide candidates with perspectives on a school's culture; and to help candidates identify and acknowledge the emotional aspects of teaching.
#discourse/culturalanalysis #professionaldevelopment/teachereducation #culturaldifference #pedagogy

King, K. A., & Punti, G. (2012). On the margins: Undocumented students' narrated experiences of (il)legality. *Linguistics and Education, 23*(3), 235–249.

Analyzes the narratives of 15 undocumented Latino youth regarding their experiences coping with legal and social challenges. Finds that their identity status is framed primarily in terms of racial discourses. Their experiences serve to constitute their identity development and how they interpret the contradictions they face in their daily lives.
#discourse/culturalanalysis #race #identity #policy

Leaper, C., Farkas, T., & Brown, C. (2012). Adolescent girls' experiences and gender-related beliefs in relation to their motivation in math/science and English. *Journal of Youth & Adolescence, 41*(3), 268-282.

Utilizes the survey responses of 579 adolescent girls to examine the social and personal factors that shape motivation in science, engineering, technology, and math (STEM) versus non-STEM (English) subjects. Finds evidence that girls' motivation was positively associated with mothers' math and science support, peer math and science support, gender-egalitarian beliefs, and exposure to feminism. STEM motivation was negatively associated with peer English support. Concludes that social and personal factors may influence student motivation in specific areas. Highlights possible ways to increase girls' motivation in math and science.
#discourse/culturalanalysis #gender #schooling #identity

Leonardo, Z., & Broderick, A. A. (2011). Smartness as property: A critical exploration of intersections between Whiteness and disability studies. *Teachers College Record, 113*(10), 2206-2232.

Explores "smartness" as an ideological system, particularly the ways in which it intersects with Whiteness as ideology. Argues smartness works as a form of property, with all the advantages that come with membership in the group. Suggests smartness is false and oppressive. Finds that attempts to theoretically rearticulate or rehabilitate smartness ultimately fail to dissolve the normative center of schooling.
#discourse/culturalanalysis #schooling #curriculum #politics

Liasidou, A. (2011). Unequal power relations and inclusive education policy making: A discursive analytic approach. *Educational Policy, 25*(6), 887-907.

Provides alternative, liberating theorizations of special education. Aims to use critical discourse analysis (CDA) to expose the ways in which children with presumed special educational needs are disempowered by the policy framework of a particular sociopolitical context. Exposes and

critically examines the ways that power manifests itself through language. Identifies and demystifies the interplay of unequal power relationships that give rise to and perpetuate discursive fabrications of "normality" and "special educational needs."
#discourse/culturalanalysis #schooling #politics #sociolinguistics

Lico, S., & Luttrell, W. (2011). An important part of me: A dialogue about difference. *Harvard Educational Review, 81*(4), 667-686.

Illustrates an experiment in writing about and across differences. Seeks to open up dialogue between adults and young people in childhood and youth studies research. Draws from research of the second author on the roles that gender, race, and immigrant status play in how young people represent themselves and their social worlds. Discusses understandings of the first author's immigration experiences and how her identity has changed from age ten to fifteen as she has navigated her bicultural and bilingual worlds.
#discourse/culturalanalysis #race #class #gender

Lopez, G. E., & Nastasi, A. W. (2012). Writing the divide: High school students crossing urban-suburban contexts. *Equity & Excellence in Education, 45*(1), 138-158.

Analyzes students' written survey perceptions of participation in a university-high school collaboration—an Intergroup Dialogue Program between a Northeastern university and two local high schools—one with a population of largely students of color and one with a largely White population. Finds that students expressed an increasing awareness of inequalities between and across the different schools and the university as well as their own sense of agency and engagement through their participation in the collaboration.
#discourse/culturalanalysis #writing #class #race

Marshall, S., Hayashi, H., & Yeung, P. (2012). Negotiating the *multi* in multilingualism and multiliteracies: Undergraduate students in Vancouver, Canada. *Canadian Modern Language Review, 68*(1), 28-53.

Examines the language and literacy practices of a group of eight multilingual undergraduate students in higher education. Employs qualitative analysis of formal and informal writing samples as well as individual interviews focusing on participants' multilingualism and multiliteracies in order to illustrate the wide range of mono- and multilingual literacies, both formal and informal, that participants perform. Finds evidence of participants selectively using their multilingual and multiliterate competencies based on the formality or high-stakes nature of the context. Contends that, in contrast to the widespread beliefs that approach multilingual learners from a deficit perspective, participants' ability to navigate within their multilingualism provides evidence that they are highly reflexive, knowledgeable, and skilled multilingual learners.
#discourse/culturalanalysis #sociolinguistics #identity #culturaldifference

Mosley, M., & Rogers, R. (2011). Inhabiting the "tragic gap": Preservice teachers practicing racial literacy. *Teaching Education, 22*(3), 303-324.

Explores what three White preservice teachers talk about and what discursive tools they use when they are engaged in book club discussions of children's literature that provides an open space, and enables them, to talk about race, racism, and anti-racism. Discourse analysis of book club discussions indicates that racial literacy involves both what is spoken and unspoken. Additionally, analysis reveals that participants held two main questions: 1) What constitutes racism? and, 2) What makes a person a White ally? Finds that the teachers addressed the topics of what constitutes racism and adoption of a White ally identify, but without firm resolution in the form and function of their talk. Points to the importance of focusing on how teachers adopt stances on issues of race in the space of indeterminacy leading to adopting new stances and identity discourses.
#discourse/culturalanalysis #professionaldevelopment/teachereducatoin #race #identity

Pang, V. O., Han, P. P., & Pang, J. M. (2011). Asian American and Pacific Islander students: Equity and the achievement gap. *Educational Researcher, 40*(8), 378-389.

Analyzes 1 million Asian American and Pacific Islander (AAPI) and White seventh graders' reading test scores from the statewide California testing program between 2003 and 2008. Finds significant achievement gaps between White Americans and AAPI students in reading, data that indicate a wide diversity of performance within the AAPI group and that challenge the Asian model minority myth.
#discourse/culturalanalysis #reading #race #identity

Reddick, R. J., Welton, A. D., Alsandor, D. J., Denyszyn, J. L., & Platt, C. S. (2011). Stories of success: High minority, high poverty public school graduate narratives on accessing higher education. *Journal of Advanced Academics, 22*(4), 594-618.

Studies how the learning environment of an urban high minority, high poverty (HMHP) high school affects the attitude and motivation of students of color and examines how this population utilized different forms of capital in order to achieve their post-secondary goals. Utilizing qualitative analysis techniques, findings reveal the following as key contributors to student support: teachers, counselors, community members, and peers. Students also encountered resistance from members of these groups. Contends that the focus of this study is increasingly important given residential segregation and the increasing majority-minority state of states and schools across the country. Offers recommendations to researchers, educators, and parents working to ensure that students in HMHP high schools access college.
#discourse/culturalanalysis #race #class #motivation/engagement

Rogers, R. (2011). The sounds of silence in educational tracking: A longitudinal, ethnographic case study. *Critical Discourse Studies, 8*(4), 239-252.

Employs longitudinal, ethnographic methods to conduct a case study analysis over a ten-year period of an African-American young woman labeled a special education student who is attempting to obtain a high school diploma. Also employs critical discourse analysis to analyze neoliberal education policies that reinforce educational and social inequalities related to special education tracking in elementary, middle, and high school. Finds that official records and narratives associated with educational tracking are shaped by "textual silences" that work against special education students' learning and development.
#discourse/culturalanalysis #race #policy #schooling

Rogers, R., & Elias, M. (2012). Storied selves: A critical discourse analysis of young children's literate identifications. *Journal of Early Literacy Research, 12*(3), 259-292.

Analyzes first and second graders' perceptions of their literacy practices across both home and school and the identities they enact through use of these literacy practices. Interviews students in a literacy clinic located in an urban school regarding their uses of literacy practices in their home and school. Conducts a critical discourse analysis of students' social languages, cultural models, discourses, relationships, and situated identities. Finds that they employ a mix of discourses to construct their identities through their literacy practices. Despite their need for support in reading, students have a positive concept of their reading ability and their identities as readers. They also perceive conflicts between their literary practices and identities between their home and school worlds, suggesting the need for educators and researchers to address the alignments between home and school literacy practices.
#discourse/culturalanalysis #literacy #race #policy

Sepúlveda, E. (2011). Toward a pedagogy of acompañamiento: Mexican migrant youth writing from the underside of modernity. *Harvard Educational Review, 81*(3), 550-573.

Analyzes the autobiographical and poetry writing of largely undocumented Mexican students in a California high school from anthropological, cultural studies, and critical literacy frameworks

to demonstrate the value of a pedagogy of acompañamiento. Demonstrates how this pedagogy that focuses on critical analysis of status quo institutions related to issues of borderland negotiations results in enhancing the quality of student writing and student agency.
#discourse/culturalanalysis #writing #pedagogy #race

Smagorinsky, P., Anglin, J. L., & O'Donnell-Allen, C. (2012). Identity, meaning, and engagement with school: A Native American student's composition of a life map in a senior English class. *Journal of American Indian Education, 51*(1), 22-44.

Analyzes a Native American high school senior's life map completed in his English class. Identifies topics and themes in the map as well as think-aloud data. Finds that the life map served to evoke his specific, elaborated memories of past events as well as the cultural forces operating in his Native American context. Suggests the value of employing visual, nonverbal tasks to foster student reflections.
#discourse/culturalanalysis #race #identity #pedagogy

Stevens, E. Y., & Brown, R. (2011). Lessons learned from the Holocaust: Blogging to teach critical multicultural literacy. *Journal of Research on Technology in Education, 44*(1), 31-51.

Utilizes the grounded theory approach to draw on case study data examining the integration of a blog as a tool to promote technology use in a graduate course. Data sources include interviews, blog postings, and surveys. Argues that the use of blogging in university coursework has the potential to deepen and strengthen preservice teachers' understandings of the various ways technology can be used to promote critical multicultural literacy instruction. Recommends that teacher preparation programs provide teacher candidates with manifold opportunities to practice using technological tools, such as blogging, in coursework that also focuses on multicultural literacy instruction.
#discourse/culturalanalysis #writing #curriculum #pedagogy

Stewart, T. T. (2012). Extending the conversation: English teachers, administrators, and dialogue: Transcending the asymmetry of power in the discourse of educational policy. *English Education, 44*(4), 375-393.

Analyzes six English teachers' perceptions of the dialogue employed by principals and superintendents to communicate policy mandates in their schools. Conducts a critical discourse analysis of the uses of administrators' monologic, authoritative discourse. Finds that their uses of this discourse limit and silence teachers' ability to engage in dialogue with policy/testing mandates or documents or to deviate from prescribed, mandated instructional methods defined by these mandates or documents, contrary to the need to tailor instruction to meet students' needs. Teachers also voiced pessimism regarding contentious relationships between themselves and administrators. Suggests that administrators need to employ less adversarial leadership styles and that teachers need to assume a stronger role in creating and implementing policies.
#discourse/culturalanalysis #policy #curriculum #schooling

Thomas, S. (2011). Teachers and public engagement: An argument for rethinking teacher professionalism to challenge deficit discourses in the public sphere. *Discourse: Studies in the Cultural Politics of Education, 32*(3), 371-382.

Conducts a critical discourse analysis of how teachers in Australia are constructed in the media and policy statements. Finds that teachers are constructed on a television sitcom through deficit, "commonsense" discourses for the public in ways that influence government policies on teacher evaluations. Suggests the need for teachers to challenge these deficit discourses through active engagement in public debates on education.
#discourse/culturalanalysis #medialiterary #policy #politics

Vagle, M. & Jones, S. (2012). The precarious nature of social class-sensitivity in literacy: A social, autobiographic, and pedagogical project. *Curriculum Inquiry, 42*(3), 318–339.

Examines the influence of social class differences on literacy learning through author and student narrative, phenomenological self-reflections about their own teacher education instruction and students. Posits that sensitivity to class differences involves both social as well as autographical and pedagogical work; that middle-class normality serves as an unacknowledged norm shaping the classroom; that poor, working-class children are positioned in deficit, subordinate ways in the classroom. Cites examples of students' recognizing how they began to interrogate their own class-based assumptions or frames shaping their perceptions of social hierarchies of everyday events, as well as instances of disrupting those hierarchies or reframing one's perceptions. Suggests the need for teachers to appreciate the precarious realities working-class students bring to the classroom and to avoid labeling these students or their families as the problem. #discourse/culturalanalysis #professionaldevelopment/teachereducation #class #identity

Wickstrom, C., Araujo, J., & Patterson, L. (2012). Teachers prepare students for career and college: "I see you," therefore I can teach you. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles & C. C. Bates (Eds.), *60th yearbook of the Literacy Research Association* (pp. 113-125). Oak Creek, WI: Literacy Research Association.

Observes and analyzes two high school English teachers' implementation of a "culturally-mediated writing instruction" approach in working with ELL students in two Texas high schools, an approach that emphasizes the importance of empathetic, responsive relationships with students, connections between texts and experiences, authentic tasks, a critical inquiry stance, and supportive feedback. Attributes the success of their students' literacy development to factors such as the teachers' passion for academic achievement, fostering of student agency, risk-taking, recognition of the need to operate in the students' ZPD, use of students experiences outside of school, and design of authentic learning tasks. #discourse/culturalanalysis #secondlanguageliteracy #writing #pedagogy

Young, E. Y. (2011). The four personae of racism: Educators' (mis)understanding of individual vs. systemic racism. *Urban Education, 46*(6), 1433-1460.

Uses critical race theory (CRT) to engage educators in critical discourse regarding the persistence of racism in urban schooling. Draws on action research and critical case study of a group of educators learning about race consciousness through antiracist training. Reveals conflicting views of racism as an individual pathology versus a systemic problem. Explicates four personae of racism: the conscious perpetrators, the unconscious perpetrators, the deceived perpetrators/activists, and the enlightened perpetrators/activists. Finds participants were largely deceived by social activism and could not recognize their perpetuation of racism through practice. #discourse/culturalanalysis #race #politics #sociolinguistics

Other Related Research

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Ernst-Slavit, G., & Mason, M. (2011). "Words that hold us up:" Teacher talk and academic language in five upper elementary classrooms. *Linguistics and Education, 22*, 430-440.

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Literacy

Tags: #literacy #development #identity #linguistic #literacyassessment #familyliteracy #adultliteracy #communityliteracy #spelling #contentliteracy #bilingual

Auerbach, S., & Collier, S. (2012). Bringing high stakes from the classroom to the parent center: Lessons from an intervention program for immigrant families. *Teachers College Record, 114*(3), 1-40.

Part of a larger investigation, this study explores how educators and immigrant parents understand and make meaning of a parent education program with high stakes accountability pressures. Using qualitative methods and a multiple case study approach, examines various aspects

of the program including processes; interactions; program design and related interpretation by participants; implementation; and perceived outcomes for both families and educators. Data sources collected from four low-performing Los Angeles elementary schools with a high percentage of low-income, Latino, English learner populations include staff interviews, bilingual parent focus groups, extensive workshop observations, questionnaires, and document review. Suggests that, although well-intended, the rigid program with its narrow scope and limited consideration for the needs of the parents did not influence student achievement; however, it did strengthen family-school relationships. Concludes that finding common ground and building relationships with marginalized families is essential, though often overlooked in an era of high-stakes testing. #literacy #familyliteracy #literacy assessment #communityliteracy

Bean, R., & Lillenstein, J. (2012). Response to intervention and the changing roles of schoolwide personnel. *The Reading Teacher, 65*(7), 491–501.

Examines adoption of a Response to Instruction and Intervention framework in five schools to determine how the framework shaped changes in teachers' role-expectations and functions, perceptions about their changed roles, and needed instructional methods to enhance literacy instruction. Finds that changes in role-expectations were an essential component, particularly in terms of shared leadership throughout a school. Identifies important instructional methods for improving literacy as enhanced understanding of literacy assessment, differentiation, use of data for decision-making, collaboration and reflective dialogue, and commitment to life-long learning. #literacy #professionaldevelopment/teachereducation #identity #literacyassessment

Cervetti, G. N., Barber, J., Dorph, R., Pearson, P. D., & Goldschmidt, P. G. (2012). The impact of an integrated approach to science and literacy in elementary school classrooms. *Journal of Research in Science Teaching, 49*(5), 631-658.

Evaluates the efficacy of a curriculum-based approach to science-literacy integration that engages students in reading text, writing notes and reports, conducting firsthand investigations, and discussing key concepts and processes. Uses HLM to assess its impact on learning in comparison with a "business-as-usual" approach in 94 fourth grade classrooms. Results show promising, occasionally robust, trends in science and literacy outcomes. Suggests that integrated approaches not only benefit student science learning outcomes but also support literacy development. #literacy #contentarealiteracy #vocabulary #writing

Cohen, D. J., White, S., & Cohen, S. B. (2012). Mind the gap: The Black-White literacy gap in the National Assessment of Adult Literacy and its implications. *Journal of Literacy Research, 44*(2), 123-148.

Analyzes the Black-White literacy gap from the 1992 National Assessment of Literacy Survey and the 2003 National Assessment of Adult Literacy. Finds that the adult Black-White literacy gap decreased between 1992 and 2003, and there is little evidence of a reduction in Black-White literacy gaps within educational attainment levels. Between 1992 and 2003, more Blacks achieved higher levels of schooling; both Blacks and Whites benefit economically from gains in schooling. Suggests that Blacks' achievement of higher levels of educational attainment resulted in a decrease of the overall Black-White literacy gap, although it remained sizable in 2003. #literacy #discourse/culturalanalysis #literacyassessment #development

D'warte, J. (2012). Talking about texts: Middle school students' engagement in metalinguistic talk. *Linguistics & Education, 23*(1), 123-134.

Looking through a sociocultural lens, analyzes teacher- and researcher-mediated talk that engages students in exploring their linguistic skills through an examination of voice and register in multiple settings. Applies ethnographic and discourse analysis methods to interview and observational data from two middle school classrooms using a curriculum designed to leverage students' language brokering skills and facilitate discussion about languages (Orellana, 2009).

Finds evidence of the facilitation of students' emerging metalinguistic awareness and discursive consciousness.
#literacy #discourse/culturalanalysis #bilingual #linguistic

Goodwin, A., Lipsky, M., & Ahn, S. (2012). Word detectives: Using units of meaning to support literacy. *The Reading Teacher, 65*(7), 461–470.

Examines the effects of the use of four strategies for morphological instruction drawn from 30 different studies. Finds that children receiving morphological instruction performed significantly better on measures of literacy achievement, particularly in phonological and morphological awareness, decoding, spelling, and vocabulary skills. Suggests the value of segmenting and building with morphemes, teaching affix and root meanings, using morphemes to improve spelling, segmenting and combining compound words, and identifying cognates to support ELLs to enhance morphological knowledge.
#literacy #reading #spelling #linguistic

Grieshaber, S., Shield, P., Luke, A., & Macdonald, S. (2012). Family literacy practices and home literacy resources: An Australian pilot study. *Journal of Early Childhood Literacy*, *12*(2), 113-138.

Examines the effects of differences in social class, cultural background and experience on first-year Australian children's literacy achievement, particularly given deficit models associated with social class employed to explain low-income students' low literacy achievement based on conventional and/or standardized measures. Employing more nonconventional measures, finds that income is not necessarily related directly to home literacy resources or uses of those resources; analysis of the level of print resources in the home may not be a valid indicator of the level of use of those print resources. Suggests the need for more nuanced, complex measures of family literacy resources related to family literacy practices.
#literacy #discourse/culturalanalysis #literacyassessment #familyliteracy

Gross, M., & Latham, D. (2012). What's skill got to do with it?: Information literacy skills and self-views of ability among first-year college students. *Journal of the American Society for Information Science & Technology, 63*(3), 574-583.

Replicates an earlier study that found students who score as below proficient in information literacy (IL) have a miscalibrated self-view of their ability. Participants included approximately 600 first-year community college students whose formal assessment in informational literacy was compared to self-perception results from surveys conducted pre- and post-assessment. Finds that many students come to college without the necessary skills to recognize when information is needed and have the ability to locate, evaluate, and effectively use the information. Below-proficient students significantly overestimated their performance both before and after taking an objective skills test. Implications for future research include the need for diagnostics to determine whether users are information literate given that they may not be identified from self-evaluation data, and how to best respond to the needs of people who have below-proficient IL skills who are unlikely to self-identify or to believe that they lack this skill set.
#literacy #digital/technologytools #literacyassessment #adultliteracy

Hargreaves, E. (2012). Teachers' classroom feedback: Still trying to get it right. *Pedagogies: An International Journal, 7*(1), 1-15.

Examines 27 9- to 10-year olds' perceptions of their teachers' feedback in their UK primary school classroom, as well as the nature of the feedback provided. Finds that the feedback focuses primarily on acquisition and retrieval of prescribed knowledge. Students perceive the teachers' feedback as requiring them to conform to school-dictated learning, as opposed to considering their own interests or purposes for learning. Suggests that such feedback limits students' social and literacy development. Also cites example of feedback related to students' own inquiry, suggesting the value of feedback based on negotiated learning between teachers and students.

#literacy #literacyassessment #development #identity

Ives, D. (2011). Spotting foolbirds: Literacies hiding in plain sight in an urban English language arts classroom. *Journal of Literacy Research, 43*(3), 250-274.

Conducts a case study in an English language arts classroom exploring students' hidden literacy practices during instruction. Presents results through vignettes highlighting the hidden literacy practices of three focal students who engage in actively hiding literacies. Findings illuminate the "hiding" of literacies through three different means: covering up, lying low, and blending in. Suggests that focusing on moments where students' literacies "hide in plain sight" can highlight the juxtaposition between students' developed literacy practices and the normative literacy practices of schools.
#literacy #identity #development #literacyassessment

Larrotta, C., & Serrano, A. (2012). Adult learners' funds of knowledge: The case of an English class for parents. *Journal of Adolescent & Adult Literacy, 55*(4), 316-325.

