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Annotated bibliography of research in the teaching of English

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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. As was the case with the 2010 version of the bibliography, the bibliography is now available solely as a downloadable pdf file at <http://www.ncte.org/journals/rte/issues/v46-2>. As a pdf, readers can search 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 number of 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.

While this search system lacks the power of an online ERIC or library database search system, 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.

Digital/Technology Tools tags: #digital/technologytools #digitaldivide
#socialnetworking #academictchnologyuse #video #blogs/wikis
#digitalreading #literacydefinitions #onlineeducation
#instantmessage #laptops #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 #adulthoodliteracy #communityliteracy #spelling

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

Media Literary/Use tags: #medialiteracy/use #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/inquiry cycles

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 #referencing/citations/informationliteracy #games

Ajayi, L. (2010). How asynchronous discussion boards mediate learning literacy methods courses to enrich alternative-licensed teachers' learning experiences. *Journal of Research on Technology in Education*, 43(1), 1–28.

Explores alternative-licensed teachers' views of how an asynchronous discussion board mediated their preparation to teach literacy through methods courses. Forty-four alternative-licensed teachers were taught literacy teaching methods using an asynchronous discussion board as a tool of extending learning. Each participant responded to a survey and wrote a six-page reflection to summarize his/her views of the role of the asynchronous discussion board in learning to teach literacy. Findings indicated that the asynchronous discussion board is a potentially useful means for structuring and supporting certain effective teaching/learning practices. The rubric/structure set up for discussion board interactions allowed participants to use the technology to refine, appropriate, and extend learning and mediate intertextual and hypertextual links to disparate texts. In addition, the complement of discussion in the courses motivated the participants to use the technology as a social space for adaptation of multiple voices, consideration of alternative perspectives, and facilitation of dialogical interactions that resulted in dynamic social knowledge constructions.

#digital/technology tools #literacy #professionaldevelopment/teachereducation #onlineeducation

Berg, M.A. (2011). On the cusp of cyberspace: Adolescents' online text use in conversation. *Journal of Adolescent & Adult Literacy*, 54(7), 485–493.

Examines, using discourse analysis, the use of online texts in the live conversations of adolescents at and around computers in the Young Adult section of a Midwestern public library serving a diverse SES population. On the cusp of cyberspace, where online texts influence conversation and the conversation influences the creation of online texts, the adolescents in this investigation used the text for their talk in five ways: reference, authority, experience, expression, and instrument. These techniques are delineated and connected to classroom teaching. Concludes with a discussion of the broader teaching implications as related to these teens' literacy practices at computers in the library.

#digital/technology tools #discourse/culturalanalysis #literacy #digitalreading

boyd, d., & Hargittai, E. (2010). Facebook privacy settings: Who cares? *First Monday*, 15(8). Retrieved June 15, 2011, from <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3086>

Examines 18- and 19-year-olds' attitudes and practices related to privacy settings on Facebook. Contrary to popular opinion, finds that young people are concerned about privacy. The frequency, type of use, and Internet skills are related to the degree to which users modify their privacy setting; gender is not a factor.

#digital/technology tools #socialnetworking

Chika, A. (2011). Digital gaming and social networking: English teachers' perceptions, attitudes and experiences. *Pedagogies: An International Journal*, 6(2), 154–166.

Reports an action research study conducted by 34 Hong Kong English teachers focusing on video gaming and social networking. Using a survey, interviews, lived experience reporting, online journal entries, and response and reflection the participating teachers explored the two popular cultural practices for personal experience, pedagogical potential, and professional development.

Results indicated that participants' own private engagement with such popular cultural activities did not necessarily favor pedagogical considerations. Also discusses the pedagogical implications of seeking alternative popular cultural activities for language learning and teacher training.
#digital/technology tools #professionaldevelopment/teachereducation #games #socialnetworking

Deed, C., & Edwards, A. (2011). Unrestricted student blogging: Implications for active learning in a virtual text-based environment. *Active Learning in Higher Education*, 12(1), 11–21.

