

**Feinstein School of Education and Human Development  
Department of Elementary Education  
Summer Session I**

**ELED 663-01 Seminar in Education: Review of Research in Reading**

Monday & Weds. 4:00-6:50  
CL253

Dr. Barton  
210 HM

[jbarton@ric.edu](mailto:jbarton@ric.edu)  
#456-8564

**Course Description:** This course is designed to give prospective reading specialists a practical overview of important historical and current issues (both conceptual and methodological) in the field of reading. Although the implications of these issues for classroom instruction are our primary focus, the development of research skills will also be emphasized.

**Catalog:** Emphasis is given to selection, critical analysis, and interpretation of significant reading studies. Application to current classroom reading instruction is encouraged. This course is designed to precede the completion of the M.Ed. in Reading Program final portfolio.

**Relationship to Professional Program:** This seminar focuses on examining different types of literacy related research and designing a relevant action research project in your classroom. The assumption is that reflective practice informs theory building. Teachers are encouraged to use the World Wide Web to gather information about their research topics.

**Relationship to Knowledge Base and SEHD:** This seminar is a formal experience in selecting, understanding, and using reading research to enhance your teaching abilities. Emphasis is placed on how research can improve the teaching of reading. The goal is to prepare you to interpret and use literacy research in the light of current and past trends in the field. Since encouraging reflective practice is a key aspect of the course, the School of Education's PAR (Planning, Action, Reflection) paradigm is followed to encourage agency (taking more control of the ideas) in our field. Throughout the course, special emphasis is placed on understanding how multiculturalism, technology, and global perspectives are important in understanding reading research.

<b>Course Objective</b>	<b>IRA 2010 Standards</b>	<b>RIPT Standards</b>	<b>ACEI 2007 Standards</b>	<b>RIC Con. Frame.</b>	<b>Evidence of Learning</b>
1. Understanding the issues and research methods that define the field of reading research, and locating your own professional interests within these traditions.	1.1, 1.2	1.2, 3,4,5,7,8	2.1, 3.1, 3.5	Plan	<ul style="list-style-type: none"> <li>• Read about the history of reading research and practice, determine a specific topic of interest to study, and locate relevant studies about this topic.</li> </ul>
2. Designing and implementing research studies.	3.3	9	2.1, 4.0	Plan Act	<ul style="list-style-type: none"> <li>• Develop a method to study your chosen topic in your school.</li> <li>• Carry out your study procedure.</li> </ul>
3. Analyzing results based on actual data and drawing conclusions for classroom practice and about future research possibilities for an audience of your peers.	3.4	2,8,9,10,11	1.0, 2.1, 4.0, 5.1	Act Reflect	<ul style="list-style-type: none"> <li>• Analyze data to establish accurate results.</li> <li>• Establish relevant conclusions based on research results and entertain alternative explanations.</li> </ul>
4. Leading research based professional development presentations.	6.3	8, 10, 11	5.2	Reflect	<ul style="list-style-type: none"> <li>• Prepare a formal presentation about your research project.</li> <li>• Convey your presentation to a group of teachers.</li> <li>• Conduct an evaluation of this session.</li> </ul>

<p>5, Coaching colleagues to delve deeper into areas of research interest, improve research methodology, and convey meaningful results and conclusions for classroom practice.</p>	<p>5.1, 5.2, 5.3</p>	<p>8, 10, 11</p>	<p>5.2</p>	<p>Reflect</p>	<ul style="list-style-type: none"> <li>• Locate appropriate studies for colleagues' topics of interest.</li> <li>• Refine colleagues' study procedures.</li> <li>• Suggest alternative explanations for colleagues' research results.</li> </ul>
--	----------------------	------------------	------------	----------------	--

Required Text: Alexander, P. & Fox, E. (2004). A historical perspective on reading research and practice. In Ruddell, R. & Unrau, N. (Eds.) Theoretical models and processes of reading (5<sup>th</sup> ed.). International Reading Association: <http://www.reading.org/publications/bbv/books/bk502>

<<This chapter is downloadable for free. Click on the “Historical Perspective” link on the course website.>>

In addition to the required course text, each student reads contemporary journals in the area of their chosen research project. To assist you in selecting appropriate studies, here is a non-exclusive list of relevant literacy journals: Reading Research Quarterly, The Reading Teacher, Journal of Educational Psychology, English Journal, Journal of Adolescent Reading, American Psychologist, TESOL Quarterly, Cognition and Instruction.