Explores how English literacy instruction can be structured in a way that builds off of the funds of knowledge that adult learners possess through the use of personal glossaries and storybooks. Study presents the experiences of four focal participants who are Spanish-speaking adults in an English literacy class for parents. Data sources include fieldnotes, interviews, and student artifacts (such as personal glossaries and storybooks). Finds that extra-curricular experiences are essential for language learning and identifies participants' funds of knowledge to include: personal stories; individual motivations and goals; perseverance and resilience in language learning; extra-curricular activities; and their personal beliefs, attitudes, points of view, and questions about language. Includes recommendations for English literacy instructors.
#literacy #secondlanguageliteracy #familyliteracy #adultliteracy

Loveless, T. (2012). *How well are American students learning?* Washington, DC: Brookings Institute/The Brown Center On Education Policy. Retrieved from http://www.brookings.edu/brown

Examines the relationships between the quality of state standards based on analysis by the Fordham Foundation in 2000 and 2006 and gain scores on NAEP reading and math tests from 2003 and 2009, combined to form a composite gain score adjusted to control for demographic characteristics of students in each state. Finds that the standards rating do not predict gains in the NAEP scores; there is no significant correlation between the state standards and gain scores. Using a measure of the rigor of the states' determination for proficiency and the 2005 and 2009 NAEP scores, finds no correlation for fourth and eighth grade reading. Suggests the adoption of the previous state standards with standards of varied quality/difficulty led to achievement gains. Given the goal of the Common Core State Standards to attain standardization of goals across different states, it may still be the case that the national NAEP scores averages will remain steady while variation is reduced, i.e., high scoring states and or schools in a state may decline while low-scoring states or schools in a state may increase. Analysis of NAEP standard deviations between- versus within-states indicate that most of the variation occurs within and not between states, suggesting that while adoption of the Common Core may reduce between-state variation, it may have little impact on within-state variation given economic inequalities in society.
#literacy #reading #literacyassessment #development

Martinez, G. (2011). Literacy success: Fifty students from areas throughout the United States share their stories. *Journal of Adolescent & Adult Literacy, 55*(3), 221-231.

Builds on prior research that identifies factors of academic success in addition to the IRA position statements and Standards for Reading Professionals. Students from low-socioeconomic areas participated in this multiple-case study that sought to unveil how they succeeded in developing literacy skills and academic success along with their recommendations for future students. Analyzed surveys, interviews, and scholarship essays. Results indicated that there

were six main factors helping the students develop literacy skills and achieve academic success: parents/caregivers, mentors, public and school libraries, Internet, media, and extracurricular literacy-related activities.
#literacy #professionaldevelopment/teachereducation #familyliteracy #motivation/engagement

Santamaría, A., & De La Mata, M. L. (2012). An empirical study into the structure and regulation of instructional interactions in literacy practices. *Literacy Research and Instruction, 51*, 48–67.

Analyzes instructional interactions within dyads of adult literacy learners in which one participant is designated instructor and the other learner. Within the sociocultural perspective, views instruction as semiotically mediated and investigates variations in the role of referential perspective. Results showed differences in some aspects of instructional interactions related to participants' literacy level. For example, higher educational levels of the instructor-participant were related to greater planning in guiding the learner-participant in more nuanced ways. Instructors with a more basic level of literacy knowledge regulated their learner partner more and provided fewer opportunities for the learner to do the task. Concludes that closely examining referential procedures in instruction may help us understand how instructional interactions take place and, in particular, which semiotic mechanisms are involved in these interactions in literacy contexts.
#literacy #adultliteracy #identity #motivation/engagement

Scholastic/Bill & Melinda Gates Foundation. (2012). *Primary sources: 2012—America's teachers on America's schools.* New York: Scholastic and the Bill & Melinda Gates Foundation. Retrieved from http://www.scholastic.com/primarysources/download.asp

Surveys more than 10,000 teachers about their schools and classrooms. Teachers report that more students are struggling in reading; they need more training and feedback to meet the needs of their most struggling readers and to address the new Common Core State Standards. They also report that they want multiple measures and ongoing formative assessment of student achievement; 85% posit that student growth should be a factor in assessing their teaching. At the same time, they do not perceive standardized tests to be a valid measure of 21st-century literacy practices or their teaching ability, given their belief that standardized tests do not accurately reflect their students' growth; only 45% of teachers say their students take such tests seriously or perform to the best of their ability. They note that only 63% believe that their students will leave high school prepared to succeed in college. They also report that more of their students are hungry, homeless, and have behavioral issues. They request more frequent evaluation, in-class observations, and assessment of student work, as well as performance reviews from principals, peers, and even students. Less than 25% believe that they are "very prepared" to teach the Common Core State Standards.
#literacy #reading #writing #familyliteracy

Stephens, D., Morgan, D. N., DeFord, D. E., Donnelly, A., Hamel, E., & Keith, K. J., …, Leigh, S. R. (2011). The impact of literacy coaches on teachers' beliefs and practices. *Journal of Literacy Research, 43*(3), 215-249.

Examines whether site-based, site-chosen literacy coaches could help teachers' beliefs and practices become more consistent with what the field considers to be best practices. Used two surveys and classroom case studies to document teachers' beliefs and practices. Found that they became increasingly consistent with standards-based, best practices. Suggests that large-scale staff development can affect teachers under these conditions.
#literacy #professionaldevelopment/teachereducation #development #mentoring/coaching

Tang, S., Dearing, E., & Weiss, H. B. (2012). Spanish-speaking Mexican-American families' involvement in school-based activities and their children's literacy: The implications of having teachers who speak Spanish and English. *Early Childhood Research Quarterly, 27*(2), 177-187.

Investigates associations between children's literacy development in their preferred language and family involvement in school-based activities during students' first years in elementary school. Examines the experiences of 72 low-income, Spanish-speaking Mexican-American families. Findings highlight that the families of children who displayed early literacy problems between kindergarten and third grade increased their involvement in school-based activities. Increased family involvement early on, particularly for struggling learners, was predictive of better literacy skills at third grade. Suggests that the rate of increase is greater for children who had bilingual teachers than it is for those who did not.
#literacy #familyliteracy #literacydevelopment #identity

Other Related Research

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Galindo, C., & Sheldon, S. B. (2012). School and home connections and children's kindergarten achievement gains: The mediating role of family involvement. *Early Childhood Research Quarterly, 27*(1), 90-103.

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Literary Response/Literature/Narrative

Tags: #literaryresponse/literature/narrative #engagement #instruction #genreknowledge #discussion #interpretation #culturalvalues/models #storydevelopment #aestheticresponse #adolescentliterature #perspectivetaking #developmentaldifferences

Albers, P., Harste, J., & Vasquez, V. (2011). Interrupting certainty and making trouble: Teachers' written and visual responses to picturebooks. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 179-194). Oak Creek, WI: Literacy Research Association.

Analyzes critical inquiry responses of two groups of inservice teachers from two different cities over a one-year period to three picture books in terms of their analyses of meanings of images and storylines, as well as critical analyses of social issues portrayed in these books. One group employed written responses while the other group employed images to capture their responses. Finds that teachers were able to critically analyze similar underlying messages, issues, stereotypes, and discourses despite being in different sites. Teachers in the writing group were more likely to initially identify issues but without elaboration on those issues, but changed in their ability to formulate more critical responses over time. Teachers in the image group were able to employ images to represent a more elaborated critical analysis of issues than teachers in the writing group, suggesting the value of the use of images for adopting critical stances on texts. #literaryresponse/literature/narrative #writing #professionaldevelopment/teachereducation #interpretation

Beach, R., & Yussen, S. (2011). Practices of productive adult book clubs. *Journal of Adolescent & Adult Literacy, 55*(2), 121-131.

Examines responses to literary texts from two well-established adult book clubs over a 2-year period of meetings. Taped monthly discussions and interviewed members to identify factors contributing to productive book club discussions. Results offer implications for student book clubs as well as elective adult clubs: offer choice of books, foster sharing of related knowledge to a particular book, and encourage members to collaboratively develop and build on topics in discussions.
#literaryresponse/literature/narrative #discussion #interpretation #culturalvalues/models #aesthetic response

Blackburn, M. V., & Clark, C. T. (2011). Analyzing talk in a long-term literature discussion group: Ways of operating within LGBT-inclusive and Queer discourses. *Reading Research Quarterly, 46*(3), 222-248.

Examines literature discussions of a group of 32 adolescents and adults in an LGBTQ youth center over a three-year period. Discussions were analyzed to discover if they used liberatory and/or oppressive discourses. Findings suggest that the talk was complex and contextual; none of the discourses could be viewed as completely liberatory or oppressive. The discussions did provide opportunities for participants to interrogate conflicting views, which created spaces for change. #literaryresponse/literature/narrative#culturalvalues/models#discussion#interpretation

Brooks, W., & Browne, S. (2012). Towards a culturally situated reader response theory. *Children's Literature in Education, 43*(1), 74-85.

Describes four cultural positions taken by middle grade students when asked to respond to particular textual features in African American children's novels. Found that a wide range of cultural stances affected the readers' responses and literary interpretations; uses this finding as a basis for suggesting a culturally situated reader response theory.
#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models

Bullen, E., & Nichols, S. (2011). Dual audiences, double pedagogies: Representing family literacy as parental work in picture books. *Children's Literature in Education, 42*(3), 213-225.

Examines picture books that included parents reading to preschool-aged children. Categorizes the books' depictions of parents reading to children in terms of how the depiction portrayed reading as work or as leisure/pleasure. Suggests the depictions may actually subvert the messages intended by authors.
#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models #identity

Certo, J., Apol, L., Wibbens, E., & Hawkins, L. (2012). Living the poet's life: Using an aesthetic approach to poetry to enhance preservice teachers' poetry experiences and dispositions. *English Education, 44*(2), 102-146.

Uses a qualitative research design to examine preservice teachers' perceptions of past experiences with poetry and their dispositions toward poetry reading, writing, and performance. Finds that an "aesthetic approach" improved preservice teachers' experiences with and dispositions toward poetry. Recommends that teacher education include coursework on poetry and pedagogy that approximates practicing poets' engagement with the genre.
#literaryresponse/literature/narrative #professionaldevelopment/teachereducation #aestheticresponse #engagement

Chisholm, J. S. (2011). A profile of three high school students' talk about literature during multimodal instructional activities and whole-class text-based discussions. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 245-262). Oak Creek, WI: Literacy Research Association.

Conducts a discourse analysis of videos/transcripts of 12th grade students' small-group discussions of *Macbeth* as well as their production of multimodal projects reflecting interpretations developed in their small-group and whole-class discussions. Finds that students' co-construction of multimodal projects facilitated their interpretive talk about *Macbeth*. Suggests that multimodal instructional activities are useful for enhancing classroom discussion and deepening interpretations of literature.
#literaryresponse/literature/narrative #medialiteracy/mediause #discussion #interpretation

Crabb, P. B., & Marciano, D. L. (2011). Representations of material culture and gender in award-winning children's books: A 20-year follow-up. *Journal of Research in Childhood Education, 25*(4), 390-398.

Studies 490 illustrations in Caldecott Medal-winning and honors books from 1990-2009 for material culture artifacts and characters that are depicted as using those artifacts. Content analysis concluded that more women used household artifacts from inside the home and male characters used more artifacts from outside the home.
#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models #gender #identity

Gesser-Edelsburg, A. (2012). The Israeli-Palestinian conflict through theatre: A qualitative study of Israeli high school students. *Research in Drama Education, 17*(1), 83-101.

Analyzes Israeli high school students' responses to plays portraying the Israeli-Palestinian conflict. Employs interviews over a two-year period with the playwrights, directors, and actors regarding 36 plays; identifies themes in these plays; and conducts focus group responses of 110 Israeli adolescents to six of these plays viewed in schools. Finds that the plays provided adolescents with new information about difficulties faced by Palestinians and served to broaden their perceptions of the complexities of these difficulties. At the same time, viewing the plays in the school setting did not lead to further open discussion of these difficulties and complexities in their classroom discussions.
#literaryresponse/literature/narrative #culturalvalues/models #perspectivetaking #engagement

Glenn, W. (2012). Developing understandings of race: Preservice teachers' counter-narrative (re)constructions of people of color in young adult literature. *English Education, 44*(4), 326-353.

Analyzes 14 preservice English teachers' responses to two counter-narrative young adult novels, *Mexican WhiteBoy*, which features a biracial adolescent male character, and *After Tupac and D Foster*, which portrays the lives of African-American rap artists. In their methods course, teachers first received instruction on culturally and linguistically responsive teaching following by discussions of these counter-narratives. Analysis of teachers' written reflections indicate that through counter-narratives, the largely white, middle-class teachers experienced different cultural perceptions that served to challenge their own cultural assumptions about people of color, as well as their White privilege and culpability in promoting existing stereotypes.
#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models #perspectivetaking

Jones, S. (2012). Trauma narratives and nomos in teacher education. *Teaching Education, 23*(2), 131-152.

Analyzes "nomos"—unspoken rules and practices operating in teacher education associated with a cognitive approach to learning—as well as essay writing assignments and the use of trauma narratives to disrupt these "nomos." Analyzes teacher education students' responses to literature/memoirs portraying trauma, students' own trauma narratives, and whole group-discussions of taboo subjects. Finds that students responded with their own lived experiences of trauma in ways that were both similar to and different from characters' traumas; students were motivated to investigate the social conditions generating trauma narratives, students employed multimodal responses in ways that reflected complex interpretations, and students generated connections on their own to instructional methods. Suggests the value of challenging traditional English education methods operating in teacher education through uses of trauma narratives and multimodal responses to literature.
#literaryresponse/literature/narrative #discourse/culturalanalysis #professionaldevelopment/teachereducation #culturalvalues/models

Hayn, J. A., Kaplan, J. S., & Nolen, A. (2011). Young adult literature: Research in the 21st century. *Theory Into Practice, 50*(3), 176-181.

Reviews empirical research on young adult literature published between 2000-2010 to determine the extent to which this research examines transactions between teachers and students, students and students, and readers and texts. Finds only 27 empirical research reports; one-third of these reports focused on students' attitudes towards or engagement with young adult literature. Other studies focused on current and preservice teacher attitudes towards using young adult literature. Calls for more empirical research on students' and teachers' attitudes toward or engagement with young adult literature.
#literaryresponse/literature/narrative #aestheticresponse #adolescentliterature #engagement

Kinzer, C. K., Hoffman, D. L., Turkay, S., Gunbas, N., & Chantes, P. (2011). Exploring motivation and comprehension of a narrative in a video game, book, and comic book format. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles & C. C. Bates (Eds.). *60th Yearbook of the Literacy Research Association* (pp. 263-278). Oak Creek, WI: Literacy Research Association.

Compares 67 6th graders' motivation and comprehension of a narrative (the True Memory video game narrative) presented as a video game, book, and comic book. Students were randomly assigned to one of three groups and employed each of these three options; book and comic-book versions of the True Memory game narrative were created. Students ranked the book version as more interesting than did the students in the comic-book or game groups. Students in the book groups also outperformed students in the comic-book or game groups in literal comprehension;

there were no significant differences for inferential comprehension between the three groups. Suggests that the familiarity with print narratives may explain these results, as well as perceptions of games as involving more action than was the case with the narrative game. Students also perceived the game task as more difficult than did students in the other group, a reflection that stories may not readily translate effectively into a game format.

#literaryresponse/literature/narrative #digital/technologytools #engagement #interpretation

Lazar, A. M., & Offenberg, R. M. (2011). Activists, allies, and racists: Helping teachers address racism through picture books. *Journal of Literacy Research, 43*(3), 275-313.

Compares 58 elementary teachers in a graduate reading program who employed picture books reflecting African American heritage with elementary school children in a summer reading practicum. Some teachers participated in a course that addressed issues of racism while other teachers were not enrolled in this course. Analysis of questionnaires, planning forms, lesson evaluation forms, and transcripts of teachers using the books in the summer practicum indicated that all teachers focused on characters' perspectives, feelings, and traits, but did not represent race in these books in terms of institutional racism. However, teachers who took the course on racism focused significantly more on the activism of Black protagonists than did the teachers who did not take the course. Suggests that in using multicultural literature, while having background knowledge of race may result in a greater focus on Black activism, teachers still need more instruction in ways of adopting a critical race perspective associated with portrayals of systemic, institutional racism.

#literaryresponse/literature/narrative #discourse/culturalanalysis #professionaldevelopment/teachereducation #culturalvalues/models

Leland, C., Ociepka, A., & Kuonen, K. (2012). Reading from different interpretive stances: In search of a critical perspective. *Journal of Adolescent & Adult Literacy, 55*(5), 428-437.

Investigates eighth graders reading written and visual texts and their responses from six interpretive stances (metaphorical, philosophical, aesthetic, analytical, intertextual, and critical). The study was then repeated with a second group of eighth-grade participants. Findings suggest that students' use of the stances helped them become more critical readers.

#literaryresponse/literature/narrative #interpretation #instruction #culturalvalues/models

Lepola, J., Lynch, J., Laakkonen, E., Silvén, M., & Niemi, P. (2012). The role of inference making and other language skills in the development of narrative listening comprehension in 4–6-year-old children. *Reading Research Quarterly, 47*(3), 259-282.

Examines different factors shaping 130 Finnish 4-to-6-year olds' narrative listening comprehension as measured over a two-year period related to their inference skills, vocabulary knowledge, sentence memory, and phonological awareness. Finds that inference skills as assessed through picture-book viewing had a significant effect on variation in listening comprehension, as well as on vocabulary knowledge. While vocabulary knowledge and sentence memory were related to listening comprehension, they were not significant predictors of later listening comprehension at age 6.

#literaryresponse/literature/narrative #reading #interpretation #developmentaldifferences

Lewis, E. C. (2011). Friending Atticus Finch: English teachers' perspectives on MySpace as a contemporary framework for literary analysis. *Journal of Adolescent & Adult Literacy, 55*(4), 285-295.

Discusses a case study of two English teachers of 11th grade American Literature who integrated "new" literacies practices into their pedagogy and students' assignments. Data include observations, observation-debriefing comments and reflective memos, lesson plans, email correspondence, and teachers' journal reflections on their pedagogy collected during a five-month period. The case describes a MySpace character-analysis assignment that teachers felt bridged

students' in- and out-of-school literacy practices and thereby enhanced literacy development and engagement in literary analysis.
#literaryresponse/literature/narrative #digital/technologytools #perspectivetaking #discussion

McNair, J.C., & Brooks, W. (2012). Transitional chapter books: Representations of African American girlhood. *The Reading Teacher, 65*(8), 567-577.

Presents a content analysis of transitional chapter books featuring African American females aimed toward determining what African American female protagonists in these books value and care about. Finds that four areas were important to protagonists: solidifying friendships, developing morality, fitting in, and valuing learning. Argues for the benefits of transitional chapter books written by and about African Americans.
#literaryresponse/literature/narrative #discourse/culturalanalysis #race #culturalvalues/models

Miller, S. M. (2011). Transmediating with multimodal literacies: Adolescents' literature learning through DV composing. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 389-406). Oak Creek, WI: Literacy Research Association.

Analyzes urban high school students' interview perceptions of their use of digital video (DV) productions for interpreting literature. The DV productions – for example, a poetry video – led students to interpret texts in a different manner, focusing on how they could use the language for aesthetic purposes for their productions. Creating DV productions also enhanced students' interpretations through having to determine ways to adapt the print text into a video medium, a process of transmediation. Finally, the DV productions served to scaffold a shift in students' critical essay writing from a plot-driven to a theme-driven interpretation. Suggests the value of DV production for enhancing students' literary interpretations.
#literaryresponse/literature/narrative #digital/technologytools #writing #interpretation

Omasta, M. (2011). Adolescents' affective engagement with theatre: Surveying middle school students' attitudes, values, and beliefs. *International Journal of Education & the Arts, 12*(1.6). Retrieved from http://www.ijea.org/v12si1/.

Analyzes the effects of middle-school students viewing a professional theater production for young people. Pre-and-post survey and focus group data indicated that students' attitudes differed significantly before versus after viewing the performance. For example, while most students agreed with the statement, "The type of people you are friends with says a lot about the type of person you are," prior to the performance, only 23% agreed with the statement after the performance, a significant difference. At the same time, students' attitudes changed in the opposite direction or did not change. In focus group responses, students disagreed as to whether they changed their attitudes. Suggests that sympathizing with certain characters' actions and beliefs may have served to homogenize their attitudes.
#literaryresponse/literature/narrative #culturalvalues/models #engagement #perspectivetaking

Pantaleo, S. (2012). Exploring grade 7 students' responses to Shaun Tan's *The Red Tree. Children's Literature in Education, 43*(1), 51-71.

Explores how students responded to the picture book *The Red Tree*, specifically examining transfer of knowledge of literary and art elements from their reading of the picture book to their own creation of multimodal print texts. Using content analysis to study students' written responses to the book finds that students adopted an "aesthetic attitude" toward the picture book, positioning themselves as active readers who closely examined Tan's metaphorical paintings. Offers recommendations for productive teaching of picture books in middle school classrooms.
#literaryresponse/literature/narrative #instruction #aestheticresponse #engagement

Poyas, Y., & Eilam, B. (2012). Construction of common interpretive spaces through intertextual loops—How teachers interpret multimodal learning materials. *Teaching and Teacher Education: An International Journal of Research and Studies, 28*(1), 89-100.

Examines experienced teachers' approaches to juxtaposing literary texts and visual art work found in multimodal textbook materials. Analysis revealed patterns in attitudes toward and behaviors regarding those juxtapositions. Recommends that enhancing teachers' awareness of their thought processes may promote productive instructional integration of visual art and literature. #literaryresponse/literature/narrative #professionaldevelopment/teachereducation #instruction #aesthetic response

Robson, C., Sumara, D., & Luce-Kapler, R. (2011). Performing an archive of resistance: Challenging normative life narratives through literary reading and memoir writing research. *International Journal of Education & the Arts, 12*(1.9), 1-16.

Explores how normative structures organize experiences and representations of identity. Reports on the participation of two groups—one in which members identified as rural and heterosexual and the other as urban and lesbian—in literary reading and response practices using a literary anthropology research methodology. Suggests that fictional identifications influence the development of human consciousness and that close reading can help readers reconsider normative identity narratives through identifications with literary characters that require readers to shift perspectives.
#literaryresponse/literature/narrative #writing #interpretation #perspectivetaking

Rogers, T., & Marshall, E. (2012). On the road: Examining self-representation and discourses of homelessness in young adult texts. *Journal of Adolescent & Adult Literacy, 55*(8), 725-733.

Analyzes social issues discussed in contemporary memoirs intended for a young adult audience, as well as those authored by homeless adolescents. The authors used a "discourse tagging" approach to follow these representations of homelessness across different social locations and contexts. Provides a strategy for educators to help their students interrogate the ways homelessness is represented in texts and how those representations can be challenged.
#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models #interpretation

Shechtman, Z., & Yaman, M. A. (2012). SEL as a component of a literature class to improve relationships, behavior, motivation, and content knowledge. *American Educational Research Journal, 49*(3), 546-567.

Examines the effects of use of an "affective teaching" approach for teaching literature that focuses on social and emotional learning versus conventional teaching methods on students' relationships, behavior, motivation to learn, and content knowledge. In the study, 1,137 fifth and sixth grade Arab students in 36 classes in 12 schools were taught by 36 teacher trainees from an Israeli college using either the "affective teaching" or the conventional method within each school. Teachers in the "affective teaching" condition focused on fostering students' identification of emotions evoked by or connected with their responses to characters' emotions and their peers' responses. Finds that students in the treatment condition demonstrated significant gains in student relationships, behavior, motivation to learn, and content knowledge; relationships and behavior were significantly associated with gains in motivation and content knowledge. Suggests the value of employing an "affective teaching" approach for teaching literature.
#literaryresponse/literature/narrative #instruction #engagement #aestheticresponse

Stewart, M. A. (2012). Juxtaposing immigrant and adolescent girl experiences: Literature for all readers. *English Journal, 101*(5), 17-22.