Reports students' behavioral and cognitive strategies for active learning when using an active blog in an educational context to provide insight into how students are making sense of the incorporation of Web 2.0 technology into higher education. Created an analytic framework to investigate the willingness and competence of students to engage in the social and virtual construction of knowledge. Found that while the students appear to have wanted to complete the task efficiently, the process of critically constructing knowledge was not pursued with vigor. Results indicate that students need to either prepare themselves or be prepared by educators to combine their informal experience of communication technology with academic requirements for actively constructing knowledge in virtual environments.
#digital/technology tools #literacy #blogs/wikis #academictechnologyuse

Dredger, K., Woods, D., Beach, C., & Sagstetter, V. (2010). Engage me: Using new literacies to create third space classrooms that engage student writers. *Journal of Media Literacy Education* 2(2), 85–101.

Reports the results of a survey given to students in English preservice teachers' classrooms who had been prepared to use technology and enact new literacies in the classroom. The survey asked students what motivated them to write, both in and out of school, so that these preservice teachers could better shape the literacy practices of the adolescents in their classrooms. Students in six schools were surveyed (5 high schools; 1 middle school) (n = 444). Finding highlights include that grades were the largest motivator for writing in school (72%), and that girls were more likely to report that they like to write in school. Motivation to write outside of school was divided into writing for communication (49%) and writing for self-expression (23%). Write-in answers about what students liked to write were dominated by answers pertaining to social communication ("texting," Facebook, instant messaging). The authors suggest that based on the results of this survey, English teachers can improve student writing by creating a "third space" in which out-of-school literacy practices are integrated into the classroom.
#digital/technology tools #professionaldevelopment/teachereducation #writing #literacy definitions

Ertmer, P. A., Newby, T. J., Liu, W., Tomory, A., Yu, J. H., & Lee, Y. M. (2011). Students' confidence and perceived value for participating in cross-cultural wiki-based collaborations. *Educational Technology Research and Development*, 59(2), 213–228.

Reports a pre- post-survey study including 346 international students involved in a wiki-based component integrated into a large introductory educational technology course. Forty-three student teams participated in a 5-week project in which they created wiki chapters about the educational uses of specific Web 2.0 tools. A range of two to four international students, located in their home countries, participated on each team, collaborating via the evolving wiki, as well as other Web 2.0 tools. Using an expectancy-value motivational framework, researchers triangulated the pre- post-survey data with focus group interview data to examine changes in students' confidence and perceived value for using these tools to facilitate international collaborations. Survey results showed significant changes in confidence and perceived value, while qualitative results provided insights into students' perceptions of critical project components. Discusses students' perceptions of project barriers as well as the strategies they implemented to achieve success.
#digital/technology tools #literacy #academictechnologyuse #blogs/wikis

Hampton, K., Goulet, L. S., Rainie, L., Purcell, K. (2011). *Social networking sites and our lives*. Washington, D.C.: Pew Internet and American Life Project. Retrieved July 1, 2011, from <http://www.pewinternet.org/Reports/2011/Technology-and-social-networks.aspx>

Surveys how people employ social networking sites (SNS) to build social relationships or networks. Finds that 59% of adult Internet users use at least one SNS, double the use of SNSs since 2008. Over half of all adult SNS users are now over the age of 35. Ninety-two percent use Facebook; 29%, MySpace, 18%, LinkedIn, and 13%, Twitter. On a daily basis, 15% of Facebook users update their own status, 22% comment on another's post, and 26% "like" another user's content; they are also more trusting of other Internet users, have more close relationships, receive more support from others, and are much more politically engaged than average Internet users. The average Facebook user in the survey sample has 229 Facebook friends, with 22% from high school; 12%, extended family; 10%, coworkers; 9%, college friends; 8%, immediate family; 7%, people from voluntary groups, and 2%, neighbors (over 31% cannot be classified). Only 3% of friends are people whom users have not met.

#digital/technology tools #literacy #medialiteracy/use #socialnetworking

Head, A., J., & Eisenberg, M. B. (2011). How college students use the Web to conduct everyday life research. *First Monday*, 16(4). Retrieved June 15, 2011, from <http://firstmonday.org/htbin/cgiwrap/bin/ojs/index.php/fm/article/view/3484>

Reports on 8,353 college students' uses of online access to information. Most looked for news and information about purchases and health topics. Students frequently employed search engines and Wikipedia to find information as much as they sought out others for information. However, they experienced difficulty in filtering relevant search results.