### Course Objectives

This course will help you to:

- Understand the historically shared knowledge of the profession and changes over time in the perceptions of reading and processes, components, and development, and in how online and offline reading interacts with them. (1.2)
- Understand pre-experimental designs, true experimental designs, ethnographic research, correctional designs, and ex-post facto designs used in reading research. (3.3, 3.4, 5.2, 5.3)
- Identify the criteria used in evaluating a research report. (3.4, 5.2, 5.3)
- Intelligently critique a research report. (3.4, 5.2, 5.3)
- Understand curriculum development, needs assessment, and action research. (2.2, 3.3, 5.2, 5.3)
- Understand the implementation of research. (3.3, 5.2, 5.3)
- Conduct a research project using one of a variety of forms of experimental plans. (1.1, 1.2, 5.2, 5.3)
- Understand the procedures to conduct formative and summative evaluation. (3.1, 5.2, 5.3)

## Best Practices in Reading Research

### Reading Specialists:

- Have a thorough, ongoing familiarity with major research methods and findings, including modes of practical classroom research and seminal empirical studies.
- Have an appreciation for the uses of reading research and an in-depth knowledge of inquiry in a specific area of interest.
- Have the ability to synthesize research findings for school and classroom application.
- Have designed and implemented an action research study.

## SYLLABUS

Monday, May 18

Course Introduction

Orientation to the field of reading research

Overview of research study design

Course assignments and deadlines

Weds., May 20<sup>th</sup>

Exploring Your Area of Research Interest

(Decide on your research question. Select a research

study to inform your thinking. Use Alexander & Fox's

"Historical Perspective" chapter to link your study  
topic into the larger world of literacy research.)

Monday, May 25

Memorial Day (No Class)

Weds., May 27

Sharing Work in Progress (Assignment #1)

(Submit your research question in progress.

Submit the research study cite you've 'connected with.'

Explain how your proposed study fits into the field of  
literacy research.)

Methodology

(Read the information I've posted about selecting

participants for your study and developing a

procedure to study your research question in  
classroom setting.)

your

Monday, June 1

Sharing Work In Progress (Assignment #2)

(Submit key details about your study participants.

Submit your procedure in progress.)

Weds. June 3

Refining Your Method + FEEDBACK Response #1 Due

(Continue to work on your research question,

participants, and procedure, using the feedback you

receive from me and your colleagues.)

Monday, June 8

Implementing Procedures To Gather Your Data

Sharing Work in Progress + FEEDBACK Response #2 Due  
(Is your procedure working according to plan?  
Share your feedback on participants and procedures.)

Weds., June 10

Data Analysis  
(Data collection trouble shooting.  
What do your data say?)

Interpreting Results

Drawing Conclusions

Monday, June 15

Sharing Work in Progress (Assignment #3)  
(Write about the results you expected.  
Write about the results that surprise or confuse you.  
What new instructional approaches will you try based  
on your results?  
What hasn't been established to your satisfaction?  
How can you continue to study this topic in the future?)

Weds., June 17

Research Presentations + FEEDBACK Response #3 Due  
(Read the set-up information I've posted, along with  
my suggestions and your classmates feedback, to help  
prepare your research presentation.)

you

Monday, June 22

Research Presentations (Assignment #4)

Weds., June 24

Research Presentations (Assignment #4)

## Course Requirements

The requirements for this course are attendance and participation in the seminar sessions and successful completion of a literacy based action research project. <Accordingly, 20 points of your final grade will be assigned for the originality of your feedback to your classmates about their research projects in progress.>

- Determine a specific aspect of literacy to study. Explain what your research question is and why you are so interested in learning more about it. <10 points assigned.>
- Locate a published research study to help you think about this area of professional interest and confirm your choice with me. Read “A Historical Perspective on Reading Research and Practice” and use it (along with any other professional resources you wish) to identify how your study fits into the field of literacy research. (10 points assigned.>
- Develop a method to study your research topic in your classroom/school. <20 points assigned.>
- Carry out your study procedure in your classroom/school.
- Analyze your results and determine your conclusions (including the implications for classroom practice). <20 points assigned.>
- Prepare a brief formal presentation to share the products of your research project with your colleagues, including relevant handouts and visual aides for your audience. Present a focused (15 minutes sharp!) synopsis of your results and conclusions to the class. <20 points assigned.>

Grades will be based on completing each research task on time within specifications (see above) and, ultimately, upon the depth of the knowledge base you develop about your area of research interest.