Conducts a content analysis of the portrayal of immigrant adolescent protagonists in books set in a contemporary time period and written by a female author with personal experience with

immigration. Identifies the themes of "language brokering" in which the protagonist assumes the role of translator for her parents; legal issues, given their illegal status; the feeling of being outsiders in their schools; love relationships; and adolescent coming-of-age identity construction. Suggests the value of these books for all adolescent readers.
#literaryresponse/literature/narrative #discourse/culturalanalysis #adolescentliterature #storydevelopment

Thein, A. H., Guise, M., & Sloan, D. L. (2011). Problematizing literature circles as forums for discussion of multicultural and political texts. *Journal of Adolescent & Adult Literacy, 55*(1), 15-24.

Analyzes the literature circle discussions of the novel *Bastard out of Carolina* by Dorothy Allison. Examines the responses of working class students to the representation of social class and socioeconomic status in the novel. The findings suggest that students might be more likely to respond critically and interrogate texts more effectively if teachers were more involved in the discussion and if the roles of participants were defined differently.
#literaryresponse/literature/narrative #culturalvalues/models #discussion #interpretation

Verden, C. E. (2012). Reading culturally relevant literature aloud to urban youths with behavioral challenges. *Journal of Adolescent & Adult Literacy, 55*(7), 619-628.

Examines the responses of urban middle school students with behavioral and emotional disorders to culturally relevant literature that was read aloud in the classroom. Finds that the students were able to use their discussions and response journals as safe places to interrogate and discuss their own life experiences.
#literaryresponse/literature/narrative #culturalvalues/models #instruction #discussion

Whiteley, S. (2011). Talking about "An Accommodation": The implications of discussion group data for community engagement and pedagogy. *Language & Literature, 20*(3), 236-256.

Examines group discussion data from five groups of readers discussing contemporary British poetry. The homogeneous groups included cognitive poetics researchers, first-year undergraduate English students, and members of local reading groups. Style and content of discussions were examined, pinpointing differences and similarities in interpretive practices and discourses. Although the "researcher" group had a heightened meta-awareness of their interpretive practices, the study finds overlaps in all groups between professional and nonprofessional reading practices rather than distinctions found in previous research. Argues that the similarities in interpretive activities performed by all groups suggest that stylistics and cognitive poetics may be relevant for readers outside of higher education.
#literaryresponse/literature/narrative #literacy #discussion #interpretation

Wilson, M. B., & Short, K. G. (2012). Goodbye, yellow brick road: Challenging the mythology of home in children's literature. *Children's Literature in Education, 43*(2), 129-144.

Examines recent award-winning middle-grade novels from the United States, the United Kingdom and Australia for the concept of "home." Identifies a new plot pattern that differs from the more traditional home/away from home/home pattern of earlier novels. Content analysis finds that this pattern begins with the child being abandoned, rather than leaving the home, and then attempting to construct a home within a postmodern milieu, and finally leading the adults to a new hopeful ending.
#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models #adolescentliterature

Other Related Research

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Allen, M. M., Ukrainetz, T. A., & Carswell, A. L. (2012). The narrative language performance of three types of at-risk first-grade readers. *Language, Speech & Hearing Services in Schools, 43*(2), 205-221.

Allington, D. (2011). "It actually painted a picture of the village and the sea and the bottom of the sea": Reading groups, cultural legitimacy, and description in narrative (with particular reference to John Steinbeck's *The Pearl*). *Language & Literature, 20*(4), 317-332.

Barker, C., Kulyk, J., Knorr, L., & Brenna, B. (2011). Open inclusion or shameful secret: A comparison of characters with Fetal Alcohol Spectrum Disorders (FASD) and characters with Autism Spectrum Disorders (ASD) in a North American sample of books for children and young adults. *International Journal of Special Education, 26*(3), 171-180.

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Media Literacy

Tags: #medialiteracy #games #films #television/video #advertising #music #news/magazines #audiences #mediaeffects #representations #gender #multiliteracies #multitasking

Bowen, L. B. (2012). Beyond repair: Literacy, technology, and a curriculum of aging. *College English, 74*(5), 437-457.

Given popular culture discourses that disassociate senior adults and technology literacies, examines representations of how seniors' use of technology is represented in *AARP: The Magazine* and related social media—Facebook and Twitter. Conducts content analysis of rhetorical references to different subjects related to seniors' life as well as technology. Finds that one-fifth of the magazine and Facebook and one-third of Twitter referred to technology, although without any consistent reference to technology in all aspects of seniors' lives other than health, money management, and pop culture entertainment. Also finds that one-fourth of the ads referred to technology, but largely related to medical or physical support, for example electric wheelchairs or emergency notification systems. Identifies three consistent themes: that the focus on technology for elders in outlets such as *AARP: The Magazine* needs to go beyond simply addressing the physical problems of aging; that elders can be critical users of literacy technologies; that developing technological literacy for seniors requires going beyond only senior eager-adopters. #medialiteracy #discourse/culturalanalysis #representations #news/magazines

Bleakley, A., Jamieson, P. E., & Romer, D. (2012). Trends of sexual and violent content by gender in top-grossing U.S. films, 1950–2006. *Journal of Adolescent Health, 51*(1), 73-79.

Conducts a content analysis of sexual and violent content portrayed in 20,073 5-minute segments from 855 top-grossing movies from 1950–2006. Finds that women were consistently underrepresented as main characters across six decades, with little change in average number of male and female characters in film or the 2 to 1 ratio of male to female characters. Female characters were twice as likely to be seen in explicit sexual scenes as males. The amount of violence increased over time for both male and female characters; male characters were more likely to be seen as violent. Indicates that there has been little change in gender representations in films since the 1950s.
#medialiteracy #representations #films #gender

Cohen, C. J., & Kahne, J. (2012). *New media and youth political action.* Chicago: MacArthur Research Network on Youth & Participatory Politics. Retrieved from http://dmlcentral.net/resources/5058

Surveys nearly 3,000 15- to25-year-olds' engagement in participatory politics through production of original media content to reach a sizable audience in ways that circumvent traditional information gatekeepers. Youth engaging in least one act of participatory politics were almost twice as likely to vote in 2010 as those who did not participate. Participation was equally distributed across different racial and ethnic groups, with African American youth reporting the highest level of participation. Youth obtain much of their news from peers or family via Facebook or Twitter; they indicated that they would benefit from instruction in critical analysis of the validity of this news.
#medialiteracy #digital/technologytools #representations #news/magazines

Common Sense Media. (2012). *Zero to eight: Children's media use in America.* San Francisco: Common Sense Media/Program for the Study of Children and Media. Retrieved from http://www.commonsense.org/research

Surveys 1,384 parents of children ages 0 to 8 years old in May and June 2011 about their children's media use. TV viewing was the predominate media employed. Sixty-five percent (37% of 0-1 year- olds, 73% of 2- to 4-year-olds, and 72% of 5- to 8-year-olds) watched TV at least once every day, for an average of 1:44 hours, compared to 29 minutes reading, 29 minutes listening to music, and 25 minutes playing computer or video games. African-American children spent an average of 4:27 of daily media use, compared to 2:51 among white children and 3:28 among Hispanics; lower-income children spent 3:34 hours daily compared to 2:37 hours daily for higher-income families. Forty-two percent had a TV in their bedroom; 39% lived in a home where the TV was left on all (10%) or most (29%) of the time, whether anyone was watching it. Of the 79% of 5- to 8-year-olds who had homework, 21% "usually" or "sometimes" had the TV on while they did homework. Forty percent of 2- to 4-year-olds and 52% of 5- to 8-year-olds used smartphones, video iPods, iPads, or similar devices, using these devices an average of 43 minutes a day. Overall, 16% of 0- to 8-year-olds used more than one media "most" or "some" of the time. The only significant gender difference in media use occurred with boys averaging 16 minutes daily playing video games compared to 4 minutes daily for girls. While 72% had a computer in their homes, only 48% of families with incomes of less than $30,000 had a computer and only 10% had an iPod and just 2% had a tablet device. Only 14% of lower-income parents downloaded apps for their children, compared to 47% of upper-income parents, suggesting an income "app gap."
#medialiteracy #digital/technologytools #television/video #games

Davis, K. (2011). A life in bits and bytes: A portrait of a college student and her life with digital media. *Teachers College Record, 113*(9), 1960-1982.

Examines how one college student used digital media in her everyday life in order to evaluate

the tension between the promises and perils of using digital media often touted in the literature. Using the qualitative method of portraiture, describes the always-connected nature of digital life. Finds that digital media allows the student to connect to people and ideas but also gives rise to feelings of disconnection and fragmentation. Suggests that young people need the opportunity to reflect on these complexities and tensions.
#medialiteracy #digital/technologytools #multitasking #mediaeffects

Fowler, E. F., Franz, M. M., & Ridout, T. N. (2012). *Analysis of political ads in the 2012 Republican primaries.* Middletown, CT: Wesleyan Media Project. Retrieved from http://tinyurl.com/cuhcn2e

Conducts content analysis of the political ads employed in the 2012 Republican presidential primaries compared to primaries in 2008. Finds an increased role of the 534 Super PACS organized as of May 2012 with receipts of $204,323,416 and total independent expenditures of $99,777,131 in the number of ads produced and the negative focus of those ads. While the number of ads sponsored by Super PACs increased from 3 percent of all 2008 primary ads to 44 percent in the 2012 primaries, the number of candidate-sponsored ads declined by 97 percent of the total in 2008 to 56 percent for 2012. While only 9 percent of candidate-sponsored ads were negative in 2009, 53 percent of candidate-sponsored ads were negative in 2012. The number of negative ads in 2008, at 9 percent, increased to 70 percent in 2012, an increase of 1100 percent in four years.
#medialiteracy #television/video #advertising #mediaeffects

Knobloch-Westerwick, S., & Hoplamazian, G. J. (2012). Gendering the self: Selective magazine reading and reinforcement of gender conformity. *Communication Research, 39*(3), 358-384.

Examines the relationship between adult participants' biological sex and conformity to femininity and masculinity gender roles related to taped responses to three women's magazines, three associated with male readers, and three news magazines. Finds a strong influence of biological sex on selective magazine reading with females preferring women's magazines and males preferring male magazines. Also finds that gender conformity influenced the nature of exposure and that selective exposure serves to reinforce gendered self-concepts.
#medialiteracy #gender #news/magazines #mediaeffects

Latimer, A. E., Krishnan-Sarin, S., Cavallo, D. A., Duhig, A., Salovey, P., & O'Malley, S. A. (2012). Targeted smoking cessation messages for adolescents. *Journal of Adolescent Health, 50*(1), 47-53.

Develops two smoking cessation videos—a gain-frame video that emphasized the benefits of quitting and joining a smoking cessation program versus a loss-framed video that emphasized the cost of continuing to smoke and consequences of failing to join a smoking cessation program. Analyzed adolescent smokers' message preferences in response to these videos. Finds that while they preferred the gain-framed message, which was perceived to be more novel than the loss-framed message, the loss-framed version resulted in more positive attitudes toward quitting than the gain-framed version. Suggests that providing loss-framed information may have more impact on adolescents' attitudes.
#medialiteracy #television/video #mediaeffects #representations

Lefevere, J., De Swert, K., & Walgrave, S. (2012). Effects of popular exemplars in television news. *Communication Research, 39*(1), 103-119.

Analyzes the influence of the use of common people (popular exemplars) versus experts within news stories on audience perceptions about an issue portrayed in a news story. Uses fake TV news stories to determine audience response. Finds that use of popular exemplars has a stronger influence on audiences than experts given their similarity, trustworthiness, and the vividness of their account; differences in preexisting attitudes can also influence audience perceptions.
#medialiteracy #news/magazines #representations #mediaeffects

Lewis, C., & Dockter-Tierney, J. (2011). Mobilizing emotion in an urban English classroom. *Changing English: Studies in Culture and Education, 18*(3), 319-329.

Examines how emotion defined as mediated action, versus an internal psycho-physiological state, mobilized through critical literacy practices transforming texts and signs shapes students' analysis and production of documentary film. Analyzes urban high school students' uses of emotions evident in critiques of documentary film and production choices. Suggests the importance of studying how emotion mediated through media analysis and production constrains and enables certain ideologies, identities, and opportunities for learning.
#medialiteracy #discourse/culturalanalysis #video #representations

Lin, L., Lee, J., & Robertson, T. (2011). Reading while watching video: The effect of video content on reading comprehension and media multitasking ability. *Journal of Educational Computing Research, 45*(2), 183-201.

Examines the effects of media multitasking on students' reading comprehension. One-hundred and thirty-three university students were administered a reading comprehension test with a video playing unobtrusively in the background versus a video playing at the same time that the students were taking the test. Also compares two different video genres: a situational comedy versus an in-depth news report. Finds that the news report video had more negative interference than did the comedy; the fact that the video was in the background had a lower negative impact.
#medialiteracy #reading #multitasking #video

Martins, N., & Harrison, K. (2012). Racial and gender differences in the relationship between children's television use and self-esteem: A longitudinal panel study. *Communication Research, 39*(3), 338-357.

Surveys 396 White and Black preadolescent boys and girls over a one-year period to determine long-term effects of TV consumption on self-esteem. After controlling for age, body satisfaction, and baseline self-esteem, TV consumption portraying White males in positions of power and security and portraying White females and Black females and males in limited, one-dimensional, subordinate, and/or more deviant roles was significantly related to self-esteem, with a decrease in self-esteem for White and Black girls and Black boys, and an increase in self-esteem among White boys.
#medialiteracy #television/video #representations #mediaeffects

McCarthy, B., Michel, L., Tiu, M., Atienza, S., Rice, J., Nakamoto, J., & Tafoya, A. (2012). *Evaluation of The Electric Company Summer Learning Program.* Berkeley, CA: WestEd.

Examines 12 different five-to-six week long Electric Company Summer Learning Programs, sponsored by the Sesame Workshop, a cross-media curriculum program for low-income/ELL children ages 6–8 that includes and combines TV shows, activities, and online gaming. Analyzes literacy gains over time for 152 children taught by 16 teachers. Finds a 17 percent gain in phonics skills. Twelve of the 16 teachers reported gains in connecting texts; 14 reported increased motivation to employ literacy practices; 15 reported increased confidence in leading groups. Teachers had positive assessment of the curriculum and indicated that they would use it in their regular instruction during the school year.
#medialiteracy #literacy #television/video #games

Moeller, S., Eckert, S., Golitsinski, S., Koliska, M., Oh, S-K., Powers, E., & Roberts, J. (2012). *The world unplugged.* International Center for Media & the Public Agenda/Salzburg Academy on Media & Global Change. Retrieved from http://theworldunplugged.wordpress.com.

Asks 1,000 students from 12 universities in ten countries to abstain from using all media for a full day and report their successes and failures. Students employ the word, "addiction," to describe their dependence on media and sense of loneliness without media access, with a majority in every country admitting their failure to go unplugged regardless of differences in country

or access, noting that media, particularly mobile phones and Facebook, were integral to their personal identities, particularly in terms of how they construct their identities and social relationships through uses of certain media for certain audiences. They employ texting/Facebook for communicating with friends and email for communicating on their jobs and with faculty. Students perceived news as both worldwide events as well as their friends' reports about daily events acquired largely from online sources as opposed to traditional news outlets; they rarely sought out news. They perceived TV as a means for relaxation regardless of specific shows as well as a social group activity and music as a means to regulate their moods. By abstaining from media, they began to realize the amount of time they devoted to media use and the need to curb their media use and find alternative ways of communicating with friends. Suggests the need for instruction in media literacy and the roles and influence of media in students' lives.
#medialiteracy #digitaltechnologytools #news #television/video

Parola, A., & Ranieri, M. (2011). The practice of media education: International research on six European countries. *Journal of Media Literacy Education, 3*(2), 90-100. Retrieved from http://www.jmle.org

Analyzes the media education practices associated with the OnAir European project <http://www.onair.medmediaeducation.it > funded by the European Commission, with a particular focus on schools in Belgium, Bulgaria, Italy, Lithuania, Poland, and Romania. Finds that documentation of media education instruction is often inadequate in providing information about the value of media education or in fostering teachers' reflection about their instruction, suggesting the need for more collaboration between teachers and researchers to enhance the quality of this documentation in ways that improve instruction.
#medialiteracy #professionaldevelopment/teachereducation #multiliteracies

Slater, A., Tiggemann, M., Hawkins, K., & Werchon, D. (2012). Just one click: A content analysis of advertisements on teen web sites. *Journal of Adolescent Health, 50*(4), 339-345.

Conducts a content analysis of 632 ads on 14 sites popular with adolescents in terms of products advertised, characteristics of people presented, and emphasis on appearance and the thin beauty ideal. Finds that cosmetics and beauty products were the most frequent product, as well as products such as dating services, weight-loss products, or gambling games not appropriate for adolescents. The people portrayed in these ads were generally female, young, thin, and attractive, with a focus on the relationships products and idealized appearance/thinness. Suggests that these body representations could have a negative effect on adolescents' self-perceptions.
#medialiteracy #digital/technologytools #advertising #representations

Whitin, P., & Whitin, D. J. (2012). Empowering children as critics and composers of multimodel texts. *Talking Points, 23*(2), 4-12.

Analyzes 5th-grade students' acquisition of critical media literacy methods for critiquing advertising based on principles of multimodal learning. Finds that students' critical responses to advertising was enhanced by the use of critical questions as well as the use of data graphs based on content analysis of, for example, food advertisements. Analysis of students' use of multimodal tools for collaborative reporting of their results indicates that use of these tools enhanced students' awareness of the power of multimodal communication found in the media.
#medialiteracy #literacy #advertising #representations

Zenkov, K., Harmon, J., Bell, A., Ewaida, M., & Lynch, M. R. (2011). Seeing our city, students, and school: Using photography to engage diverse youth with our English Classes. *English Education, 43*(4), 369-388.

Analyzes 400 English teachers' and ELL students' experiences with and interview perceptions of a photo-documentary project, Through Students' Eyes (TSE), in which students living in low-income neighborhoods used images and written reflections on a Ning social networking site to

document their beliefs about schools. Students used their photos to consistently note that their families are highly mobile due to housing challenges; their teachers are often ill-prepared or are disengaged; they lack support networks outside of school; they frequently mentor or tutor younger siblings without knowing how to be successful mentors or tutors; and they can use their photos as a tool for brainstorming and articulating ideas for writing, particularly photos taken outside of school.

#medialiteracy #digital/technologytools #representations #multiliteracies

Other Related Research

Altheide, D. L., & Schneider, C. J. (2012). *Qualitative media analysis.* Thousand Oaks, CA: SAGE Publications.

Anderson, J. A. (2012). *Media research methods: Understanding metric and interpretive approaches.* Thousand Oaks, CA: SAGE Publications.

Arola, K. L., & Wysocki, A. (Eds.). (2012). *Composing media = composing embodiment: Bodies, technologies, writing, the teaching of writing.* Logan, UT: Utah State University Press.

Ayass, R., & Gerhardt, C. (Eds.). (2012). *The appropriation of media in everyday life.* Philadelphia: John Benjamins.

Barron, A. (2012). *Public information messages: A contrastive genre analysis of state-citizen communication.* Philadelphia: John Benjamins.

Cheung, C-K. (2012). *Research in media education.* Hauppauge, NY: Nova Science Publishers.

Dunkels, E., Franberg, G-M., & Hallgren, C. (2011). *Interactive media use and youth learning: Knowledge exchange and behavior.* Hershey, PA: ICG Global.

Fisherkeller, J. (2011). *International perspectives on youth media.* New York: Peter Lang.

Hickey, D. T., McWilliams, J., & Honeyford, M. A. (2011). Reading *Moby-Dick* in a participatory culture: Organizing assessment for engagement in a new media era. *Journal of Educational Computing Research, 45*(2), 247-263.

Higgins, C., Nettell, R., Furukawa, G., & Sakoda, K. (2012). Beyond contrastive analysis and codeswitching: Student documentary filmmaking as a challenge to linguicism in Hawaiʻi. *Linguistics and Education, 23*(1), 49-61.

Holbert, R. L., Hmielowski, J. D., & Weeks, B. E. (2012). Clarifying relationships between ideology and ideologically oriented cable TV news use: A case of suppression. *Communication Research, 39*(2), 194-216.

Johnson, E., & Vasudevan, L. (2012). Seeing and hearing students' lived and embodied critical literacy practices. *Theory Into Practice, 51*(1), 34-41.

Kerr, D., Gammack, J. G., & Bryant, K. (Eds.). (2011). *Handbook of research on digital media and advertising: User generated content consumption.* Hershey, PA: ICG Global.

Krijnen, T., Alvares, C., & van Bauwel, S. (2011). *Gendered transformations: Theory and practices on gender and media.* Chicago: Intellect Press.

Mahiri, J. (2011). *Digital tools in urban schools: Mediating a remix of learning.* Ann Arbor: University of Michigan Press.

Miller, S. M., & McVee, M. B. (Eds.). (2012). *Multimodal composing in classrooms: Learning and teaching for the digital world.* New York: Routledge.

Moreira, A., Benavides, O., & Mende, A. J. (Eds.). (2012). *Media in education: Results from the 2011 ICEM and SIIE joint conference.* New York: Springer.

Neiger, M., Meyers, O., & Zandberg, E. (2011). *On media memory: Collective memory in a new media age.* New York: Palgrave Macmillan.

Orey, M., Jones, S. A., & Branch, R. M. (Eds.). (2011). *Educational media and technology yearbook*, Vol. 36. New York: Springer.

Peterson, T. L. (2012). Exploring baseline food-media literacy of adults. *Journal of Media Literacy Education, 4*(1), 3-11.

Pink, S. (2012). *Advances in visual methodology.* Thousand Oaks, CA: SAGE Publications.

Rowland, T. D., & Barton, A. C. (2011). Outside oneself in "World of Warcraft": Gamers' perception of the racial self-other. *Transformative Works and Cultures, 8.* Retrieved from http://journal .transformativeworks.org/index.php/twc/article/view/258

Shrum, L. J. (Ed.). (2012). *The psychology of entertainment media: Blurring the lines between entertainment and persuasion.* New York: Routledge.

Singer, D. G., & Singer, J. L. (2012). *Handbook of children and the media.* Thousand Oaks, CA: SAGE Publications.

Stavros, A. V. (Ed.). (2012). *Advances in communications and media research, Vol. 8.* Hauppauge, NY: Nova Science Publishers.

Stedman, K. D. (2012). Remix literacy and fan compositions. *Computers and Composition, 29*(2), 107-123.

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Tucker-Raymond, E. (2012). *MEDIAted: A collaborative action research study on critical media literacy.* Ann Arbor, MI: ProQuest.