#digital/technology tools #literacy #referencing/citations/informationliteracy #academic technologyuse

Hsu, H., & Wang, S. (2011). The impact of using blogs on college students' reading comprehension and learning motivation. *Literacy Research and Instruction*, 50(1), 68–88.

Investigates the impact of digital texts in concert with a blogging tool on the reading performance of 149 college students. Notes that little research has been conducted regarding college developmental readers' preferences for using digital texts to communicate. The researchers integrated a blog into a developmental reading course and studied the impact of the course design by collecting and analyzing both quantitative and qualitative data. The results indicated that using blogs correlated positively with higher retention rate.

#digital/technology tools #literacy #reading #blogs/wikis

Hull, G. A., Stornaiuolo, A., & Sahni, U. (2010). Cultural citizenship and cosmopolitan practice: Global youth communicate. *English Education*, 42(4), 331–367.

Focuses on one school site in northern India that participated in a project where youth from countries around the world worked together and exchanged digital arts-based artifacts via an online social network in order to promote "cosmopolitan habits of mind." Over the course of 18 months, 15 young women (grades 9–12) participated at this site twice per week. Qualitative research methods were used to address the following questions: How do young people develop cosmopolitan habits of mind and attitudes toward others? What are the social and cultural processes that characterize the development of cultural citizenship? What kinds of educative spaces, especially those online, might facilitate such processes? And what forms and designs do communicative practices in such spaces take? Two types of cosmopolitan practice were observed: "everyday" and "intercultural triggers." This research advocates the importance of developing a global consciousness in English education and exploring the implications of globalization for literacy and language learning.

#digital/technology tools #medialiteracy/use #literacydefinitions #onlineeducation

Kuteeva, M. (2010). Wikis and academic writing: Changing the writer–reader relationship. *English for Specific Purposes*, 30(1), 44–57.

Using a case study approach, the study focuses on the use of wikis in the course “Effective Communication in English.” Describes how the course wiki was used to teach writing for academic and professional purposes and to analyze the impact of the wiki on the reader–writer relationship. The case study employed several research techniques, including participant observation, text analysis, and a self-report questionnaire. The texts published by students on the wiki were examined for reader-oriented features and interactional metadiscourse resources. The results indicate that using the wiki for writing activities caused students to pay close attention to grammatical correctness and structural coherence and to consider their audience in writing. Nearly 60% of the students reported that writing on the wiki made them consider their audience and to more frequently use engagement markers in the argumentative texts. Concludes that writing on the wiki can contribute to raising awareness of the audience and to increasing the use of interpersonal metadiscourse.

#digital/technology tools #literacy #writing #blogs/wikis

Lapadat, J. C., Brown, W. I., Thielmann, G., & McGregor, C. E. (2010). Teaching with blogs: A case study of technologically mediated literacy. *International Journal of Learning and Media*, 2(2-3), 63–79.

Conducts a case study of educational blogging via classroom observations and blog analysis of one teacher and 28 eighth-grade students over a two-month period. Observations include that students used hybrid (print and digital) literacies in class and that they were motivated to read and write online. This case study also discusses the three aspects of digital literacy that were taught in this classroom, which may guide other teachers in implementing digital literacy pedagogy.

#digital/technology tools #literacy #blogs/wikis #literacydefinitions

Lee, C. K. M., & Barton, D. (2011). Constructing glocal identities through multilingual writing practices on Flickr.com®. *International Multilingual Research Journal*, 5(1), 39–59.

Analyzes 100 Flickr users’ photo sites and profiles employed for multilingual writing activities, as well as surveys and interviews of Chinese and Spanish users. Finds that Flickr serves to foster multilingual communication shaped by writers’ sense of their imagined audience and their perceptions of the functions of their photos on the Flickr site. Identifies connections between the local and global in terms of creating “glocal” identities through cross-cultural sharing of Flickr photos.