Vellar, A. (2012). Spreading the cult body on YouTube: A case study of "Telephone" derivative videos. *Transformative Works and Cultures, 9.* Retrieved from http://journal.transformative works.org/index.php/twc/article/view/313

Waterhouse, A. (2012). "We don't believe media anymore": Mapping critical literacies in an adult immigrant language classroom. *Discourse: Studies in the Cultural Politics of Education, 33*(1), 129-146.

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Williams, B., & Zenger, A. A. (Eds.). (2012). *New media literacies and participatory popular culture across borders.* New York: Routledge.

Winters, S. F. (2012). Vidding and the perversity of critical pleasure: Sex, violence, and voyeurism in "Closer" and "On the Prowl." *Transformative Works and Cultures, 9.* Retrieved from http:// journal.transformativeworks.org/index.php/twc/article/view/292

Professional development/teacher education

Tags: #professionaldevelopment/teachereducation #preservice #inservice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities #critical/reflectivepractice #pedagogical/contentknowledge/culturallyrelevantpedagogy #teacheridentity #teacherbeliefs/ assumptions #teacherretention/turnover #studentteaching #actionresearch/inquirycycles

Aminy, M., & Karathanos, K. (2011). Benefiting the educator and student alike: Effective strategies for supporting the academic language development of English learner (EL) teacher candidates. *Issues in Teacher Education, 20*(2), 95-109.

Emphasizes the importance of institutions of higher education (IHEs) faculty to attend to the academic needs of English Learners (ELs) within course content areas. Notes the value to K–12 school systems when all teachers can support students who are EL, but stresses the equally im-

portant value of supporting teacher candidates from diverse linguistic backgrounds through their teacher education programs. Details research-based strategies useful in developing and supporting the academic language of EL preservice secondary teachers. Highlights specific themes that focus on feedback of student writing and oral communication and the importance of explicit modeling, revision, and assessment strategies.
#preservice #secondlanguageliteracy #writing #studentteaching

Anderson, S. E., Groulx, J. G., & Maninger, R. M. (2011). Relationships among preservice teachers' technology-related abilities, beliefs, and intentions to use technology in their future classrooms. *Journal of Educational Computing Research, 45*(3), 321-338.

Investigates, through the use of post-course surveys, the relationship between preservice teachers' intentions to integrate technology in future classrooms to their current values and feeling of self-efficacy with regard to technology. Findings reveal a moderate correlation between self-efficacy and the valued beliefs of preservice teachers in their intentions to use a variety of software in their future classrooms and in their frequency of technological use. Underscores the significance of preservice teacher-belief when considering possible technology integration in their future practice.
#studentteaching #digital/technologytools #teacherbeliefs/assumptions #studentteaching

Balslev, K., Vanhulle, S., & Tominska, E. (2011). A discursive approach to recognition in the practicum. *McGill Journal of Education, 46*(1), 23-40.

Analyzes the recognition incidents by preservice teachers in supervisory discussions as part of a larger project on how "professional knowledge" emerges. Considers preservice teachers' discourse as indication, or "recognition markers," of their developing professional knowledge within "shared communicative spaces." Analyzes and notes the effect of these recognitions on the shaping of preservice teachers' identity and professional knowledge growth within the shared communicative spaces.
#preservice #studentteaching #teacherbeliefs/assumptions #teacheridentity

Blocher, J. M., Shadow, W., Armfield, S. W., Sujo-Montes, L., Tucker, G., & Willis, E. (2011). Contextually based professional development. *Computers in the Schools, 28*(2), 158-169.

Analyzes inservice technology integration training over a three-year period for 20 teachers in seven rural districts based on contextualizing uses of technology for instruction. Rather than receive explicit direct instruction in uses of digital tools, teachers engaged in collaborative teams for developing curriculum employing technology tools, or requested assistance from technology support staff. While teachers began with limited technology skills, after two years, they reported a significant increase in and comfort/confidence in using technology, as well as a significant increase in students' use between years two and three.
#professionaldevelopment/teachereducation #digital/technologytools #preservice #teacherbeliefs/assumptions

Bodur, Y. (2012). Impact of course and fieldwork on multicultural beliefs and attitudes. *Educational Forum, 76*(1), 41-56.

Investigates the beliefs and attitudes of preservice teachers with regard to teaching students of culturally and linguistically diverse backgrounds when prepared through Multicultural and English for Speakers of Other Languages (ESOL) courses. Analyses indicate preservice teachers held more positive attitudes drawn from academic preparation rather than personal experience, and developed a greater understanding of how to assist learners of diverse cultural and linguistic backgrounds after completion of the targeted courses.
#professionaldevelopment/teachereducation #preservice #teacherbeliefs/assumptions #critical/reflectivepractice

Christ, T., Arya, P., & Chiu, M. M. (2012). Collaborative peer video analysis: Insights about literacy assessment and instruction. *Journal of Literacy Research, 44*(2), 171-199.

Analyzes the purposes for 14 inservice literacy teachers' selecting certain video clips of their own literacy teaching to share with peers and how these purposes shaped the focus of their discussions about the clips. Finds that the purpose of identifying one problem led to a focus on only one topic, while sharing multiple problems led to a focus on multiple topics. The purpose of sharing both a problem and then a related success resulted in peers focusing on the success, while the purpose of sharing a success and then a problem resulted in peers focusing on the problem. Sharing a success related to methods/materials led to discussion of application of these methods/materials to teaching. Suggests the importance of teachers' purposes for using video clip analyses related to the nature of the topics discussed in these analyses.
#professionaldevelopment/teachereducation #digital/technology/tools #critical/reflectivepractice #inservice

Coalition on the Academic Workforce. (2012). *A portrait of part-time faculty members: A summary of findings on part-time faculty respondents to the coalition on the academic workforce survey of contingent faculty members and instructors.* New York: Coalition on the Academic Workforce. Retrieved from http://www.academicworkforce.org/survey.html

Reports the results of a survey from 19,850 higher education instructor respondents regarding their work conditions and professional development, with 10,331 of the identifying as part-time instructors. Sixty-two percent of the part-time instructors were women; 42% of the part-time instructors taught humanities/English courses; 40% held a master's degree and 30% a doctoral degree. Thirty-nine percent of the courses taught by part-time instructors were at two-year institutions. Finds that for Fall 2010, the median pay per 3-credit course, standardized to a three-credit course, was $2,700 with minimal professional development opportunities; more than half taught only one or two courses. Eighty percent of respondents have taught part-time for more than three years and 50% for more than six years; 75% indicate that they would accept a full-time tenure-track position. The fact that instructors were represented by a union results in differences in level of institutional support and professional development; 34% of instructors with union support receiving regular salary increases versus 12% without union support and 19% of instructors with union support having job security versus 4% without union support.
#professionaldevelopment/teachereducation #teacherretention/turnover #teacheridentity #inservice

Copeland, S. R., Keefe, E. B., Calhoon, A. J., Tanner, W., & Park, S. (2011). Preparing teachers to provide literacy instruction to all students: Faculty experiences and perceptions. *Research & Practice for Persons with Severe Disabilities, 36*(3), 126-141.

Describes and elaborates upon three themes related to the preparation of preservice and inservice teachers working with students who have significant need of support in developing literacy skills: challenges, changes, and future directions for the field. Themes emerge through perceptions of nine teacher educators in university programs around the country when asked what works well and presents challenges; what further research is needed in this area; and how this topic is situated into broader, national debates on literacy instruction and methodology. Explores the possible directions for research and preparation based on the implications of the findings.
#professionaldevelopment/teachereducation #preservice #inservice #pedagogical/contentknowledge/culturallyrelevantpedagogy

Davila, D. (2011). "White people don't work at McDonald's" and other shadow stories from the field: Analyzing preservice teachers' use of Obama's race speech to teach for social justice. *English Education, 44*(1), 13-50.

Discusses the challenges two preservice teachers encountered as they attempted to implement social justice instruction in a high school English class. Details the difficulties of both teach-

ers and students in navigating the language used in the stories people generally use to explain difference. Concludes that the university coursework does not sufficiently prepare preservice teachers to facilitate critical discussions of racism and historical injustices with their students. #professionaldevelopment/teachereducation #preservice #pedagogical/contentknowledge/ culturallyrelevantpedagogy #critical/reflectivepractice

Deeney, T., Dozier, C., Smit, J., Davis, S., Laster, B., Applegate, M. D., . . .Milby, T. (2011). Clinic experiences that promote transfer to school contexts: What matters in clinic teacher preparation. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles, & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 127-143). Oak Creek, WI: Literacy Research Association.

Examines 8 inservice literacy teachers' participation in clinic experiences in which they tutored individual students in a supervised context in which they received feedback from instructors. These clinic experiences were analyzed using 18 categories, for example, supervised tutoring and engaging with familiar, assessment practices. Analysis of the transfer from this clinic experience to their teaching was conducted using 26 categories of transfer, for example, developing a repertoire of practices, collaborating with colleagues, and lesson planning, grouped into six themes, such as learning from learners and assessment practices. Finds that the clinic experiences—in which they learned that tutees engaged in assessment as a process, interacted with families, and analyzed research in a collaborative community of practice—did transfer in positive ways to classroom instruction, suggesting the value of clinic experiences in fostering literacy teachers' professional development. #professionaldevelopment/teachereducation #literacy #sociocultural/collaborativelearning/ inquirygroups/communities #inservice

Fenton-Smith, B., & Stillwell, C. (2011). Reading discussion groups for teachers: Connecting theory to practice. *ELT Journal, 65*(3), 251-259.

Explores how the participation in a reading discussion group allows a group of English language teachers at a Japanese university to engage with ideas such as research findings, theory, and professional knowledge. Discusses the merits of six selected discussion formats through analysis of survey data, attendance statistics, and observational notes of the group's meetings over the course of one school term. Identifies group management practices that most effectively facilitate teachers' participation. #professionaldevelopment/teachereducation #literacy #secondlanguagelearning #sociocultural/ collaborativelearning/inquirygroups/communities

Fisher, D., Frey, N., & Nelson, J. (2012). Literacy achievement through sustained professional development. *The Reading Teacher, 65*(8), 551–563.

Analyzes the impact of professional development for teams of teachers in literacy instruction in 44 California schools, teams who then served as leaders for their colleagues to enhance literacy instruction throughout the school. Finds that 41 of the 44 schools met the state's expectations for accomplished literacy learning, an increase from 9 of the 44 schools meeting expectations in 2002. #professionaldevelopment/teachereducation #literacy #inservice #mentoring/coaching

Greenwell, S., & Zygouris-Coe, V. (2012). Exploring high school English language arts teachers' responses to professional development in reading instruction. *Journal of Reading Education, 37*(2), 21-26.

Investigates the impact of the Florida Add-On Reading Endorsement on the instructional practices and professional growth of two secondary English Language Arts teachers endorsed in reading. Reveals that endorsed teachers create effective classrooms through activities that motivate and engage students in reading and interacting with texts. Indicates the need for additional collaboration among all those who hold stakes in professional development.

#professionaldevelopment/teachereducation #reading #professional development #sociocultural/
collaborativelearning/inquirygroups/communities

Grisham, D. L., & Wolsey, T. D. (2011). Writing instruction for teacher candidates: Strengthening a weak curricular area. *Literacy Research and Instruction, 50*(4), 348-364.

Examines through case study the process by which teacher candidates learn about writing instruction in a three-course sequence of literacy methods. Analyzes candidates' development through surveys, reflections, observations, and a writing lesson co-constructed with the candidate's cooperating teacher during student teaching. Finds literacy instruction in schools where candidates are placed to be primarily focused on reading and reading skills and very little on writing. Illustrates the value candidates place on instruction in the process elements of writing, particularly those related to student choice, needs, engagement, and skill development. Suggests the need for teacher education programs to scaffold and distribute writing instruction for teacher candidates.
#professionaldevelopment/teachereducation #writing #reading #preservice

Hallman, H. L., & Burdick, M. N. (2011). Service learning and the preparation of English teachers. *English Education, 43*(4), 341-368.

Argues that service learning as a "third space" for preservice teachers to learn to teach the New English education may potentially impact teachers' professional identity development and solidify the understanding that this development always occurs in relation to the students they teach. Discusses three themes that emerge from the experiences of 19 preservice English teachers: (1) service learning as a pedagogical third space, (2) service learning disrupting traditional teaching mythology, and (3) service learning fostering understanding of the New English education. Suggests, as well, how service learning complicates preservice English teachers' traditional notions of binary power relations such as teacher/student, server/served, etc.
#professionaldevelopment/teachereducation #teacheridentity #preservice #critical/reflective practice

Harris, K, R., Lane, K. L., Graham, S., Driscoll, S. A., Sandmel, K., Brindle, M., & Schatschneider, C. (2012). Practice-based professional development for self-regulated strategies development in writing: A randomized study. *Journal of Teacher Education, 63*(2), 103-119.

Examines the effects of professional development instruction for 20 second and third grade teachers on strategies instruction in either story or opinion essay writing, using the Self-Regulated Strategies Development (SRSD) instructional model. Analyzes the quality, length, and inclusion of basic genre elements in their students' writing as well as teacher and student judgments of the SRSD. Finds that the SRSD instruction had significant effects on the quality, length, and inclusion of genre elements for both the story and opinion essay writing.
#professionaldevelopment/teachereducation #writing #literaryresponse/literature/narrative #inservice

Helstad, K., & Lund, A. (2012). Teachers' talk on students' writing: Negotiating students' texts in interdisciplinary teacher teams. *Teaching and Teacher Education: An International Journal of Research and Studies, 28*(4), 599-608.

Identifies the discourse strategies and professional development of a team of Norwegian upper secondary school teachers as they discuss students' writing and progress toward a collective understanding of the relationship between writing and students' learning. Reveals an emerging understanding of writing as a skill that is both subject-specific and interdisciplinary. Acknowledges how traditional and discipline-specific writing practices may foster and constrain teacher learning.
#professionaldevelopment/teachereducation #writing #inservice #sociocultural/collaborative learning/inquirygroups/communities

Jackson, P., Brock, C., Lapp, D., & Pennington, J. (2011). Precious' story: Learning to use language and literacy for her own purposes. *Journal of Language and Literacy Education, 7*(2), 85-94. Retrieved from http://www.coe.uga.edu/jolle/2011_2/jackson_brock_lapp_pennington.pdf

Examines the overall development of an African American teacher (first author) in her teaching of kindergarten, fifth-grade, and ninth-grade English related to acquiring new ways of teaching language and literacy for her own purposes. Finds the use of this teacher's narratives about past teaching experiences can serve as a vehicle for sharing ideas within methods courses. #professionaldevelopment/teachereducation #literaryresponse/literature/narrative #teacher identity #critical/reflectivepractice

Jackson, T. O. (2011). Developing sociopolitical consciousness at Freedom Schools: Implications for culturally responsive teacher preparation. *Teaching Education, 22*(3), 277-290.

Presents a case study for university based teacher education programs in "lessons learned" by the Children's Defense Fund Freedom Schools® while preparing summer interns to practice in culturally responsive ways. Discusses the role that historical knowledge and identifying a "we" discourse cultivates sociopolitical consciousness and culturally responsive teaching practices by preservice interns. Reveals implications for university-based teacher education programs with a commitment to the preparation of culturally responsive teachers. #professionaldevelopment/teachereducation #discourse/culturalanalysis #pedagogical/content knowledge/culturallyrelevantpedagogy #critical/reflectivepractice

Jupp, J. C., & Slattery, G. P. (2012). "Becoming" teachers of inner-city students: Identification creativity and curriculum wisdom of committed white male teachers. *Urban Education, 47*(1), 280-311.

Explores the reflections of White teachers as they articulate "identification creativity" through narratives of "becoming" committed teachers of students in inner-city schools. Identifies the emergence of respondents' "curriculum wisdom," which includes understanding race visibility, difference within difference, and relational-experiential pedagogy. Calls for new studies of White teacher identity based on findings within this research. #professionaldevelopment/teachereducation #teacheridentity #pedagogical/contentknowledge/ culturallyrelevantpedagogy #actionresearch/inquirycycles

Kennedy, K., & Archambault, L. (2012). Offering preservice teachers field experiences in K–12 online learning: A national survey of teacher education programs. *Journal of Teacher Education, 63*(3), 185-200.

Surveys teacher education program regarding their uses of online learning related to their field experiences given the extent to which schools are offering online learning and states have passed legislative measures requiring K–12 students to complete at least one online learning experience before high school graduation. Finds that only 1.3% of responding teacher education programs provide field experiences in virtual schools. Suggests the need for more focus on preparation to teach in online learning contexts. #professionaldevelopment/teachereducation #digital/technologytools #preservice #student teaching

Kew, B., Given, K., & Brass, J. (2011). Teachers as researchers of new literacies: Reflections on qualitative self-study. *Journal of Language and Literacy Education, 7*(2), 67-84. Retrieved from http://www.coe.uga.edu/jolle/2011_2/kew_given_brass.pdf

A beginning teacher, experienced teacher, and teacher educator employ self-studies to reflect on two literacy methods courses designed to provide inservice teachers with sociocultural theories, qualitative research, and "new literacies". Finds that the use of self-studies helped the beginning and experienced teachers develop notions of language and literacy as social practices, formulate

new theoretical perspectives, demystify educational research, and connect theory and practice specific to their own teaching contexts. Suggests the value of the use of self-studies within literacy methods courses.
#professionaldevelopment/teachereducation #digital/technologytools #actionresearch/inquiry cycles #critical/reflectivepractice

Koh, K. H. (2011). Improving teachers' assessment literacy through professional development. *Teaching Education, 22*(3), 255-276.

Examines differences in professional development between two groups of teachers in the area of assessment literacy: (1) teachers designing and using authentic classroom assessment and rubrics while engaged in ongoing professional development; and (2) teachers participating in professional development workshops in authentic assessment that followed the one-shot or short term approach. Attests to significant growth of the assessment literacy of teachers engaged in the sustained, ongoing professional development and greater understanding of authentic assessment.
#professionaldevelopment/teachereducation #writing #literacy #critical/reflectivepractice

Lacina, J., & Collins-Block, C. (2011). What matters most in distinguished literacy teacher education programs? *Journal of Literacy Research, 43*(4), 319-351.

Analyzes the features of six literacy teacher education programs that had been awarded the Certificate of Distinction of the International Reading Association. Employs a Delphi method to elicit perceptions by literacy faculty members, internal experts, members of the IRA review teams, and external experts. Finds high agreement between internal and external experts on the highly valued futures. Identifies 14 programmatic features ranked higher in value than others at a statistically significant level, features related to relevant field experiences and preparation that employ a wide variety of instructional strategies and assessment instruments and ways to integrate literacy and language strategies throughout the curriculum.
#professionaldevelopment/teachereducation #literacy #preservice #mentoring/coaching

Lewis, E. C., & Chandler-Olcott, K. (2012). Using a text-based verbal protocol to elicit secondary English teachers' perspectives on new literacies. *Literacy Research & Instruction, 51*(3), 196-213.

Analyzes issues related to the use of a text-based verbal protocol as a research method for determining 16 secondary English teachers' interview perspectives on "new literacies." Selected a 900-word selection of an essay about "new literacies" and then had teachers use the verbal protocol to respond to the selection. Finds that the verbal protocol does foster varied teacher responses related to agreeing or disagreeing with the selection's stance. Raises the issue of text selection in terms of its focus primarily on information/communication technologies versus other forms of "new literacies." Identifies a tension between those who adopted a global response to the overall text versus those who responded as they moved through specific parts of the text, suggesting the need to use "cued protocols" (Wilhelm, 1997) inserted within the text. Also, notes the need for more metacognitive reflection about the value of use of the protocol method. Suggests the value of using verbal protocols to capture teachers' construction of "new literacies" in their classrooms.
#professionaldevelopment/teachereducation #literacy #inservice #critical/reflectivepractice

Liu, L. B. (2011). Poetry as progress: Balancing standards-based reforms with aesthetic inquiry. *International Journal of Education & the Arts, 12*(12-14), 1-22.

Contributes to the debate of how "progress" is articulated in U.S. educational institutions by creatively representing teacher voice through an aesthetic approach to empirical inquiry called poetic bricolage (Trueit, 2004). Seeks to reshape the national discourse regarding progress and to support global communities in collaborative efforts to address inequity by fostering creativity, understanding, and empathy. Contests the notion that the search for "right" answers, promoted by standards-driven practices, should take priority over diverse and critical thinking.
#professionaldevelopment/teachereducation #literacy #critical/reflectivepractice #pedagogical/

contentknowledge/culturallyrelevantpedagogy

Marsh, J. P., Lammers, J. C., & Alvermann, D. E. (2012). Quality assurance in online content literacy methods courses. *Literacy Research & Instruction, 51*(3), 233-253.

Analyzes the quality of an online content literacy education course taught at two different universities through qualitative analysis of students' online discussion board posts. Highlights the opportunities the students had to analyze, synthesize, and evaluate course content. Examines students' responses to course readings, partner feedback, and course evaluations using Erickson's (1986) multistage inductive analysis. Shares insights and student critiques of the online format. #professionaldevelopment/teachereducation #digital/technologytools #sociocultural/collabo rativelearning/inquirygroups/communities #actionresearch/inquirycycles

McCarthey, S. J., Woodard, R. L., & Kang, G. (2011). Teachers' perceptions of professional development in writing. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 195-207). Oak Creek, WI: Literacy Research Association.

Examines 10 elementary teachers' perceptions of their experience in and the value of a range of different professional development experiences related to teaching writing provided within their district as well as self-initiated experiences outside of their district: a university-sponsored "Summer Academy," work with curriculum specialists in their schools, a National Writing Project Summer Institute, work with literacy coaches and colleagues, district workshops, reading professional literature, taking courses in a Masters program, and participation in National Board Certification. Different teachers' participation varied across these different experiences; their experiences were highly varied; and teachers differed in their perceptions of the value of these experiences in terms of helping teach writing. Teachers valued most their work with curriculum specialists in their schools, participation in the "Summary Academy," work in a NWP, and work with literacy coaches. They saw these experiences as having a positive effect on their writing instruction given the content focus, active learning, duration, and collective participation provided in these professional development experiences. #professionaldevelopment/teachereducation #writing #mentoring/coaching #inservice

Meth, J. M., & Azano, A. (2012). Negotiating the rub between cultures: Teacher talk and sustained shifts in practice. *English Education, 44*(4), 354-374.

Analyzes six teachers' participation in an eight-month National Writing Project professional development initiative. Teachers were observed and interviewed regarding their perceptions of their participation in the NWP summer institute, which involved sharing of writing, developing language for describing authors' craft development, analyzing student writing samples, exchanging and demonstrating teaching ideas, conducting research on writing instruction, and developing classroom inquiry. Finds tensions between teachers' instructional, "counter-culture" ideals that favor writing instruction versus the realities of time/structural limitations and curricular constraints in their schools' mainstream culture that favors reading skill instruction. A central aspect of constructing this counter-culture was the sense of a shared, supportive community established through their relationships in the summer institute. Through their inquiry projects, teachers learned to reflect critically on their teaching, leading to identification of the paradoxes of attempting to innovate in a system that limits innovation. #professionaldevelopment/teachereducation #writing #sociocultural/collaborativelearning/ inquirygroups/communities #inservice

Monroe-Baillargeon, A., & Shema, A. L. (2010). Time to talk: An urban school's use of literature circles to create a professional learning community. *Education and Urban Society, 42*(6), 651-673.

Explores how teachers, administrators, and support service providers participate in district-supported professional development (PD) offered in literature circle format. Discusses profes-

sional learning communities (PLCs) as PD proven to foster ongoing improvement in participant reflection, intellectual engagement, instruction, and overall learning for both teachers and students. Finds participants in agreement with literature on PLCs in community-building, positive identity development, and acquired insight into effective student-teacher interactions. Suggests effective PD as a way of improving schools.
#professionaldevelopment/teachereducation #teacheridentity #studentteaching #sociocultural/collaborativelearning/inquirygroups/communities

Mosley, M., & Zoch, M. (2012). Tools that come from within: Learning to teach in a cross-cultural adult literacy practicum. *Teaching & Teacher Education, 28*(1), 66-77.

Explores the participation of preservice teachers tutoring adults learning English while at the same time taking a course entitled Community Literacy. Draws on a "close discourse analysis" of preservice teachers' written work and finds the experience causes them to construct pedagogy with reference to students' funds of knowledge, political interests, and ways of making meaning. Finds that reflections on practice strengthened their identities as teachers who value diversity as a resource.
#professionaldevelopment/teachereducation #preservice #teacheridentity #mentoring/coaching #pedagogical/contentknowledge/culturallyrelevantpedagogy

Mouza, C. (2011). Promoting urban teachers' understanding of technology, content, and pedagogy in the context of case development. *Journal of Research on Technology in Education, 44*(1), 1-29.

Investigates case development as potential professional development (PD) for urban teachers seeking to create pedagogy that integrates technology with content and that fosters reflective practice. Reveals through qualitative analysis an increased understanding of the complexity in relationships between content, technology, and pedagogy, while also offering reflections akin to those evolving from learning from practice. Finds variability by teacher in the application of new knowledge in practices. Discusses factors that contribute to the variability of teacher learning including beliefs about students, prescribed curriculum, and scarcity of resources.
#professionaldevelopment/teachereducation #digital/technologytools #critical/reflectivepractice #pedagogical/contentknowledge/culturallyrelevantpedagogy

Pella, S. (2011). A situative perspective on developing writing pedagogy in a teacher professional learning community. *Teacher Education Quarterly, 38*(1), 107-125.

Examines teachers' situative perspectives in professional learning communities (PLCs), particularly their engagement in collaborative inquiry into teaching and learning writing and the pedagogical transformations resulting from their engagement. Discusses participants' use of diverse theoretical frameworks to synthesize their own prior knowledge and experiences in teaching and learning writing with others' prior knowledge and experiences. Finds transformations occur as participants negotiate theoretical tensions in teaching and learning writing.
#professionaldevelopment/teachereducation #critical/reflectivepractice #pedagogical/content knowledge/culturallyrelevantpedagogy #sociocultural/collaborativelearning/inquirygroups/communities

Petrone, R., & Lewis, M. A. (2012). Deficits, therapists, and a desire to distance: Secondary English preservice teachers' reasoning about their future students. *English Education, 44*(3), 254-287.

Analyzes 42 English preservice teachers' conceptions of their adolescent students and how these conceptions shape their own teacher roles and methods. Teachers were enrolled in two courses that focus on portrayals of adolescents in young adult fiction and on dialogic methods of English instruction. Draws on critical youth studies to identify and challenge normalized discourses in problematic ways to analyze results of a survey and curriculum developed by teachers. Finds that about half of the teachers recognized the diversity within adolescent students, while another

half did not. The latter group adopted deficit models to perceive adolescents as vulnerable, susceptible, and in need of surveillance and intervention; defined their roles as helping students navigate the challenges of adolescence; and adopted teaching methods that served to distance themselves from their students. Suggests the need to consider how preservice teachers' own age and identities influence these conceptions, as well as how a concern for classroom management drives these conceptions.
#professionaldevelopment/teachereducation #critical/reflectivepractice #teacherbeliefs/assumptions #preservice

Richards, J. (2011). Exploring two interventions to promote graduate education majors' dispositions toward culturally responsive teaching: Taking action to address my shortcomings as a literacy teacher educator. *Reading Improvement, 48*(2), 59-70.

Discusses the effects of a formative-experiential framework employed at a summer literacy camp that connects graduate education majors with students from diverse cultural backgrounds, after five prior years of ineffective practice. Finds that teacher educators can impact the development of education majors' culturally responsive understandings.
#professionaldevelopment/teachereducation #preservice #pedagogical/contentknowledge/culturallyrelevantpedagogy teacherbeliefs/assumptions

Scherff, L. (2012). "This project has personally affected me": Developing a critical stance in preservice English teachers. *Journal of Literacy Research, 44*(2), 200-236.
Analyzes 37 preservice English language arts teachers' multigenre inquiry projects in terms of the degree to which engaging in these projects led them to engage in reflection, critical thinking, and action. Codes projects in terms of the topics, genres, questions, the constructed agent for change (teachers versus students versus system), and the adoption of a critical stance defined as "consciously engaging," "entertaining alternate ways of being," "taking responsibility to inquire," and "being reflective." Finds that about half of the projects involved students as agents related to reading, associated with questions such as "Why don't students like to read?" Teachers drew on a range of personal and social resources to formulate their inquiry questions and create texts, which resulted in some members (largely White middle-class females) adopting deficit perspectives of their students. Use of the multigenre inquiry project led most of them to adopt critical practices leading them to critique the systems shaping literacy instruction and schooling.
#professionaldevelopment/teachereducation #medialiteracy/mediause #critical/reflectivepractice #preservice

Schrader, P. G., Archambault, L. M. & Oh-Young, C. (2011). Training by gaming: Preparing teachers of today for tomorrow's learning environments. *Journal of Technology & Teacher Education, 19*(3), 261-286.

Discusses preliminary findings in training preservice teachers to use Massively Multiplayer Online Games (MMOGs) in classroom instruction. Applies a "learning in technology" perspective to responses of 13 participants assessed by factors related to their beliefs on gaming: games in education, negative impacts of games in education, and content knowledge about World of Warcraft. Analyzes responses for themes relevant to learning and discusses implications for teacher education programs.
#professionaldevelopment/teachereducation #digital/technologytools #pedagogical/contentknowledge/culturallyrelevantpedagogy #preservice

Skerrett, A. (2011). "Wide open to rap, tagging, and real life": Preparing teachers for multiliteracies pedagogy. *Pedagogies: An International Journal, 6*(3), 185-199.
Examines a teacher educator's implementation of multimodal/multiliteracies methods in an adolescent literacy course taken by 74 students over four semesters in terms of theories of Critical Framing of multiliteracies pedagogy, Third Space, and Situated Practice. Analyzes students'

application of out-of-school literacy practices and lifeworlds to their work and how their work in schools challenges traditional literacy instruction reflecting experimentation from the perspective of Third Space boundary crossings. Finds that their Situation Practice and Critical Framing coursework activities that were related to addressing conflicts served to transfer to application of multiliteracies in their in-school work, although not all of the students adopted strong dispositions to enact a multiliteracies pedagogy.
#professionaldevelopment/teachereducation #medialiteracy/mediause #critical/reflectivepractice #pedagogical/contentknowledge/culturallyrelevantpedagogy

Smith, J. J., & Dobson, E. (2011). Beyond the book: Using Web 2.0 tools to develop 21st century literacies. *Computers in the Schools, 28*(4), 316-327.

Examines 28 preservice teachers' uses of the VoiceThread screencasting tool to create presentations of their literacy lessons. Analyzes teachers' perceptions of use of this tool, their lesson plans, and instructor reflections. Finds that teachers responded positively to use of this tool, as it provided them with a sense of their peers as audience for their presentations. The tools also served to integrate reading, writing, speaking, and listening and reflected a means for using Web 2.0 tools to improve language arts instruction.
#professionaldevelopment/teachereducation #digital/technologytools #preservice #teacher beliefs/assumptions

Stillman, J., & Anderson, L. (2011). To follow, reject, or flip the script: Managing instructional tension in an era of high-stakes accountability. *Language Arts, 89*(1), 22-37.

Utilizes Cultural Historical Activity Theory to critically examine the constraints and opportunities of situating student teaching in settings where high-stakes accountability policies have determined the way teachers approach language arts instruction. Explores how teacher educators might use knowledge of these settings to prepare preservice teachers accordingly. Focuses particularly on one student teacher's attempt to supplement the reading program mandated for the second–grade classroom and offers possible alternative outcomes had the tensions between literacy goals and accountability demands been explicitly supported. Discusses implications for teacher education.
#professionaldevelopment/teachereducation #studentteaching #critical/reflectivepractice #preservice

Sulentic Dowell, M.-M. (2012). Addressing the complexities of literacy and urban teaching in the USA: Strategic professional development as intervention. *Teaching Education, 23*(1), 25-50.

Conducts a three-year auto-ethnographic analysis of the researcher's experience overseeing implementation of literacy instruction as an assistant superintendent of a South Louisiana school district consisting of 62 elementary schools in which 75.35% of the 48,634 students qualified for federally assisted free and reduced lunch. Using a coding system to analyze documents, interviews, field notes and journal entries, documents the development of a professional development model involving a train-the-trainer approach using literacy specialists. Identifies the importance of mentoring expertise and relationships and support for teachers provided by the literacy specialists as well as the administration's valuing of the role of literacy specialists and teachers' opportunities to share innovative literacy curriculum and instruction.
#professionaldevelopment/teachereducation #literacy #teacheridentity #mentoring/coaching

Thomas, C. N., Hassaram, B., Rieth, H. J., Raghavan, N. S., Kinzer, C. K., & Mulloy, A. M. (2012). The integrated curriculum project: Teacher change and student outcomes within a university-school professional development collaboration. *Psychology in the Schools, 49*(5), 444-464.

Examines the transformation in teacher instruction and student outcomes that occurs as a result of collaborative professional development between a middle school language arts team and university researchers over three years. Describes the implementation and subsequent support

of the Integrated Curriculum Project (ICP-3), which uses video-based instructional methods to improve the academic achievement of diverse learners, including students with disabilities and students with culturally and linguistically diverse backgrounds. Finds teachers moved toward learner-centered instruction and significant classroom behavior changes in both teachers and students in terms of quality of questioning and response in classroom and small-group discussion. Discusses implications for research and practice in technology integration, particularly, multi-media anchored instruction.
#professionaldevelopment/teachereducation #digital/technologytools #sociocultural/collaborativelearning/inquirygroups/communities #pedagogical/contentknowledge/culturally relevantpedagogy

Zuidema, L. A. (2012). Making space for informal inquiry: Inquiry as stance in an online induction network. *Journal of Teacher Education, 63*(2), 132-146.

Presents a case study of the informal, unstructured conversations engaged in by 36 new teachers participating in an online network. Uses integrated analysis of online discussions and new teacher interviews to assess how online networks for teacher induction benefit from inquiry as a stance. Finds the discussion format allows new teachers to consider teaching secondary English in new ways collectively and to individually develop new frameworks. Suggests the need for diverse opportunities for novice teachers to enact inquiry as a stance.
#professionaldevelopment/teachereducation #digital/technologytools #sociocultural/collaborativelearning/inquirygroups/communities #pedagogical/contentknowledge/culturallyrelevantpedagogy

Other Related Research

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Reading

Tags: #reading #comprehension #decoding #vocabulary #fluency #strategies #readingtests #independentreading #policy #motivation/engagement #strugglingreaders #contentliteracy

Andiliou, A., Ramsay, C. M., Murphy, P. K., & Fast, J. (2012). Weighing opposing positions: Examining the effects of intratextual persuasive messages on students' knowledge and beliefs. *Contemporary Educational Psychology, 37*(2), 113-127.

Posits that little is known about how the proliferation of new forms of media affects the ways in which novel text structures alter the characteristics of the receiver, including one's knowledge and beliefs. Reports results of a multi-phase investigation that explores the persuasion process that occurs when students read a persuasive message with an intratextual structure, specifically a text structure in which two one-sided texts are presented together as a single message. Results indicated that reading an intratextual persuasive message yielded an increase in students' perceived knowledge, and their topic beliefs strengthened differentially based upon students' position on the controversial issue. Moreover, participants judged the characteristics of the overall commentary similarly, but they rated the characteristics of the two opposing texts differentially based on their position. Presents implications for research and instruction pertaining to persuasive texts with complex argument structure.
#reading #digital/technology tools #comprehension #strategies

Apel, K., Wilson-Fowler, E., Brimo, D., & Perrin, N. (2012). Metalinguistic contributions to reading and spelling in second and third grade students. *Reading & Writing, 25*(6), 1283-1305.

Examines the influence of metalinguistic, linguistic, and processing skills on students' reading and spelling abilities. Employs regression analysis of 56 second- and third-grade students' phonemic awareness, morphological awareness, orthographic awareness, receptive vocabulary, and rapid naming abilities as predictors of their reading and spelling skills. Finds that morphological awareness was the sole unique contributor to spelling ability, and, when combined with orthographic awareness, contributes to word recognition and is also significantly related to reading comprehension. Suggests the significance of instruction in morphological awareness for both reading and spelling abilities.
#reading #comprehension #decoding #vocabulary

Aud, S., Hussar, W., Johnson, F., Kena, G., Roth, E., Manning, E., . . . Zhang, J. (2012). *Condition of education 2012 Reading performance.* Washington, DC: National Center for Educational Statistics/American Institutes for Research.

Analyzes 2009 and 2011 NAEP reading scores to determine changes in 4th, 8th, and 12th grade students' reading ability over time relative to scores from other years. Finds that the average grade 4 reading score in 2011 did not differ significantly from that of 2009 but was higher than 1992 and 2005 scores. The average 8th grade score was 1 point higher in 2011 than in 2009 and 5 points higher than in 1992, but did not differ from scores in other years. The average reading score for 12th-grade students in 2009 was 2 points higher than in 2005, but 4 points lower than in 1992. Suggests that while there are some changes, reading abilities as measured by the NAEP assessments have not improved dramatically since 1992, particularly for 12th graders.
#reading #readingtests #comprehension #decoding

Benjamin, R. (2012). Reconstructing readability: Recent developments and recommendations in the analysis of text difficulty. *Educational Psychology Review, 24*(1), 63-88.

Critiques previous readability techniques and explores how technological advances have significantly increased methods for analyzing readability of texts in recent years. Reviews developments in the field of readability during the past two decades with the goal of informing both current and future research and providing recommendations for present use. Finds that there is a need

for further development of these readability methods if they are to become widely available.
#reading #comprehension #decoding #vocabulary

Braun, H., Kirsch, I., & Yamamoto, K. (2011). An experimental study of the effects of monetary incentives on performance on the 12th-grade NAEP reading assessment. *Teachers College Record, 113*(11), 2309-2344.

Reports on a study of the effects of monetary incentives on the performance of 12th graders on a reading assessment closely modeled on the NAEP reading test in order to evaluate the likelihood that scores obtained at regular administrations underestimate student capabilities. In a randomized controlled field study, assessed more than 2,600 students in a convenience sample of 59 demographically and geographically heterogeneous schools in seven states. Used an intervention with a control and two incentive interventions, a fixed incentive of 20 dollars and a contingent incentive including 5 dollars in advance and 15 dollars for correct responses to two randomly chosen questions. Results indicated that monetary incentives have a statistically significant and substantively important impact on both student engagement/effort and performance overall, and for most subgroups defined by gender, race, and background characteristics. Concludes that there is now credible evidence that NAEP may both underestimate the reading abilities of students enrolled in 12th grade and yield biased estimates of certain achievement gaps. Recommends that these findings should be taken into account in planning future changes to the NAEP reading framework.
#reading #readingtests #motivation/engagement #comprehension

Brusnighan, S. M., & Folk, J. R. (2012). Combining contextual and morphemic cues is beneficial during incidental vocabulary acquisition: Semantic transparency in novel compound word processing. *Reading Research Quarterly, 47*(2), 172-190.

Using two experiments, investigates how skilled readers use contextual and morphemic information in the process of incidental vocabulary acquisition during reading. In Experiment 1, monitored skilled readers' eye movements while they silently read sentence pairs containing novel and known English compound words that were either semantically transparent (e.g., milkshake, drinkblend) or opaque (e.g., cocktail, deskdoor) in informative and neutral sentence contexts. In Experiment 2, included a postreading vocabulary test following self-paced reading, which allowed for an examination of word learning success. Results indicated that readers showed processing time advantages for novel transparent compounds in informative contexts, when contextual and morphemic information converged on a meaning. Conversely, these readers showed processing time disadvantages for novel opaque compounds in informative contexts when contextual and morphemic information conflicted as to the interpretation of the novel compound. Postreading vocabulary test performance revealed that readers retained new word meanings after a single exposure, and retention rates were significantly improved as a result of combining contextual and morphemic cues. Results further indicated that readers spent more time reading sentences containing novel words for which they subsequently correctly identified the meaning of the novel word. Results suggest that skilled readers automatically decompose novel compound words, that readers' ability to derive word meanings for novel English compounds is aided by pooling contextual and morphemic sources of information, and that readers' monitoring of their comprehension when reading texts containing novel words leads to further gains in vocabulary knowledge.
#reading #decoding #vocabulary #comprehension

Coiro, J. (2011). Predicting reading comprehension on the Internet: Contributions of offline reading skills, online reading skills, and prior knowledge. *Journal of Literacy Research, 43*(4), 352-392.

Investigates the extent to which new reading comprehension proficiencies may be required when adolescents read for information on the Internet. Seventh graders (N = 109) selected from a stratified random sample of diverse middle school students completed a survey of topic-specific

prior knowledge and parallel scenario-based measures of online reading comprehension. Standardized reading comprehension scores were also collected. Results indicated performance on one measure of online reading comprehension accounted for a significant amount of unique variance in performance on a second measure of online reading comprehension after controlling for standardized test scores of offline reading comprehension and topic-specific prior knowledge. Reported an interaction between prior knowledge and online reading comprehension, indicating that higher levels of online reading comprehension skills may help compensate for lower levels of topic-specific prior knowledge when adolescents are asked to locate, critically evaluate, synthesize, and communicate information using the Internet. Discusses a series of alternative interpretations of the data as well as their implications for literacy theory and research.
#reading #digital/technologytools #comprehension #digitalreading

Dutro, E., & Selland, M. (2012). "I like to read, but I know I'm not good at it": Children's perspectives on high-stakes testing in a high-poverty school. *Curriculum Inquiry, 42*(3), 340–367.

Interviews and observes 33 third graders in an urban, high-poverty elementary school classroom over a two-year period related to their perceptions of high-stakes testing to determine their perspectives on how testing shapes their school experiences and identities. Uses a critical discourse analysis of interview data. Finds that students perceive high-stakes tests as having major, serious consequences for their teachers and their school. Reports that students voiced misunderstanding about testing and their own classroom learning and performance, expressed negative feelings about taking the tests, and assumed that their scores served to define them as "good" or "bad" readers. Suggests the need for further clarification about the purpose and consequences for testing in schools, as well as rethinking the larger policies that associate testing with increased student motivation.
#reading #readingtests #motivation/engagement #policy

Flynn, L. J., Zheng, X., & Swanson, H. L. (2012). Instructing struggling older readers: A selective meta-analysis of intervention research. *Learning Disabilities Research & Practice, 27*(1), 21-32.

Synthesizes the experimental literature on reading interventions for upper elementary and middle school students identified with reading disabilities on norm-referenced reading measures. A meta-analysis of 10 studies (12 independent samples) yielded 70 effect sizes on norm-referenced reading measures with an aggregated mean of 0.41 (SE= .04) in favor of the experimental condition. Moderate effect sizes emerged on norm-referenced measures of word identification (M= 0.41), decoding (M= 0.43), and comprehension (M= 0.73) and low effect sizes for fluency (M= -.29). Intervention outcomes did not significantly vary as a function of the reading skills measured, type of reading instruction, and/or variations in sample characteristics. Studies yielding low and relatively moderate effect sizes shared a number of instructional components. Overall, indicated a small to moderate magnitude for experimental reading intervention studies for students with reading disabilities in the middle school age range.
#reading #decoding #comprehension #struggling readers

Ford-Connors, E. (2011). Examining middle school teachers' talk during vocabulary instruction. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles, & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 229-244). Oak Creek, WI: Literacy Research Association.

Compares three middle-school teachers' facilitation of classroom discussions designed to develop and apply students' vocabulary. Codes teacher talk in terms of questioning/eliciting, responding, organizing/giving instructions, presenting/explaining, evaluating, and word use. Codes student talk in terms of simple/elaborated answer, definitional talk, questions, reads definition, and incomplete/incorrect answers. Indicates that teachers' predominate instructional focus is "definitional talk" versus "contextual talk." Suggests that when teachers adopt "contextual talk" this results in more elaboration in applying words and opportunities for assessment of students' own applications of word use.

#reading #decoding #vocabulary #comprehension

Hannon, B. (2012). Understanding the relative contributions of lower-level word processes, higher-level processes, and working memory to reading comprehension performance in proficient adult readers. *Reading Research Quarterly, 47*(2), 125–152.

Examines the relationships of adult readers' individual differences in contributions of lower-level word processes, higher-level processes, and working memory to reading comprehension. Employs structural equation modeling based on a cognitive components-resource model of reading comprehension that assumes that word-level and higher-level cognitive processes are separate constructs in adult readers; that there are multiple−higher-level cognitive processes; that readers form a single mental representation of a text that varies in quality from reader to reader; that, for adult readers, lower-level word processes neither consume working memory resources nor influence higher-level processes; and that working memory exerts little to no direct influence on reading comprehension performance. Analyzes 150 college students by administering the Nelson-Denny standardized reading test. Finds that the cognitive components-resource model of reading comprehension accounts for 62% of the variance in students' reading comprehension performance, indicating that while working memory influences higher-level processes, speed of lower-level word processing exerts little to no influence on higher-level processes or working memory.
#reading #decoding #vocabulary #comprehension

Katz, L., Brancazio, L., Irwin, J., Katz, S., Magnuson, J., & Whalen, D. (2012). What lexical decision and naming tell us about reading. *Reading & Writing, 25*(6), 1259-1282.

Examines how lexical decision (LD) and naming (NAM) tasks influence specific aspects of reading ability: decoding, sight word recognition, fluency, vocabulary, comprehension, rapid naming, or phonological awareness. Examines the reading comprehension processes of 99 adults with a range of different reading abilities. Finds that LD and NAM strongly predicted individual differences in word identification, vocabulary size, fluency (depending on the definitions of fluency), but not comprehension, rapid naming, or phonological awareness. Suggests the value of focusing on LD and NAM to determine individual differences in reading.
#reading #decoding #vocabulary #fluency

Klauda, S. L., & Wigfield, A. (2012). Relations of perceived parent and friend support for recreational reading with children's reading motivations. *Journal of Literacy Research, 44*(1), 3-44.