#digital/technology tools #writing #socialnetworking #secondlanguage literacy

Liu, C., Liu, K., Chen, W., Lin, C., & Chen, G. (2011). Collaborative storytelling experiences in social media: Influence of peer-assistance mechanisms. *Computers & Education*, 57(2), 1544–1556.

Proposes a hypermedia approach to enable students to integrate the episodes of others to develop different branches of stories. Explores how collaborative storytelling in a hypermedia environment improves upon the typical linear activities in social media environments. Explores how students’ perceptions of linear and hypermedia approaches differ in terms of collaboration mechanisms ultimately affecting storytelling. Results of the study show that the performance of students in the hypermedia group was superior to that of members of the linear group insofar as perception of collaborative process, peer support, authorship, and collaborative results were concerned.

#digital/technology tools #literary response/literature/narrative #socialnetworking #academic technologyuse

Liu, T. C., Desai, R. A., Krishnan-Sarin, S., Cavallo, D. A., & Potenza, M. N. (2011). Problematic Internet use and health in adolescents: Data from a high school survey in Connecticut. *Journal of Clinical Psychiatry*, 72(6), 836–845.

Surveys 3,560 high school students in Connecticut related to prevalence and health correlates of problematic, excessive Internet use related to missing school or social activities. Finds that about 4% of students engaged in problematic Internet use associated with depression, substance use, and aggressive behaviors. There were no gender differences, although while males may be heavier users than females, they are less likely to self-report problems and may therefore be less aware of those problems than females.

#digital/technology tools #socialnetworking #academictechnologyuse

Menchen-Trevino, E., & Hargittai, E. (2011). Young adults' credibility assessment of Wikipedia. *Information, Communication & Society*, 14(1), 24–51.

Analyzes the information-seeking behavior of a diverse group of 210 college students from two Midwestern U.S. universities to find how readers understand and interpret information found in Wikipedia. In responding to such questions as “do people know that anyone can edit the site?” and “if so, what does this fact lead them to believe about the reliability of Wikipedia?” researchers found that a few students demonstrated in-depth knowledge of the Wikipedia editing process, while most had some understanding of how the site functions; but a few lacked even such basic knowledge that anyone can edit the site. The research lays the groundwork for further research focused on the extent of Wikipedia knowledge in the broader population.

#digital/technology tools #medialiteracy/use #academictechnologyuse #blogs/wikis

Mendenhall, A., & Johnson, T. E. (2010). Fostering the development of critical thinking skills, and reading comprehension of undergraduates using a Web 2.0 tool coupled with a learning system. *Interactive Learning Environments*, 18(3), 263–276.

Reports on three studies using Hy-Lighter, an online annotation system that amalgamates reading and writing, facilitates shared annotation practices, and coalesces annotations from multiple reviewers as part of a social annotation model learning system (SAM-LS). The first study, used to determine student perceptions of the benefits and weaknesses of the learning environment, using HyLighter with a focus on peer critique, indicated that users' experiences were positive and that the annotations and tags were useful in a peer critique activity; the second study, a nonexperimental comparative study that looked at students' ability to critically analyze information and reading comprehension using HyLighter in collaborative activities, indicated that working in small collaborative groups may promote deeper thinking through peer interactions; the third study, used to determine whether there was a change in reading comprehension, critical thinking, and meta-cognition skills from the use of SAM-LS instructional strategies, indicated that HyLighter may help students in several areas including enhancing the students' ability to think critically.

#digital/technology tools #reading #academictechnologyuse #digitalreading

Meyer, E., Abrami, P. C., Wade, C. A., Aslan, O., & Deault, L. (2010). Improving literacy and metacognition with electronic portfolios: Teaching and learning with ePEARL. *Computers & Education*, 55(1), 84–91.