Examines variations in levels of parental and peer support for students' recreational reading. Surveys 130 fourth graders and 172 fifth graders regarding their perceptions of recreational reading support practices. Analyses survey results to identify sources and types of support. Finds that students perceive higher levels of support from their mothers than from their fathers or friends. Reveals that there were few differences in perceived types of support.
#reading #literaryresponse/literature/narrative #motivation/engagement #independentreading

Kontovourki, S. K. (2012). Reading leveled books in assessment-saturated classrooms: A close examination of unmarked processes of assessment. *Reading Research Quarterly, 47*(2), 153-171.

Analyzes third grade students' reading of leveled books, including a case study of one African American male student identified as a special needs student. Employs a thematic analysis of reading events to identify the materials, norms, routines, and assessments associated with reading leveled books in ways that were unique to the classrooms, as well as the students' practices, efforts to discipline themselves and others, and the meanings they held for reading within and outside of school. Finds that the book baggies, used for storing students' "just-right" books for independent reading, were monitored not only by the teachers but also by the students who were expected to select only "just-right" books for their book baggies. Indicates that teachers and some students voiced a positive discourse related to the use of leveled books, while other

students resisted having to read only "just-right" books, particularly youth assessed as reading below grade level who were expected to read very basic books. Raises questions about how the discourse of reading leveled books serves to limit students' perceptions of reading and their reading interests.
#reading #literaryresponse/literature/narrative #motivation/engagement #independentreading

Kucan, L., Palincsar, A. S., Busse, T., Heisey, N., Klingelhofer, R., Rimbey, M., & Schutz, K. (2011). Applying the Grossman et al. theoretical framework: The case of reading. *Teachers College Record, 113*(12), 2897-2921.

Describes the application of a theoretical framework proposed by Grossman and colleagues in IES-funded design-based research conducted over 3 years. Studies nine teacher educators who were using modules to learn about text-based discussion as a context for comprehension instruction, including how to design, implement, and revise modules to support candidates in comprehension methods courses. Analyzes data on the module implementation in the form of assessments of candidate learning and evaluation of module content and use by teacher educators in order to develop resources that would benefit a wider audience of teacher educators and their students. Indicates that the framework suggested by Grossman and her colleagues provided a way to represent and decompose the module content and to maintain a focus on the importance of providing opportunities for approximating the complex practice of text-based discussion.
#reading #professionaldevelopment/teachereducation #comprehension

Lewis, M. R., & Mensinka, M. C. (2012). Prereading questions and online text comprehension. *Discourse Processes, 49*(5), 367-390.

Examines the effects of the use of prerereading questions on readers' attention to certain sentences in online reading. Analyzes 60 college students' use of prereading quality in terms of how they focus their attention on certain sentences relevant to addressing these questions in their online reading using eye-tracking methods versus control group students who did not receive prereading questions. Students were more likely to attend to sentences potentially relevant to the prereading questions and to acquire more information from these sentences as determined by recall rates. Students used the lexical and semantic feature similarity between the prereading questions and the text sentences to determine relevancy. Suggests the value of prereading questions for focusing attention on online reading text.
#reading #strategies #decoding #comprehension

Maloch, B., & Zapata, A. (2011). "Dude, it's the Milky Way!": An exploration of students' approaches to informational text. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles, & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 322-335). Oak Creek, WI: Literacy Research Association.

Analyzes how third-grade students employed informational texts used for science and social studies instruction in three classrooms over an eight-week period. Codes classroom data in terms of students' "social response" to texts as they share acquired information with peers and "social support" for peers' learning; also, analyzes students' approaches to informational text in terms of "steeping" to building familiarity with texts topics, "focused exploration" to selectively read the text, and "searching" to locate answers to questions. Finds that "social response" and "social support" were prevalent themes in students' uses of informational text to provide each other with relevant information and assistance in understanding certain texts. Indicates that students' approaches to texts varied according to teachers' instructional focus and text difficulty, and that students most frequently engaged in "focused exploration" using questions to search for certain information. Suggests that if text engagement is related to students' social interactions with each other, then students need time and space to engage in these social interactions.
#reading #contentliteracy #comprehension #motivation/engagement

Maniates, H., & Mahiri, J. (2011). Post-scripts: Teaching reading in the aftermath of prescriptive curriculum policies. *Language Arts, 89*(1), 10-21.

Analyzes a shift in one third-grade teacher's thinking about the use of mandated, prescriptive reading lesson plans as she adopts instructional activities consistent with her students' needs. Analyzes the teacher's curriculum decision-making over time in terms of implementing, adapting, or omitting the prescribed curriculum and/or the prescribed teaching practices. Finds that over time, after her first five years of teaching in which she strictly adhered to the mandated curriculum, the teacher questioned the relevancy of texts in the student anthology, addressed her false assumptions about students' prior knowledge, and reconsidered the practice of teacher-directed whole-group instruction. The teacher continued to adhere to some aspects of the curriculum, but adapted, modified, or omitted certain activities consistent with adherence to the idea of a gradual release of responsibility model.
#reading #policy #comprehension #motivation/engagement

McKenna, M. C., Conradi, K., Lawrence, C., Jang, B. G., & Meyer, J. P. (2012). Reading attitudes of middle school students: Results of a U.S. survey. *Reading Research Quarterly, 47*(3), 283–306.

Compiles survey data from 4,491 students in 23 states plus the District of Columbia to determine the attitudes of youth toward recreational reading in print settings, recreational reading in digital settings, academic reading in print settings, and academic reading in digital settings. Finds that for academic digital recreational print and academic print, the attitudes of females were more positive than those of males. For attitudes toward recreational reading in digital settings, the attitudes of males were more positive than females. Reveals that for three of the subscales, a gradual worsening of attitudes from 6th to 8th grade exists. Determines that no interactions were indicated between grade and gender for any of the subscales. Interprets results in light of attitude theory and the rapid evolution of digital literacy and its social uses by adolescents.
#reading #digital/technologytools #motivation/engagement #independentreading

Melekoglu, M. A. (2011). Impact of motivation to read on reading gains for struggling readers with and without learning disabilities. *Learning Disability Quarterly, 34*(4), 248-261.

Investigates the impact of motivation to read on reading gains of struggling readers—13 students with LD and 25 students without disabilities—from two middle schools and one high school in a U.S. Midwestern state. Provides students with a structured, research-based daily reading program over an 18-week period and assesses their motivation to read using the Adolescent Motivation to Read Survey. Secures reading achievement scores using the Scholastic Reading Inventory. Analyzes the impact of motivation to read on reading gains using the bootstrap method of resampling. Finds significant reading gains for all students with and without LD but indicated a significant relationship only between pretest reading scores and improvements in motivation of students without disabilities. Reveals a significant improvement in reading motivation only for students without disabilities.
#reading #comprehension #motivation/engagement #strugglingreaders

Mellard, D., Anthony, J., & Woods, K. (2012). Understanding oral reading fluency among adults with low literacy: Dominance analysis of contributing component skills. *Reading & Writing, 25*(6), 1345-1364.

Examines the prediction effects of seven different reading-related component skills on 272 adult literacy learners' oral reading fluency. Finds that, when text difficulty was fixed at a single reading level, word reading efficiency was the best predictor. When text difficulty was varied, word reading efficiency again was the best predictor, with vocabulary and auditory working memory also being important predictors as well. Suggests the value of vocabulary and auditory working memory strategy instruction for low-literacy adults to improve their reading fluency.
#reading #literacy #decoding #vocabulary

Moore, N., & MacArthur, C. (2012). The effects of being a reader and of observing readers on fifth-grade students' argumentative writing and revising. *Reading & Writing, 25*(6), 1449-1478.

Examines the effects of reading, observing readers, and/or practicing writing from a study of 87 fifth-graders' argumentative writing and revising. Next, examines students' persuasive letter writing when randomly assigned to one of three conditions: being a reader, observing readers, or practicing writing. Finds that students in the reader group discussed and assessed each of three persuasive letters, selecting the most persuasive, and students in the observer group observed and took notes on the reader group's discussions, and then developed criteria for assessing the letters. Determines that students in the control practice group merely practiced writing letters. Analyses of revisions indicates that students in the reader group produced higher-quality revised drafts containing more evidence of audience awareness than letters written by students in the control group. Suggests the importance of reading to assess writing as contributing to writing ability. #reading #writing #comprehension #strategies

Nagy, W., Townsend, D., Lesaux, N., & Schmitt, N. (2012). Words as tools: Learning academic vocabulary as language acquisition. *Reading Research Quarterly, 47*(1), 91-108.

Notes a growing awareness of the importance of academic vocabulary, and, more generally, the importance of academic language proficiency for students' success in school. Presents a review discussing the role of academic vocabulary within academic language and examines recent research on instruction in academic vocabulary, considering both general academic words and discipline-specific words. Critiques the current state of research and offers recommendations on how to continue inquiry and improve practice related to academic vocabulary. Notes that the metaphor of "words as tools" reflects the authors' understanding that instruction in academic vocabulary must approach words as means for communicating and thinking about disciplinary content, and must therefore provide students with opportunities to use the instructed words for these purposes as they are learning them. #reading #vocabulary #decoding #contentliteracy

Paige, D. D. (2011). Testing the acceleration hypothesis: Fluency outcomes utilizing still-versus accelerated-text in sixth-grade students with reading disabilities. *Literacy Research and Instruction, 50*(4), 294-312.

Conducts a random assignment experiment with sixth graders who have reading disabilities to test the acceleration hypothesis—a theory that simultaneously views reading rate as both an independent and dependent variable that can be manipulated to encourage increases in reading indicators. Tests the idea that increasing the amount of text available to working memory can increase comprehension processing. Discusses that in this conceptualization reading rate represents all the component sub-processes required for proficient reading and presents the opportunity for a potential training regimen where the student is prompted to maintain a faster than normal reading rate (accelerated). Finds increases in reading commensurate with a regimen of repeated reading with traditional still-based text. #reading #vocabulary #decoding #strugglingreaders

Peterson, D. S., & Taylor, B. M. (2012). Using higher order questioning to accelerate students' growth in reading. *Reading Teacher, 65*(5), 295-304.

Describes changes in reading instruction that teachers made that contributed to students' growth in reading. Examines how teachers made the transition from instruction that was primarily teacher-directed and focused on lower-level questions to instruction that supported students in their higher-order talk and writing about texts. Discusses how these teachers worked with diverse student populations in schools that had previously struggled to make adequate yearly progress, yet across three years of reading reform their students continued to make important gains in their reading achievement. Suggests that study findings and examples may stimulate

reflection and challenge other reading professionals to consider important research-validated elements of effective reading instruction.
#reading #comprehension #strategies #motivation/engagement

Retelsdorf, J., Koller, O., & Moller, J. (2011). On the effects of motivation on reading performance growth in secondary school. *Learning and Instruction, 21*(4), 550-559.

Identifies unique effects of reading motivation on reading performance when controlling for cognitive skills and familial and demographic background. Draws upon a longitudinal sample of 1,508 secondary school students from 5th to 8th grade. Measured two types of intrinsic reading motivation (reading enjoyment, reading for interest), one type of extrinsic reading motivation (competition), and reading self-concept using self-report questionnaires. Assessed cognitive skills (reasoning, decoding speed) and reading performance using standardized tests and collected data on background variables using student and parent questionnaires. Applies latent growth curve modeling, finding a positive unique effect of reading enjoyment and reading self-concept and a negative unique effect of competition on the initial level of reading performance. Moreover, a positive unique effect of reading for interest on reading performance growth was recorded. Concludes that enhancing students' interest might be fruitful in terms of nurturing reading performance.
#reading #motivation/engagement #comprehension #decoding

Rudd, L. L., & Dunn, K. (2011). "Dudes don't read, Ms. Rudd": The voices behind the statistics. In P. L. Dunston, L. B. Gambrell, K. Headley, S. K. Fullerton, P. M. Stecker, V. R. Gilles, & C. C. Bates (Eds.), *60th Yearbook of the Literacy Research Association* (pp. 279-288). Oak Creek, WI: Literacy Research Association.

Interviews 62 males ages 14–18 regarding their perceptions of reading. Finds that even though respondents reported little reading, they perceived themselves as proficient readers, although 48% formulated simplistic definitions of what constitutes reading and most believed that they needed to read more. A consistent factor related to their motivation to read was choice: 64% of respondents wanted more choice in their reading. Women rather than men were more frequently perceived to be role models for reading; 55% of respondents perceived females as "good readers." Sustained silent reading programs (SSR) adopted in three of their schools were not perceived as enhancing motivation to read. Suggests the need to provide more choice for male readers as well as making texts available that fulfill pragmatic reasons for reading, such as texts providing technical information.
#reading #motivation/engagement #comprehension #independent reading

Shanahan, C., Shanahan, T., & Misischia, C. (2011). Analysis of expert readers in three disciplines: History, mathematics, and chemistry. *Journal of Literacy Research, 43*(4), 393-429.

Identifies those disciplinary literacies employed by expert readers of history, mathematics, and chemistry. Analyzes the think-aloud protocols, group discussions, and reflections on reading processes employed by six experts in each of the three fields. Finds differences in how experts in each field cite and employ sources, contextualize texts according to purposes for reading, corroborate texts by referencing other texts, re-read or skim texts, respond critically to texts, and employ knowledge of text structures. History readers focused on author's knowledge about an event, analysis of the different perspectives of an event, the narrative organization of events, critical analysis of the author's credibility, and use of one's own perspective to analyze the author's perspective on the field. Math readers focused on relevant information to avoid misinterpretation of how problems were solved, on the use of graphics to interpret information, on the accuracy of the information, and used rereading to assess the information. Chemistry readers focused on a report's recency, how the report corroborated or challenged other reports, the structure of the report to locate information, the plausibility of the scientific evidence cited in the report, and the importance of significant, new information consistent with their interests.
#reading #contentliteracy #comprehension #strategies

Vaughn, S., Klingner, J. K., Swanson, E. A., Boardman, A. G., Roberts, G., Mohammed, S. S., & Stillman-Spisak, S. (2011). Efficacy of collaborative strategic reading with middle school students. *American Educational Research Journal, 48*(4), 938-964.

Examines the effects of collaborative strategic reading instruction on 61 7th and 8th grade students randomly assigned to a treatment group that engaged in collaborative group reading over an 18-week period or to a control group with traditional reading instruction. Finds that students in the treatment group had significantly higher reading comprehension scores than students in the control group; there were no significant differences on reading fluency. #reading #comprehension #strategies #motivation/engagement

Wilkins, C., Gersten, R., Decker, L., Grunden, L., Brasiel, S., Brunnert, K., & Jayanthi, M. (2012). *Does a summer reading program based on Lexiles affect reading comprehension?* (NCEE 2012-4006). Washington, DC: National Center for Education Evaluation and Regional Assistance, Institute of Education Sciences, U.S. Department of Education.

Examines the impact of students' participation in a summer reading program on their reading ability. Randomly assigns (within schools) 1,785 third grade low-reading ability students from four Texas school districts to a treatment group who were sent postcards and received eight books during the summer before their fourth grade school year and a control group—students who did not receive postcards or books. Administers a survey and the Scholastic Reading Inventory as a posttest to both groups of students. Findings show a statistically significant effect of the summer reading program on the number of books students reported reading, including treatment group students indicating that they read 1.03 more books over the summer than students in the control group. Cautions that participation in the summer reading program had no statistically significant impact on student reading comprehension, potentially due to the lack of reading instruction or teacher/parent support associated with students' independent summer reading. #reading #independentreading #motivation/engagement #comprehension

Other Related Research

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Turner, F. D. (2012). Increasing word recognition with racially diverse second-grade students using fluency-oriented reading approaches. *Journal of Educational Research, 105*(4), 264-276.

White, S. (2012). Mining the text: 34 text features that can ease or obstruct text comprehension and use. *Literacy Research and Instruction, 51*(2), 143-164.

Wichadee, S. (2011). Developing the self-directed learning instructional model to enhance English reading ability and self-directed learning of undergraduate students. *Journal of College Teaching & Learning, 8*(12), 43-52.

Second Language Literacy

Tags: #secondlanguageliteracy #bilingual#immigrant/refugee #secondlanguageassessment #culturaldifference#vocabulary #metalinguistic #ESLinstruction #foreignlanguageinstruction #languageacquisition #cognitive

Alvarez, L. (2012). Reconsidering academic language in practice: The demands of Spanish expository reading and students' bilingual resources. *Bilingual Research Journal, 35*(1), 32-52.

Investigates the construct of academic language through a close examination of how Latino EL students used language to participate in one academic task over several months: reading and discussing science texts in Spanish. Uses design research methodology to develop interventions and instructional theories grounded in the context of teaching a Spanish reading group of fourth grade Latino ELs. Identifies and describes nine interactional moves used in collective meaning-making: initiating, attending and monitoring, building context, questioning, rephrasing, hypothesizing, extending and elaborating, defining, and reflecting. Posits a general definition of academic language as a social practice in which individuals learn and communicate about academic content rather than a prescriptivist benchmark against which to judge the linguistic abilities of Latino ELs in English and Spanish.
#secondlanguageliteracy #ESLinstruction #bilingual #contentliteracy

Canagarajah, S. (2011). Codemeshing in academic writing: Identifying teachable strategies of translanguaging. *The Modern Language Journal, 95*(3), 401-417.

Describes translanguaging (integrated system of use of multiple languages) strategies of a multilingual (French, Arabic, English) Saudi Arabian female graduate student in essay writing as part of an ethnographic study in a class for teachers on the teaching of second-language writing. Data include drafts of essays, journals, classroom assignments, peer review, stimulated recall, and member check. Finds participant used four broad types of strategies that cover the basic components of writing—contextual, personal, social, and textual. Finds that dialogue with instructor and peers can help develop independence and metacognitive awareness. Concludes that students must increase their codemeshing repertoires.
#secondlanguageliteracy #culturaldifference #cognitive

Cenoz, J., & Gorter, D. (2011). Focus on multilingualism: A study of trilingual writing. *Modern Language Journal, 95*(3), 356-369.

Explores the concept of a "Focus on Multilingualism" by examining the language acquisition processes of multilingual students in Basque, Spanish, and English. Uses a questionnaire and an informal writing sample to analyze composition, multidirectionality, general writing, and language mixing. Suggests that current research on bilingualism that isolates languages into separate spheres does not account for the complex process of acquiring multiple languages simultaneously. Proposes instead a more holistic approach that considers the permeability of language boundaries and emphasizes the full repertoire of linguistic resources that multilingual students possess.
#languageacquisition #secondlanguageliteracy #culturaldifference #cognitive

Dobao, A. F. (2012). Collaborative writing tasks in the L2 classroom: Comparing group, pair, and individual work. *Journal of Second Language Writing, 21*(1), 40-58.

Examines the effects of L2 students collaborative versus solo writing. Analyzes writing on the same tasks by students in groups of four (n = 15), pairs (n = 15), and individuals (n = 21) in terms of fluency, complexity, and accuracy, as well as the interactions within groups and pairs. Finds that while both groups and pairs frequently focused their attention on language issues, groups produced a higher percentage of correctly resolved language issues than pairs, resulting in more accurate writing than those written by either the pairs or by individuals. Suggests the value of group collaboration for teaching L2 writing.
#secondlanguageliteracy #writing #ESLinstruction #vocabulary

Dorner, L. M. (2012). The life course and sense-making: Immigrant families' journeys toward understanding educational policies and choosing bilingual programs. *American Educational Research Journal, 49*(3), 461-486.

Analyzes six immigrant Mexican families' negotiations related to their children's enrollment/placement in bilingual programs in a suburban Chicago school district. Employs ethnographic analysis of how being in a certain time (family members' composition and needs related to children's age and school experience) and place (history and structure of schools and bilingual education policies) can influence families' decisions regarding potential benefits or failures related to their children's success in school. Finds that, contrary to deficit assumptions about these families' abilities to make decisions, the families understood and critically examined the bilingual school policies as well as negotiated with the schools for positive results. At the same time, some families with less experience in a school lacked the background knowledge to understand and negotiate with the schools.
#secondlanguageliteracy #bilingual #immigrant/refugee #culturaldifference

Eckstein, G., Chariton, J., & McCollum, R. M. (2011). Multi-draft composing: An iterative model for academic argument writing. *Journal of English for Academic Purposes, 10*(3), 162-172.

Given the challenge of ESL college writers attempting to adopt multi-draft writing models employed in both composition and ESL writing programs, develops an alternative iterative multi-draft model designed to be more manageable by ESL writers. Studies the benefits of adopting this alternative model on 14 ESL students' 42 compositions written over a semester. Finds a significant effect on improvements in content, organization, and grammar but not in word choice or referencing; the model also led to high quality writing that was the case with using the standard multi-draft model. Suggests the need for ESL college writing programs to adopt alternative models of multi-draft writing.
#secondlanguageliteracy #writing #ESLinstruction #vocabulary

Gort, M. (2012). Code-switching patterns in the writing-related talk of young emergent bilinguals. *Journal of Literacy Research, 44*(1), 45-75.

Used qualitative methods to examine code-switching patterns in the writing-related talk of six emergent Spanish-English bilingual first-grade children. Analyzed audio recordings, field notes, and writing artifacts for language prevalence, form, content, and purpose. Finds that English played a prevalent role in the creation of Spanish texts, but not vice versa. Findings suggest that emergent bilinguals have a wide linguistic, communicative, and cultural repertoire to support their conversational and literacy goals.
#secondlanguageliteracy #bilingual #writing #sociolinguistic

Guan, C., Liu, Y., Chan, D., Ye, F., & Perfetti, C. (2011). Writing strengthens orthography and alphabetic-coding strengthens phonology in learning to read Chinese. *Journal of Educational Psychology, 103*(3), 509-522.