Presents the findings of a non-equivalent pre- post-test design implemented in a year-long study conducted in three Canadian provinces during the 2007-2008 school year involving 32 teachers and 388 students in response to this question: “Can an electronic portfolio that is both a multimedia container for student work and a tool to support key learning processes have a positive impact on the literacy practices and self-regulated learning skills of students?” Due to varying levels of implementation the final data set included 14 teachers and 296 students. Researchers yielded results indicating that grade 4–6 students in classrooms using an e-portfolio (ePEARL) showed a statistically significant improvement over students who did not use the e-portfolio as assessed on a constructed response subtest of the Canadian Achievement Test, 4th edition along with improved performance on certain metacognitive skills in a self-report measure. The results indicate that teaching with ePEARL positively impacts students' literacy and self-regulated

learning skills when the tool is used regularly and integrated into classroom instruction.
#digital/technology tools #writing #academictechnologyuse #portfolio

Nail, A., & Townsend, J. S. (2010). Reflection through discomfort: What resistance reveals when communication technologies mediate authentic writing mentorships. *Contemporary Issues in Technology and Teacher Education*, 10(4). Retrieved June 10, 2011, from <http://www.citejournal.org/vol10/iss4/languagearts/article1.cfm>

Reports the study of an online writing project with a focus on participants' unease regarding the use of online communication technologies in fostering mentoring relationships with high school students in writing. Explores the discomfort level of preservice teachers when faced with the disparity between the instruction they receive in methods classes and their own understanding of instructional methods and what they believe methods should be. Findings indicated that this discomfort can provide opportunities for reflection on and examination of beliefs about writing instruction, as well as on the nature of writing itself as a recursive process. Further, using online communication technologies to facilitate practicum experiences can enrich preservice teachers' understandings of and approaches to the complexities and challenges of teaching writing.
#digital/technology tools #professionaldevelopment/teachereducation #writing #onlineeducation

National Cyber Security Alliance. (2011). *The state of K-12 cyberethics, cybersafety and cybersecurity curriculum in the United States*. Washington, D.C.: National Cyber Security Alliance. Retrieved May 4, 2011, from <http://www.staysafeonline.org/in-the-classroom/ncsa%E2%80%99s-national-k-12-studies>

Finds, via a survey sponsored by Microsoft of 1,012 teachers, 402 principals and superintendents, and 200 school tech specialists, that the nation's school administrators overwhelmingly (81%) feel they are doing a good job teaching children about online safety. Although the majority of teachers (55%) strongly agree that online safety should be taught in the curriculum, 36% of the surveyed teachers received no training and a majority of teachers (79%) believed that parents should be primarily responsible for teaching their children about cybersecurity.
#digital/technology tools #referencing/citations/informationliteracy #professionaldevelopment/teachereducation #academictechnologyuse

Owen, J. E., Hanson, E. R., Preddy, D.A., & Bantum, E. O. (2011). Linguistically-tailored video feedback increases total and positive emotional expression in a structured writing task. *Computers in Human Behavior*, 27(2), 874–882.

Presents a study focusing on the development and evaluation of linguistically tailored feedback on an Internet-based expressive writing intervention. The 281 participants, who were randomly assigned to one of three feedback conditions (control-no feedback; simple-feedback about levels of emotional expression; directive-simple feedback plus suggestions for emotional processing) engaged in three days of expressive writing. A Perl-based implementation of Linguistic Inquiry and Word Count (LIWC) was developed in order to provide dynamic feedback to participants based on levels of emotional expression identified in their writing. Results indicated that positive and total, but not negative, emotional expression increased over time for participants who received simple or directive feedback. Findings suggest that linguistically tailored feedback has the potential to alter patterns of engagement in computer-based interventions.
#digital/technology tools #literacy #writing #video

Project Tomorrow. (2011). *The new 3 E's of education: Enabled, engaged, empowered—How today's educators are leveraging emerging technologies for learning*. Irvine, CA: Project Tomorrow. Reports the results of a national survey conducted by SpeakUp 2010 that explores how teachers, principals, district administrators, librarians, and technology coordinators are addressing the student vision for learning around three key trends: mobile learning, online and blended learning, and digital content. The study surveyed 294,399 K-12 students, 42,267 parents, 35,525

teachers, 2,125 librarians, 3,578 school/district administrators and 1,391 technology leaders. Thirty percent of high school students and 19% of middle school students have experienced a form of online learning. Additionally, 71% of high school students and 62% of middle school students said that the number one way schools could make it easier to use technology would be to allow greater access to the digital content and resources that Internet firewalls and school filters blocked. Parents are supportive of online textbooks, but only 35% of high school students and 27% of middle school students reported using an e-textbook or other online materials in school. Sixty-seven percent of parents responded that they would purchase a mobile device for their child to use at school. Teachers are most likely to use technology for homework and practice (58%); facilitating group collaboration (32%); and tracking effort to achievement (16%), noting that technology impacts their students most by increasing motivation and fostering creativity. #digital/technology tools #literacy #medialiteracy/use #academictechnologyuse

Salmerón, L., & García, V. (2011). Reading skills and children's navigation strategies in hypertext. *Computers in Human Behavior*, 27(3), 1143–1151.

Extends prior research on hypertext comprehension, most of which has been conducted with undergraduate student populations, by exploring the navigation strategies used by sixth graders in a hypermedia environment. Also investigates how reading skills are related to the hypertext navigation strategies and how both reading skills and strategies relate to comprehension in a hypertext environment. Found that navigation strategies used by sixth graders replicated what researchers found with undergraduate student populations. In addition, the results revealed that reading skills predicted the use of link selection but not of overview processing strategies. Discusses results in light of new models of electronic reading proficiency, and proposes instructional guidelines to improve children's electronic reading proficiency. #digital/technology tools #literacy #reading #digitalreading

Vasudevan, L., Schultz, K., & Bateman, J. (2010). Rethinking composing in a digital age: Authoring literate identities through multimodal storytelling. *Written Communication*, 27(4), 442–468.

Focuses on how learning new multimodal composing practices led fifth-grade students to author new literate identities—authorial stances—in a classroom community using an ethnographic study of a multimodal storytelling project. Studies the production and analysis of multimodal texts through an analysis of the interrelationships between multimodal composing processes and the development of literate identities. Found that by extending the composing process beyond print modalities that students' composing shifted in significant ways to reflect the circulating nature of literacies and texts and increased the modes of participation and engagement within the classroom curriculum.

#digital/technology tools #writing #academictechnologyuse #literacydefinitions

Warschauer, M., Arada, K., & Zheng, B. (2010). Laptops and inspired writing. *Journal of Adolescent & Adult Literacy*, 54(3), 221–223.

Shares evidence from the Inspired Writing program, a 1-to-1 laptop program for English students in grades 5–10, about the impact of laptop computers on students' writing. This research analyzed the content of 391 blog comments voluntarily written by participating students in 2009 and 2010 in response to questions about the program. Six themes were present in the blogs that describe the value students place on learning with laptops at school: 1) tools for better writing, 2) access to information, 3) share and learn, 4) self-directed learning, 5) remaining relevant in a technological world, and 6) engagement with new media.

#digital/technology tools #writing #laptops #academictechnologyuse

Wolfe, S., & Flewitt, R. S. (2010). New technologies, new multimodal literacy practices and young children's metacognitive development. *Cambridge Journal of Education*, 40(4), 387–399.

Conducts case-study analyses of 10 children in a preschool program, including interviews with

children and parents about their literacy practices. Finds an emphasis on traditional print literacies, with little integration of digital tools, often due to teachers' lack of confidence and ability to employ these tools. Similarly, while most children had extensive access to digital tools at home, parents were unsure about how to support use of these tools. Children with more home digital access were more likely to employ these tools than children without access.

#digital/technology tools #literacy #medialiteracy/use #academictechnologyuse

Zickuhr, K., & Rainie, L. (2011). *Wikipedia, past and present*. Washington, D.C.: Pew Internet and American Life Project. Retrieved April 20, 2011, from <http://www.pewinternet.org/Reports/2011/Wikipedia.aspx>

Reports the results of a national survey conducted by the Pew Internet and American Life Project focused on Wikipedia. Telephone interviews were conducted with 2,252 adults ages 18 and older. In 2010, the percentage of all American adults who use Wikipedia to look for information increased to 42% from 25% in 2007. Education level is the strongest predictor of Wikipedia use; 69% of users have a college degree. Adults under 30 use Wikipedia more often than adults 65 and older. Using Wikipedia is less popular than using social network sites or watching videos.

#digital/technology tools #literacy #blogs/wikis #referencing/citations/informationliteracy

Other Related Research

Ajayi, L. (2010). How asynchronous discussion boards mediate learning literacy methods courses to enrich alternative-licensed teachers' learning experiences. *Journal of Research on Technology in Education*, 43(1), 1–19.