Explores through two quantitative design studies the hypothesis that learning to write words in Chinese as a second language can support word recognition processes and thus increase reading skills among college-age students in a beginning Chinese class. The first study examines the learning pattern of Chinese lexical constituents when characters were introduced through reading and handwriting compared to only reading. Shows reading combined with handwriting was more beneficial than the comparison treatment. The second study examines a) whether typing Pinyin (and therefore coding pronunciation) would help develop strong phonological representations, b) whether a combination of character handwriting and Pinyin typing would strengthen connections among character, pronunciation, and meaning, and c) motor activity in the writing condition. Shows a complementary effect of alphabetic coding through Pinyin-typing in auditory identification and orthography-phonology mapping tasks. Finds that alphabetic (Pinyin) typing supported only phonological representations and the link between the character and the phonology of the word. Inclusion of writing Chinese characters by hand and typing Pinyin promotes learning to read Chinese as a second language.
#secondlanguageliteracy #vocabulary #foreignlanguageinstruction #languageacquisition #cognitive

Gwynne, J., Pareja, A. S., Ehrlich, S. B., & Allensworth, E. (2012). *What matters for staying on-track and graduating in Chicago public schools: A focus on English language learners.* Chicago: The Consortium on Chicago School Research (CCSR) at the University of Chicago. Retrieved from http://tinyurl.com/6nphc6t

Follows a cohort of ELL versus non-ELL students in the Chicago Public Schools (CPS) as 9th graders over a five-year period to determine if absences, GPA, and course failures served as valid predictors of high school graduation. Finds that GPA was highly predictive (82 percent of the time) of graduation for ELL students, more so than English language proficiency level (60% of the time) as well as whether students experienced interruptions in their education. Only 52 percent of Hispanic ELLs who had not achieved proficiency when they entered high school graduated within four years; all Hispanic students, regardless of their ELL status, had far lower graduation rates than White students or Asian ELL students. Hispanic students who obtained English language proficiency before sixth grade performed better in their ninth grade courses compared to other Hispanic sub-groups. ELL students who were newcomers to CPS after age 12 were less likely to graduate than other students with the same grades and attendance.
#secondlanguageliteracy #bilingual #immigrant/refugee #secondlanguageassessment

Jimenez-Castellanos, O., & Topper, A. M. (2012). The cost of providing an adequate education to English language learners: A review of the literature. *Review of Educational Research, 82*(2), 179-232.

Reviews cost-study research related to the attention devoted to funding ELL programs. Of the 70 empirical cost studies examined, only a few focused on ELL funding. Finds wide variations in how ELL funding costs are studied, as well as that current funding levels are not sufficient to provide high quality ELL instruction. Suggests the need for more research on ELL funding to

improve transparency of issues facing ELL instruction in schools.
#secondlanguageliteracy #secondlanguageassessment #ESLinstruction #bilingual

Kibler, A. (2011). "I write it in a way that people can read it": How teachers and adolescent L2 writers describe content area writing. *Journal of Second Language Writing, 20*(3), 211-226.

Examines how four ELL adolescent students perceive their writing assignments in humanities and biology courses as well as how teachers define their expectations for students' writing in these courses. Uses interviews, observations, and analysis of student writing to determine these perceptions and expectations. Finds wide disparities between students' versus teachers' perceptions of their content-area writing. Students do not perceive themselves adopting the roles teachers imagine them adopting. Students also struggle with language issues as well as lack of disciplinary literacies that content area teachers may not acknowledge. Suggests the need for open discussion of these disparate perceptions between teachers and students.
#secondlanguageliteracy #writing #ESLinstruction #vocabulary

Kieffer, M. J. (2011). Converging trajectories: Reading growth in language minority learners and their classmates, kindergarten to grade 8. *American Educational Research Journal, 49*(5), 1187-1225.

Analyzes U.S. data to determine the influence of language minority (LM) status and English proficiency on English reading growth across the elementary and middle school years. Finds that LM learners who are fluent in English catch up with native English speakers nationally by first grade and maintain national-average reading levels through eighth grade. In contrast, LM learners with limited English proficiency in kindergarten demonstrated below average reading levels in elementary grades, but match reading levels of non-LM students from similar socio-economic backgrounds during middle school.
#secondlanguageliteracy #reading #bilingual #secondlanguageassessment

Lee, O., Penfield, R. D., & Buxton, C. A. (2011). Relationship between "form" and "content" in science writing among English language learners. *Teachers College Record, 113*(7), 1401-1434.

Examines the link between English literacy development and science content knowledge at the elementary school level. Conducted an intervention that included a multi-year professional development workshop battery for science teachers on pedagogical strategies for ELLs and science curriculum units specifically tailored for ELLs. Results indicated a positive correlation between learning science content and English simultaneously as well as increased proficiency in academic English. Concludes that contrary to most models of elementary ELL instruction, in which students are isolated from content area material while they learn basic English skills, an approach that integrates both content area material and English is most beneficial, particularly for higher level ELLs.
#secondlanguageliteracy #literacy #ESLinstruction #cognitive

Meyer, T., Young, M., & Lieberstein-Solera, F. (2012). Lost in translation: Assessing writing of English language learners. *English Journal, 101*(5), 93-96.

Examines the use of a six-point scoring rubric translated into Spanish for use in assessing students' writing. Shares the translated rubric with bilingual educators for their feedback and applies the rubric to student writing in Spanish. Finds that students' scores in Spanish were higher than for those who chose to write in English, while at the same time recognizing that ELL students who chose to write in English were taking risks to do so, even though that may have resulted in lower scores using an English rubric.
#secondlanguageliteracy #writing #secondlanguageassessment #ESLinstruction

Rochecouste, J., Oliver, R., & Mulligan, D. (2011). English language growth after university entry. *International Journal of Educational Research, 53*, 1-8.

Surveys 800 international students from non-English speaking backgrounds enrolled at five Australian universities regarding their language/language learning background; strategies for learning English; motivation, attitudes and beliefs about learning English; and academic learning strategies. Correlations with this data and students' GPAs indicate that some of the language learning strategies employed in their home countries, such as rote-learning, have negative correlations to GPAs, while high-risk strategies, such as guessing alternative word meanings or socializing with others, have weak but positive correlations with GPAs.
#secondlanguageliteracy #bilingual #immigrant/refugee #ESLinstruction

Tang, S., Dearing, E., & Weiss, H. (2012). Spanish-speaking Mexican-American families' involvement in school-based activities and their children's literacy: The implications of having teachers who speak Spanish and English. *Early Childhood Research Quarterly, 27*(2), 177-187.

Examines the relationships between 72 low-income, Spanish-speaking Mexican-American families' involvement in school-based activities and their children's literacy in their preferred language (English or Spanish) for K through 3. Finds that family involvement in school-based activities increased for students who displayed early literacy problems, particularly for students who consistently had bilingual teachers. Increased family involvement also predicted higher literacy skills at third grade, particularly for children who struggled early. Suggests the importance of having teachers who are fluent in Spanish and English.
#secondlanguageliteracy #bilingual #immigrant/refugee #culturaldifference

Van Beuningen, C. G., De Jong, N. H., & Kuiken, F. (2012). Evidence on the effectiveness of comprehensive error correction in second language writing. *Language Learning, 62*(1), 1-41.

Examines the effect of direct and indirect comprehensive corrective feedback (CF) as a revising tool on ELL learners' written accuracy. Two-hundred sixty-eight Dutch secondary students were randomly assigned to one of two experimental treatments—one receiving direct CF that identified errors and the needed correction and one receiving indirect CF that identified errors but left it up to the student to make the correction, as well as one of two control groups—one that invited students to revise on their own and one that did not involve revision but another new writing task. Finds that both direct and indirect comprehensive CF had significantly higher accuracy corrections than did either of the control groups. The CF treatment groups also improved in structural complexity and lexical diversity. Only the direct CF resulted in grammatical accuracy gains in new writing, while pupils' non-grammatical accuracy benefited most from indirect CF. Suggests the value of CF for fostering revision at the language editing level.
#secondlanguageliteracy #writing #metalinguistic #vocabulary

Yaghoub Zadeh, Z., Farnia, F., & Geva, E. (2012). Toward modeling reading comprehension and reading fluency in English language learners. *Reading & Writing, 25*(1), 163-187.

Longitudinal data from 308 ELLs from different linguistic backgrounds were analyzed using structural equation modeling. Examines the mediating role of Grade 2 word-level reading skills in the association between Grade 1 phonological awareness, naming speed, and listening comprehension and Grade 3 reading comprehension and reading fluency. Suggests that the oft-cited correlations between reading fluency and reading comprehension can be understood in terms of distinct constructs with common underlying factors. Provides a more complex model of the factors that contribute to subsequent reading achievement in ELLs.
#secondlanguageliteracy#ESLinstruction#reading#comprehension#fluency

Other Related Research

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Avery, J. A., & Steward, M. H. (Eds.). (2012). *Language learning: New research.* Hauppauge, NY: Nova Science Publishers.

Bagheri, M., & Fazel, I. (2011). EFL learners' beliefs about translation and its use as a strategy in writing. *The Reading Matrix, 11*(3), 292-301.

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Chang, C. (2012). Peer review via three modes in an EFL writing course. *Computers and Composition, 29*(1), 63-78.

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Writing

Tags: #writing #writinginstruction #argumentation #writingstrategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn

Alamargot, D., Caporossi, G., Chesnet, D., & Ros, C. (2011). What makes a skilled writer? Working memory and audience awareness during text composition. *Learning and Individual Differences*, *21*, 505–516.

Examines the role of working memory capacity in the ability to compose a text with communicative efficiency based on audience awareness. Analyzes its effects on writing processes and on the content of the finished product. Twenty-five graduate students composed a text explaining how to assemble a model turbine. They were free to consult a visual source that features pictures of turbine parts and assembly steps. Graphomotor and eye movements were recorded using "Eye and Pen" software with an eye-tracker and digitizing tablet. Finds that writers with a high working memory capacity used a different strategy to explore the visual source, making longer writing pauses and producing more detailed procedures, and achieved the communicative goal more efficiently by introducing more reader supports.
#writing #writing strategies #writingquality

Andringa, S., De Glopper, K., & Hacquebord, H. (2011). Effect of explicit and implicit instruction on free written response task performance. *Language Learning, 61,* 868-903.

Examines whether second-language (L2) learners used explicit knowledge in a free written response task if that knowledge is present. Eighty-one 12–18-year-old learners of Dutch as L2 took part in a computer-assisted language learning experiment, receiving either explicit or implicit instruction about two grammar structures. The ability to use these structures was measured by means of a grammaticality judgment task and a free written response task. Finds that both explicit and implicit instruction promoted the use of the target structures in free response tasks.
#writing #writinginstruction #writingquality #secondlanguageliteracy

Artemeva, N., & Fox, J. (2011). The writing's on the board: The global and the local in teaching undergraduate mathematics through chalk talk. *Written Communication, 28*(4), 345-379.

Analyzes uses of writing during lectures conducted by 50 instructors in university mathematics lecture classrooms. Identifies the genre of chalk talk involving writing about math problem-solving while talking aloud that served as a primary, global mode of instruction across a range of different local contexts. Suggests the importance of studying particular genres operating within global disciplinary communities in understanding learning of disciplinary literacies.
#writing #writinginstruction #genre

Barkaoui, K. (2011). Effects of marking method and rater experience on ESL essay scores and rater performance. *Assessment in Education: Principles, Policy & Practice, 18*(3), 279-293.

Examines the effects of marking method and rater experience on ESL (English as a Second Language) essay test scores and rater performance. Thirty-one novice and 29 experienced raters rated ESL essays holistically and analytically. Essay scores were analyzed to compare test-takers' writing ability estimates, inter-rater agreement, and rater severity and self-consistency across marking methods (holistic vs. analytic) and rater groups (novice vs. experienced). Finds that raters were less severe with analytic marking. Holistic marking led to a higher level of inter-rater agreement, while analytic marking led to higher self-consistency. Suggests that the two marking methods might be useful for different assessment purposes, contexts, and raters.
#writing #secondlanguageliteracy #writingassessment

Behizadeh, N., & Engelhard, G. (2011). Historical view of the influences of measurement and writing theories on the practice of writing assessment in the United States. *Assessing Writing, 16*(3), 189-211.

Conducts an historical analysis of how measurement and writing theories influenced writing assessments during the 20th century in the United States. Identifies two types of measurement theories—test-score and scaling—and three types of writing theories—form, idea and content, and sociocultural context. Finds that while measurement theory once had a much stronger influence on writing assessments than writing theory, the emergence of a new discipline of writing assessment that recognizes the need to better mesh writing and measurement theories creates the potential for new forms of writing assessment in the 21st century.
#writing #writingassessment #writinginstruction

Boscolo, P., Gelati, C., & Galvan, N. (2012). Teaching elementary school students to play with meanings and genre. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 28*(1), 29-50.

Reports on an experimental study with two groups of fourth graders writing in 10 weekly workshops of 90 minutes each. The experimental group consisted of 66 fourth graders, and the control group consisted of 48 fourth graders, both skilled and less skilled writers. The experimental group children were taught and practiced "linguistic games" in which they had to modify narrative texts according to a specific rule or by introducing a new element, with the aim of creating a new and coherent text. Finds that the experimental group improved their ability to modify texts and showed an increase in their liking of narrative.
#writing #writinginstruction #writingquality #expressivewriting

Bourke, L., & Adams, A. (2011). Is it differences in language skills and working memory that account for girls being better at writing than boys? *Journal of Writing Research, 3*(3), 249-277.

Examines gender differences in language and working memory skills as a possible explanation for differences in writing progress between girls and boys. Sixty-seven children participated. Qualitative differences in writing progress were examined using a writing assessment scale from the Early Years Foundation Stage Profile. Quantitative measures of writing were also used (e.g., number of words, diversity of words). The children were assessed on tasks measuring their language production and comprehension skills and the visual-spatial, phonological, and central executive components of working memory. Finds that boys performed less well than girls on all measures of writing except for grammatical complexity of sentences. No differences were found between the genders on the capacity and efficiency of their working memory functioning.
#writing #writingquality #writingassessment

Bridgeman, B., Trapani, C., & Bivens-Tatum, J. (2011). Comparability of essay question variants. *Assessing Writing, 16*(4), 237-255.

Analyzes the effects of the use of six different argumentative essay question variants on 7,473 examinees for argument prompts and 10,827 on issue prompts, a variant typically employed in essay assessments to ensure test security. Finds similar means, standard deviations, and rater reliabilities across different prompt variants and no interaction with gender, ethnicity, or language (as determined by self-report that a certain language was one's "best" language). Suggests that prompt variants can be employed in writing assessments to generate valid and reliable results.
#writing #writingquality #writinginstruction #argumentation

Brunstein, J. C., & Glaser, C. (2011). Testing a path-analytic mediation model of how self-regulated writing strategies improve fourth graders' composition skills: A randomized controlled trial. *Journal of Educational Psychology, 103*(4), 922-938.

Compares the effects of instruction in writing strategies combined with self-regulation with the effects of instruction in writing strategies without self-regulation on 117 fourth-graders'

story writing. Finds that teaching strategies combined with self-regulation improved students' planning and revising of stories, resulting in higher-quality stories as well as student self-efficacy and knowledge of what constitutes effective writing.
#writing #literaryresponse/literature/narrative #writinginstruction #revision

Chang, C. F. (2012). Peer review via three modes in an EFL writing course. *Computers and Composition*, *29*, 63–78.

Examines the effects of a combination of three modes of peer feedback—face-to-face, synchronous, and asynchronous—on second language students' peer review. Finds that the affordance of the three modes influenced students' task engagement, comment categories, and perception of peer review. Results further suggest that a combination of different modes in the multiple-draft process may benefit peer review and satisfy individual preference toward a particular mode for peer review. The results imply that arranging various modes appropriately at different stages of drafting and customizing peer review training in using these modes may maximize the effects of peer review in the writing process.
#writing #feedback #revision #secondlanguageliteracy

Chen, Y. S., & Su, S. W. (2012). A genre-based approach to teaching EFL summary writing. *ELT Journal*, *66*(2), 184-192.

Investigates the instructional efficacy of a genre-based approach to teaching summary writing for EFL university students. Forty-one students in Taiwan were asked before and after the instruction to summarize a simplified version of *The Adventures of Tom Sawyer* in a maximum of 500 words. Students' summaries on the pre- and post-tests were evaluated against content, organization, vocabulary, and language use. Results showed that such an approach was effective in improving students' overall summarization performance of a narrative source text and that the students benefited to a greater extent in content and organization than in vocabulary and language use.
#writing #writingquality #genre #writinginstruction

Coe, M., Hanita, M., Nishioka, V., & Smiley, R. (2011). *An investigation of the impact of the 6+1 trait writing model on grade 5 student writing achievement: Final report. NCEE 2012-4010*. Washington, DC National Center for Education Evaluation and Regional Assistance. Retrieved from http://search.ebscohost.com/login.aspx?direct=true&db=eric&AN=ED527445&site=ehost-live

Assesses the impact of the 6+1 Trait Writing model on fifth grade writing achievement in 74 Oregon schools over a one-year period. Evaluates for student performance in ideas, organization, voice, word choice, sentence fluency, conventions, and presentation and compares between gender and across ethnicity. Finds that the 6+1 Trait Writing model significantly increased student writing scores for students in a treatment group with scores higher than the estimated average score of students in a control group. Treatment-group students also had significantly higher scores on organization, voice, and word choice than did control-group students, while differences for ideas, sentence fluency, and conventions were not significant. There were no effects according to gender or ethnicity. Suggests the value of using the 6+1 Trait Writing scoring for improving certain aspects of students' writing.
#writing #feedback #writingassessment #writinginstruction

Crossley, S. A., Weston, J. L., McLain-Sullivan, S. T., & McNamara, D. S. (2011). The development of writing proficiency as a function of grade level: A linguistic analysis. *Written Communication*, *28*(3), 282-311.

Compares writing of ninth-grade, eleventh-grade, and first-year college students by using the computer-automated tool Coh-Metrix to determine developmental differences in lexical sophistication (i.e., word frequency, word concreteness), syntactic complexity (i.e., the number of modifiers per noun phrase), and cohesion (i.e., word overlap, incidence of connectives).

Finds a defined development related to increased production of more sophisticated words and more complex sentence structure and a reduction in uses of cohesive features in text. Suggests that linguistic development at these levels results in generating texts that are more elaborate and less cohesive.

#writing #literacy #writingassessment #writingquality

Cuenca-Sanchez, Y., Mastropieri, M. A., Scruggs, T. E., & Kidd, J. K. (2012). Teaching students with emotional and behavioral disorders to self-advocate through persuasive writing. *Exceptionality, 20*(2), 71-93.

Examines the effects of a Self-Regulated Strategy Development (SRSD) model of writing instruction including a self-determination training designed for middle-school students with emotional and behavioral disorders. Students in the treatment group received instruction in persuasive writing to self-advocate as well as self-determination skills, while students in the control group received writing instruction based on the school's curriculum. Students in the treatment group had significantly higher post-essays scores and showed greater ability to recall ideas from a persuasive essay, greater self-efficacy, and greater self-determination knowledge. Suggests the value of the SRSD method combined with self-determination training for teaching students with emotional and behavioral disorders.

#writing #writinginstruction #argumentation #writingstrategies

Davila, B. (2012). Indexicality and "standard" edited American English: Examining the link between conceptions of standardness and perceived authorial identity. *Written Communication, 29*, 180-207.

Problematizes indexicality, which marginalizes underrepresented students—especially African American—by forming ideological associations between privileged, White students and uses of "standard." Analyzes interviews with composition instructors' responses to anonymous student texts. Finds that instructors draw on indexicality in constructing students' identities to perceive writing as nonstandard in ways that privilege some students over others in terms of race and class differences.

#writing #cultural/discourse analysis #writingassessment #authorialidentity

De Smet, M. J. R., Broekkamp, H., Brand-Gruwel, & Kirschner, P. A. (2011). Effects of electronic outlining on students' argumentative writing performance. *Journal of Computer Assisted Learning, 27,* 557-574.

Examines the effect of electronic outlining on the quality of students' writing and on the students' perceived mental effort during the writing task. The writing products and self-report data from 34 tenth-grade students of a Dutch pre-university school were analyzed. Students wrote two argumentative texts with or without an outline tool. Finds that electronic outlining improves the quality of students' argumentative texts and decreases mental effort.

#writing #writinginstruction #argumentation #writingquality

Diab, N.M. (2011). Assessing the relationship between different types of student feedback and the quality of revised writing. *Assessing Writing, 16*, 274-292.

Compares the effects of peer-editing with those of self-editing on the quality of students' revised drafts. Two intact classes of an English course participated. The experimental group practiced peer-editing while the control group engaged in self-editing. After receiving training in their respective type of editing, both groups wrote an argumentative essay in two drafts. Results indicated a significant difference in revised writing in favor of peer-editing. A random sample of seven peer-edited and self-edited essays was analyzed to determine the differences between peer-editors' and self-editors' ability to notice errors and to revise and improve them. Results showed that while peer-editors and self-editors had the same observational ability, writers who

engaged in self-editing revised more errors than writers who received peer-feedback. In contrast, writers who engaged in peer-editing improved their revised drafts more than self-editors did.
#writing #writinginstruction #revision #feedback

DiPardo, A., Storms, B. A., & Selland, M. (2011). Seeing voices: Assessing writerly stance in the NWP Analytic Writing Continuum. *Assessing Writing, 16*(3), 170-188.

Describes a National Writing Project rubric development team's issues and difficulties in attempting to develop a scoring rubric over a two-year period for what was identified first as Voice and subsequently as Stance. Finds that defining the meaning of Voice and Stance poses challenges in terms of assigning rating scores for concepts that writing teachers value.
#writing #writingassessment #writingquality #writinginstruction

Dryer, D. B. (2012). At a mirror, darkly: The imagined undergraduate writers of ten novice composition instructors. *College Composition & Communication, 63*(3), 420-452.

Compares 10 new graduate teaching assistants' (GTAs) beliefs about academic writing with reactions to first-year essay drafts during their GTA practicum training and instruction. Analyzes interviews conducted during the sixth, eleventh, and sixteenth weeks of the term in which GTAs commented about three anonymous student essays and, upon being asked to "characterize the work this writer is doing in this essay," constructed imaginary identities for the authors of these essays. Finds that GTAs' confidence about teaching academic writing, particularly among those GTAs with prior teaching experience, actually declined; this is argued to reflect an increased ambivalence about and a diminished pleasure in teaching, possibly due to an increased awareness of the complexity of academic writing itself and the teaching of academic writing.
#writing #professionaldevelopment/teachereducation #writinginstruction #feedback

Duijnhouwer, H., Prins, F. J., & Stokking, K. M. (2012). Feedback providing improvement strategies and reflection on feedback use: Effects on students' writing motivation, process, and performance. *Learning and Instruction*, *22*, 171-184.

Examines the effects of feedback providing improvement strategies and of a reflection assignment on students' writing motivation, process, and performance. Students in the experimental condition (n = 41) received feedback including improvement strategies, whereas students in the control condition (n = 41) received feedback without improvement strategies. Within each condition, half of the students received a reflection assignment on feedback use and revision, while the other half received a reflection assignment on feedback perception. Finds that in the experimental feedback condition, writing performance gained from the control reflection assignment, while in the control feedback condition, writing performance gained from the experimental reflection assignment. Improvement strategies positively predicted planning/revising.
#writing #writinginstruction #writingstrategies #feedback #revision

García, A., & Gaddes, A. (2012). Weaving language and culture: Latina adolescent writers in an after-school writing project. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 28*(2), 143-163.

Explores the experiences of Latina adolescent students during an after-school writing project based on a culturally and linguistically responsive literacy instruction model. Reports on the writing experiences of young women from diverse backgrounds as they examined issues of race, power, voice, and linguistic identity through the use of culturally authentic literature. Qualitative analyses of data from writing samples reveal (a) the process of Latina youth "authoring" themselves through writing and (b) the composing of meaning from a transnational perspective.
#writing #discourse/culturalanalysis #writinginstruction #literaryresponse/literature/narrative

Graham, S., Berninger, V., & Abbott, R. (2012). Are attitudes toward writing and reading separable constructs? A study with primary grade children. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 28*(1), 51-69.

Examines whether attitude toward writing is a unique and separable construct from attitude toward reading for young beginning writers. Participants were 241 first-grade and third-grade children. Attitudes toward writing and reading were assessed by a 24-item attitude measure. Students also wrote a narrative about a personal event in their life. Finds that writing and reading attitudes are separable constructs for young beginning writers. At the third-grade level, writing attitude made a unique and significant contribution to the prediction of measures of writing: quality, length, and longest correct word sequence. At the first-grade level, none of the attitude measures predicted students' writing performance.
#writing #reading #literaryresponse/literature/narrative #writingquality

Graham, S., & Sandmel, K. (2011). The process writing approach: A meta-analysis. Journal of *Educational Research, 104*(6), 396-407.

Reports a meta-analysis of 29 experimental and quasi-experimental studies conducted with students in Grades 1–12 to examine if process-writing instruction improves the quality of students' writing and motivation to write. Finds a significant but modest improvement in the overall quality of writing as a result of the process writing approach for students in general education classes (average effect size = 0.34). Finds no significant improvement in students' motivation nor in the quality of struggling writers' compositions.
#writing #writinginstruction #writingquality

Harwood, N., & Petric, B. (2012). Performance in the citing behavior of two student writers. *Written Communication, 29*(1), 55-103.

Analyzes two MBA students' citation practices as a reflection of their identity performance, drawing on Goffman's notion of performance as impression management as students attempt to make a positive impression on their MBA program instructors grading their papers. Interview data indicated that the students deliberately cited those sources on their course reading lists, regardless of whether those sources were useful, to give the impression that they were attending to those readings; cited a large number of sources even though they may not have read them carefully to give the impression that they read widely; and citing sources discussed in class to give the impression that they were attentive in class discussions. One student cited the instructor's perceived ideological orientation in her writing to attempt to gain the instructor's positive view of her work. Suggests the value of using Goffman's theory to unpack ways in which students perform identities through their citation/writing practices.
#writing #authorialidentity #writingstrategies #feedback

Helstad, K., & Lund, A. (2012). Teachers' talk on students' writing: Negotiating students' texts in interdisciplinary teacher teams. *Teaching and Teacher Education, 28*, 599-608.

Examines how a team of teachers in a Norwegian upper secondary school evaluates students' writing in and across different disciplines. Aims at identifying discourse strategies and professional development as the teachers discuss students' texts and at exploring how the teachers develop a shared understanding of how writing relates to students' learning. Finds that the teachers' discourse reflects an emerging understanding of how writing is both a subject-specific and interdisciplinary skill conducive to learning but also how institutional traditions and discipline-specific concerns together allow for and constrain teachers' learning.
#writing #writingassessment #feedback #writing-to-learn

Hoover, T. M., Kubina, R. M., & Mason, L. H. (2012). Effects of Self-Regulated Strategy Development for POW+TREE on high school students with learning disabilities. *Exceptionality, 20*(1), 20-38.

Investigates the effectiveness of Self-Regulated Strategy Development for POW (Pick my idea, Organize my notes, Write and say more) + TREE (Topic sentence, Reasons—three or more, Examine, Ending) for persuasive quick writes with four high school students with learning disabilities. Finds that the students increased the number of response parts written and showed increased stability in the number of words written.
#writing #writingstrategies #writinginstruction #writingquality

Kaufman, J. H., & Schunn, C. D. (2011). Students' perceptions about peer assessment for writing: Their origin and impact on revision work. *Instructional Science, 39*(3), 387-406.

Investigates undergraduate students' negative perceptions about an online peer assessment system for writing across the disciplines. Examines the nature of students' resistance to peer assessment, what factors influence that resistance, and how students' perceptions impact their revision work. An end-of-course survey was administered to 250 students in ten courses across six universities using an online peer assessment system called SWoRD for their writing assignments. Results indicated that students have the most positive perceptions of SWoRD in those courses where an instructor graded their work in addition to peers (as opposed to peer-only grading). Next, perceptions and revision work among 84 students using SWoRD and no instructor grading for assessment of writing in one university class were examined. Finds that students sometimes regard peer assessment as unfair and often believe that peers are unqualified to review and assess students' work. However, students' perceptions appear to be unrelated to the extent of their revision work.
#writing #digitaltechnologytools #revision #feedback

Kim, I., Anderson, R. C., Miller, B., Jeong, J., & Swim, T. (2011). Influence of cultural norms and collaborative discussions on children's reflective essays. *Discourse Processes, 48*(7), 501-528.

Investigates the influence of culture and discussion participation on rhetorical patterns in the reflective essays of 238 Korean and 196 American fourth graders. Finds that Korean children's essays and American children's essays differ significantly in types of reasons, uses of argument elements, and uses of rhetorical forms. No difference in organizational structure was found. The effects of free-flowing collaborative discussions on children's essays interacted with culture. After participating in a series of discussions, Korean children made larger gains than American children in use of elements of argumentative discourse.
#writing #cultural/discourseanalysis #argumentation #writingquality

Kim, Y. S., Al Otiaba, S., Puranik, C., Sidler Folsom, J., Greulich, L., & Wagner, R. K. (2011). Componental skills of beginning writing: An exploratory study. *Learning and Individual Differences, 21*, 517–525.

Examines end-of-kindergarten writing, using data from 242 kindergartners, focusing on the importance of spelling, letter writing fluency, reading, and word- and syntax-level oral language skills in writing. Finds that oral language, spelling, and letter writing fluency were positively and uniquely related to writing skill after accounting for reading skills. Reading skill was not uniquely related to writing once oral language, spelling, and letter-writing fluency were taken into account.
#writing #reading #literacy #writingquality

Kliewer, W., Lepore, S. J., Farrell, A. D., Allison, K. W., Meyer, A. L., Sullivan, T. N., & Greene, A. Y. (2011). A school-based expressive writing intervention for at-risk urban adolescents' aggressive behavior and emotional ability. *Journal of Clinical Child & Adolescent Psychology, 40*(5), 693-705.

Analyzes the effects of expressive writing about experiencing and witnessing violence or about a nonemotional topic (control condition) on 258 seventh-grade students from three schools in high-violence urban neighborhoods. Students were assessed according to teacher-rated emotional ability and aggressive behavior. After a two month period, students writing about their experiences with violence had significantly lower levels of teacher-rated aggression and ability than

did control-group students, particularly for students with higher levels of exposure to violence.
#writing ##expressivewriting #writinginstruction #writing-to-learn

Llosa, L., Beck, S.W., & Zhao, C. G. (2011). An investigation of academic writing in secondary schools to inform the development of diagnostic classroom assessments. *Assessing Writing, 16*, 256-273.

Examines the most prevalent types of academic writing at the secondary level and the challenges that both English Language Learners (ELLs) and non-English-Language Learners (non-ELLs) experience with this type of writing. Finds that exposition/argument is the most prevalent and most valued genre assigned as a writing task in secondary classrooms. Also finds that both intermediate ELLs and non-ELLs articulated translating (the process of articulating ideas in the conventions of written English) as the most frequent challenge. However, the two groups differed in the kinds of translating challenges and in the types and range of other challenges they articulated: ELLs reported fewer challenges specifically related to the genre of exposition than did non-ELLs.
#writing #secondlanguageliteracy #writinginstruction #argumentation

Mason, L. H., Meadan, H., Hedin, L. R., & Cramer, A. M. (2012). Avoiding the struggle: Instruction that supports students' motivation in reading and writing about content material. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 28*(1), 70-96.

Examines motivation among 20 fourth-grade students who struggled with reading and writing prior to and after receiving either self-regulated strategy development (SRSD) instruction for expository reading comprehension or SRSD instruction for expository reading comprehension plus informative writing. Finds that students' efficacy increased after instruction in both interventions. However, efficacy was more varied across interventions for interest, self-regulation (intrinsic and extrinsic motivation), and task perception. Findings indicate that social factors could be better developed in both interventions.
#writing #reading #writinginstruction #writingstrategies

McCarthey, S. J., & Ro, Y. S. (2011). Approaches to writing instruction. *Pedagogies: An International Journal, 6*(4), 273-295.

Examines 29 third- and fourth-grade teachers' conceptions of their approaches for teaching writing and how those approaches influenced their classroom instruction. Employs interviews with teachers and classroom observations to identify these approaches and influences. Finds that teachers employ several different approaches: writer's workshop, traditional skills, genre-based instruction and hybrid/eclectic, as well as an emerging use of a focus on different, specific genres and the use of graphic organizers. Also finds that state standards and professional development have an influence on teachers' writing instruction.
#writing #professionaldevelopment/teachereducation #writinginstruction #writingstrategies

Morphy, P., & Graham, S. (2012). Word processing programs and weaker writers/readers: A meta-analysis of research findings. *Reading and Writing, 25*, 641–678.

Reviews 27 studies with weaker writers in grades 1–12, using word processing as a writing tool. Finds that word processors may remedy common difficulties among weaker writers/readers. Finds effects on writing quality (d = 0.52), length (d = 0.48), development /organization of text (d = 0.66), mechanical correctness (d = 0.61), motivation to write (d = 1.42), and preferring word processing over writing by hand (d = 0.64). Especially powerful writing quality effects were associated with word processing programs that provided text quality feedback or prompted planning, drafting, or revising (d = 1.46), although this observation was based on a limited number of studies.
#writing #digital/technologytools #writingquality #feedback

Myhill, D. A., Jones, S. M., Lines, H., & Watson, A. (2012). Rethinking grammar: The impact of embedded grammar teaching on students' writing and students' metalinguistic understanding. *Research Papers in Education, 27*(2), 139-166.

Investigates whether contextualised teaching of grammar, linked to the teaching of writing, would improve student outcomes in writing and in metalinguistic understanding. Participants were 744 students in 31 schools in the southwest and the Midlands of England. Classes were randomly allocated to either a comparison or intervention group. Finds a significant positive effect for the intervention, but the benefit was experienced more strongly by the more able writers in the sample. Teachers found the explicitness, the use of discussion, and the emphasis on playful experimentation to be the most salient features of the intervention.
#writing #writinginstruction #writingquality #writingstrategies

Negretti, R. (2012). Metacognition in student academic writing: A longitudinal study of metacognitive awareness and its relation to task perception, self-regulation, and evaluation of performance. *Written Communication, 29*(2), 142-179.

Examines how first-year college writers' task perceptions, metacognitive awareness of strategies, and evaluation of performance develop qualitatively over time. Analyzes journals collected from 17 students of first-year college composition to determine qualitative changes. Finds a relation between task perception and students' conditional metacognitive awareness—their understanding of how and why to adapt writing strategies to specific rhetorical requirements of the task—and performance evaluation. Metacognitive awareness also seems to have a reciprocal relationship with self-regulation and students' development of individual writing approaches.
#writing, #authoridentity #writingstrategies #expressivewriting

Olinghouse, N. G., Zheng, J., & Morlock, L. (2012). State writing assessment: Inclusion of motivational factors in writing tasks. *Reading & Writing Quarterly: Overcoming Learning Difficulties, 28*(1), 97-119.

Evaluates large-scale state writing assessments for the inclusion of motivational characteristics in the writing task and written prompt. Analyzes 222 prompts from 44 states. Finds that approximately half of the prompts did not specify an audience, with secondary-level prompts specifying an audience more often than elementary-level prompts. Two-thirds of the prompts narrowed the topic or the procedure, reducing student choice and possibly motivation for the writing task. Twenty-two percent of the prompts specified a stance for students to take in their writing. Suggests that the relationship between state writing assessments and classroom instruction should be an essential component of future research in the field.
#writing, #writingassessment #writingquality #writinginstruction

Olson, C. B., Kim, J. S., Scarcella, R., Kramer, J., Pearson, M., van Dyk, D. A., & Land, R. E. (2012). Enhancing the interpretive reading and analytical writing of mainstreamed English learners in secondary school: Results from a randomized field trial using a cognitive strategies approach. *American Educational Research Journal, 49*(2), 323-355.

Examines the effects of instruction associated with The Pathway Project, a cognitive strategies approach to teaching interpretive reading and analytical writing, on mainstreamed ELL students' writing. Seventy-two teachers in the Santa Ana, California district were randomly assigned to a treatment group involving use of the cognitive-strategies approach or to a control condition employ teaching textbook content. Teachers in the treatment group were trained on writing assessment methods for helping ELL students read and writing analytical essays. Analysis of treatment effects indicated positive student growth for an on-demand writing assessment (d = .67) as well as transfer to improvements on a standardized writing test (d = .10), suggesting the value of instruction in reading/writing cognitive strategies for mainstreamed English learners.
#writing, #secondlanguageliteracy #writingquality #writinginstruction

Parkinson, J. (2011). The discussion section as argument: The language used to prove knowledge claims. *English for Specific Purposes, 30*, 164–175.

Examines the lexico-grammar used to argue and prove knowledge claims in the discussion section of research articles. Relies on two small corpora, one of physics research articles and the other of student physics laboratory reports. Finds the means employed in the student writing to be more congruent, more emphatic, and less closely argued than in the research article corpus. Suggests specific grammatical resources which might form the subject of tasks from which students could benefit.
#writing, #argumentation #writingquality #writingstrategies

Peterson, S. S. (2012). An analysis of discourses of writing and writing instruction in curricula across Canada. *Curriculum Inquiry, 42*(2), 260-284.

Conducts a content analysis of the grade 6 writing curriculum in all ten of Canada's 10 provinces and two of its three territories. Categorizes objectives and activities in terms of six categories: skills discourse, creativity discourse, process discourse, genre discourse, social practices discourse, and sociopolitical discourses. Finds that the process discourse predominated, along with some focus on skills, creativity and genre discourses, and little focus on social practices or sociopolitical discourses. Suggests the need to construct hybrid discourses that mesh a focus on social practices or sociopolitical discourses with teaching writing process, skills, or genres.
#writing #discourse/culturalanalysis #writinginstruction #writingstrategies

Pifarré, M., & Fisher, R. (2011). Breaking up the writing process: How wikis can support understanding the composition and revision strategies of young writers. *Language and Education, 25*(5), 451-466.

Investigates how writing in a wiki environment might facilitate and support students' use of composition and revision strategies. Participants were twenty-five primary education students aged 9–10 years. Finds that wikis can enlarge young writers' experience of the process of composition and revision both through their own efforts and by observing the process in others. Students employed a wide range of types of revisions, both surface and text-based changes. These revisions took place during the process of composition as well as at the end. Argues that writing in a wiki not only provides young writers with experience in a mode of composition prevalent in the contemporary work environment, but also breaks up the process of writing in a way that may support students' understanding of the processes of composition and revision.
#writing #digital/technologytools #revision #writingstrategies

Plakans, L., & Gebril, A. (2012). A close investigation into source use in integrated second language writing tasks. *Assessing Writing, 17*(1), 18–34.

Investigates the writers' use of sources in their writing, the functions these sources serve, and how proficiency affects discourse synthesis. Participants were 145 undergraduate students working on a reading-to-write task who also completed a questionnaire. In addition, nine students participated in think-aloud writing sessions and follow-up interviews. Finds that source use serves several functions including generating ideas about the topic and serving as a language repository. Score level affected text comprehension, especially at lower levels, but was not found to relate to the source use functions.
#writing, #secondlanguageliteracy #reading #writingassessment

Prat-Sala, M., & Redford, P. (2012). Writing essays: Does self-efficacy matter? The relationship between self-efficacy in reading and in writing and undergraduate students' performance in essay writing. *Educational Psychology, 32*(1), 9-20.

Assesses the relationship between self-efficacy in reading and self-efficacy in writing. Participants were 145 first- and second-year undergraduate psychology students. Finds that both self-efficacy in reading and self-efficacy in writing are related to actual writing performance. Writing self-

efficacy had a stronger relationship than reading. Supports the importance of the concept of self-efficacy in relation to student performance.
#writing #reading #authoridentity #writingquality

Puranik, C. S., & Lonoigan, C. J. (2012). Early writing deficits in preschoolers with oral language difficulties. *Journal of Learning Disabilities, 45*(2), 179–190.

Investigates whether preschool children with language impairments, a group with documented reading difficulties, also experience writing difficulties. Participants were 293 preschool children who were divided into four groups based on their language and cognitive performance. Finds that children with weaker oral language skills lagged behind their peers with stronger oral language skills in terms of their writing-related skills. Children with oral language and cognitive deficits performed more poorly than children whose deficits were confined to oral language. The cognitive ability of children was found to also have an impact on emergent writing skills, but it appears to be moderated by oral language skills.
#writing #literacy #writingquality #writingstrategies

Reiff, M. J., & Bawarshi, A. (2011). Tracing discursive resources: How students use prior genre knowledge to negotiate new writing contexts in first-year composition. *Written Communication, 28*(3), 312–337.

Investigates how students access and make use of prior genre knowledge when they encounter new writing tasks in first-year composition courses. Methods were a survey and interviews among university students. Finds a range of ways students make use of prior genre knowledge, with some students breaking down their genre knowledge into useful strategies and repurposing it and others maintaining known genres regardless of task. Suggests that talking about genres can facilitate students' metacognitive reflection in productive ways.
#writing #genre #writingstrategies #writingquality

Roth, K., & Guinee, K., (2011). Ten minutes a day: The impact of Interactive Writing instruction on first graders' independent writing. *Journal of Early Childhood Literacy, 11*(3), 331–361.

Investigates the effects of Interactive Writing, a dynamic approach to writing instruction on the independent writing of first graders. Participants were 101 first grade students who were assigned to an Interactive Writing condition or a comparison group. Finds a larger growth in measures of independent writing in the Interactive Writing condition than in the comparison group. Suggests that Interactive Writing instruction can improve children's independent writing without increasing the time spent on writing instruction and has potential as a daily practice to improve children's independent writing.
#writing #writinginstruction #writingquality #writingstrategies

Rowsell, J., & Decoste, E. (2012). (Re)designing writing in English class: A multimodal approach to teaching writing. *Pedagogies: An International Journal, 7*(3), 246-260.

Examines how 14 11th-grade students and a teacher in an urban Toronto school employ multimodal writing based on mixing sound, visuals, and material. Employs ethnographic observations over a two-year period to focus on how students and the teachers adopted design concepts to quickly shift across different modes to generate engaging texts. At the same time, finds that students perceive little purpose in more traditional forms of print-based English as a subject for their lives, given their engagement with multimodal texts outside of schools. Suggests the challenge in attempting to redefine English in multimodal ways, given the lack of theories of designing multimodal writing instruction.
#writing #digital/technologytools #writinginstruction #expressive writing

Scheuer, N., de la Cruz, M., Pedrazzini, A., Iparraguirre, M. S., & Pozo, J. I. (2011). Children's gendered ways of talking about learning to write. *Journal of Writing Research, 3*(3), 181-216.

Investigates if and how gender operates in the ways girls and boys conceive of learning to write. Analyses individual interviews of 160 schoolchildren—equally distributed between boys and girls—in kindergarten to seventh grade in an elementary school in Argentina. Finds distinctive gender differences regarding both the content and the form of responses: boys tended to adopt a report talk style, while girls tended to integrate to a greater extent a set of procedures characterizing a narrative modality by speaking at length of human actions, intentions, and feelings. Stresses the educational potential of considering gender as an important aspect that influences children's conceptions of how one learns.
#writing #authoridentity #genre #expressive writing

Shaw, E. J., Mattern, K. D., & Patterson, B. F. (2011). Discrepant SAT critical reading and writing scores: Implications for college performance. *Educational Assessment, 16*(3), 145-163.

Analyzes the relationships between students' reading and writing SAT score discrepancy on their first-year college performance. Finds that by controlling for relevant student characteristics and prior academic performance, this reading-writing score discrepancy had an effect on English course grades as well as on first-year GPA, with students with higher writing scores relative to their reading scores earning higher English course grades and having a higher GPA. Suggests the importance of writing for first-year college success.
#writing #reading #writingassessment #writingquality

Silva, M. L. (2012). Camtasia in the classroom: Student attitudes and preferences for video commentary or Microsoft Word comments during the revision process. *Computers & Composition, 29*(1), 1-22.

Compares students' attitudes and preferences for a teacher using Microsoft Word comments versus screencasting visual/audio commentary. Finds that differences in preferences depended on what students value in feedback. Students who preferred screencasting noted the value of the teacher's conversational quality, clarification of expectations, and reference to more global issues in writing. Students who preferred the Microsoft Word comments noted the value of comments targeted to specific places in their drafts so that they could know what to edit. Challenges the need for an either/or perspective on mode of feedback and suggests the value of adopting a combination of both modes.
#writing #technology/digitaltools #feedback #revision

Watts, J., & Burnett, R. E. (2012). Pairing courses across the disciplines: Effects on writing performance. *Written Communication, 29*(2), 208-235.

Compares the quality of 12 reports written by student teams for an actual client generated in a writing-intensive agronomy course versus the same agronomy course paired with an English course. Expert raters ranked these reports according to argument effectiveness, document usability, and professionalism. Finds that all of the top-rated reports were generated in the paired courses while the lowest-rated reports were generated in the stand-alone agronomy course. Suggests the value of paired-course instruction that provides dual problem-solving spaces, awareness of rhetorical aspects of workplace realities, and writing feedback in the English course.
#writing #writinginstruction #writingquality #feedback

Williams, J. D., & Takaku, S. (2011). Help seeking, self-efficacy, and writing performance among college students. *Journal of Writing Research, 3*(1), 1-18.

Investigates the role of adaptive help seeking and self-efficacy in writing center tutoring on writing performance. Participants were 671 undergraduates, approximately half of whom were international students for whom English was a second or third language. Finds an inverse correlation between self-efficacy and help-seeking behavior. In addition, high levels of help-seeking behavior results in better performance in composition classes, especially for the ESL participants. Concludes that even students with minimal English proficiency are able, when appropriate help

is available, to make significant progress toward mastering academic writing.
#writing #secondlanguageliteracy #authoridentity #writinginstruction

Woodrow, L. (2011). College English writing affect: Self-efficacy and anxiety. *System, 39*(4), 510-522.

Analyzes measures of self-efficacy and anxiety for 738 college English students in four Chinese universities related to performance on a writing task. Finds that while both anxiety and self-efficacy predicted writing performance, a further analysis indicated that the relationship between writing performance and anxiety was mediated by self-efficacy. Anxious students were more likely to experience parental pressure, have low effort perceptions and low actual effort, which have negative influences on writing performance, while high efficacy students were more likely to have high effort perceptions, were less likely to experience parental pressure and were likely to spend longer studying English, which have positive influences on writing performance. #writing #authoridentity #writingquality #writinginstruction

Other Related Research

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