Baker, J. R., & Moore, S. M. (2010). Creation and validation of the personal blogging style scale. *Cyberpsychology, Behavior, and Social Networking*, 14(6), 379–385.

Barab, S. A., Gresalfi, M., & Ingram-Goble, A. (2010). Transformational play: Using games to position person, content, and context. *Educational Researcher*, 39(7), 525–536.

Biddix, J. P., Chung, C. J., & Park, H. W. (2011). Convenience or credibility? A study of college student online research behaviors. *Internet and Higher Education*, 14(3), 175–182.

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Discourse/Cultural Analysis

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

Adkins-Coleman, T. A. (2010). "I'm not afraid to come into your world": Case studies of teachers facilitating engagement in urban high school English classrooms. *Journal of Negro Education*, 79(1), 41–53.

Documents the beliefs and practices of two high school English teachers who successfully facilitated engagement in their urban classrooms among Black students with practices grounded in culturally responsive classroom management. Data include classroom observations, interviews, and artifacts, and analysis reveals classroom environments that were structured in a way to motivate students to work hard, ask questions, and participate in classroom activities leading to meeting, and even exceeding, behavioral and cognitive/academic expectations. Findings have implications for teacher education/professional development.

#discourse/culturalanalysis #literacy #teacherbeliefs #culturallyresponsivepraxis

Albers, P., Frederick, T., & Cowan, K. (2010). Romancing the shown: A study of visual (and gendered) conversations in the visual texts of fifth-grade students. In R. T. Jimenez, V. J. Risko, M. K. Hundley, & D. W. Rowe (Eds.), *59th Yearbook of the National Reading Conference* (pp. 201–215). Oak Creek, WI: National Reading Conference.

Examines drawings of 38 fifth-grade students in terms of how they represented stereotypes of race and gender—the focus of their unit. Finds that students frequently shared intertextual visual representations with each other, borrowing uses of visual images, with girls focusing on video games, sports, cars, monsters/dragons, violence/war, and animals, and boys focusing on fantasy, domesticity, beauty, romance, and caricature. In their representations of gender, the boys employed a discourse of fantasy and romance as well as a discourse of beauty as counternarrative, reflecting their stereotyped perceptions of females in terms of their appearance. Suggests the need to take seriously children's drawing as a source for potential critical literacy analysis.

#discourse/culturalanalysis #literary response/literature/narrative #medialiteracy/use #gender

Colarusso, D. M. (2010). Teaching English in a multicultural society: Three models of reform. *Canadian Journal of Education*, 33(2), 432–458.

Argues for a re-examination of the traditional English curriculum given the linguistic and cultural politics of English as a global language. Interview data collected from 15 teachers from different school districts and boards in Ontario explores differences in beliefs and practices in response to emerging considerations for teaching English within a prototypically multicultural society. Data analysis identifies three main approaches: (a) Adaptation/Coping, (b) Collaborative Inquiry/Applied Research, and (c) Activism, used by teachers to create meaningful learning experiences for students.

#discourse/culturalanalysis #politics #curriculum #pedagogy

Eppley, K., Shannon, P., Gilbert, L. K. (2011). "Did you like living in a trailer? Why or why not?": Discourse and the third space in a rural pen pal exchange. *Teaching and Teacher Education*, 27(2), 289–297.

Examines 15 preservice teachers' sharing of pen-pal letters with 15 second-grade students in a rural school about books portraying rural America. Discourse analysis of their letters indicated that preservice teachers adopted four different discourses: personal, rural, global, and traditional. Given their lack of connections with rural children or culture, the teachers adopted primarily global and traditional discourses, as opposed to personal or rural discourses, reflecting their inability to engage in dialogic interactions with the students.

#discourse/culturalanalysis #writing #identity #class

Fitchett, P. G., & Salas, S. (2010). "You lie—That's not true": Immigration and preservice teacher education. *Action in Teacher Education*, 32(4), 96–104.

Provides a theoretical model for developing a discourse on immigration in teacher education courses. Proposes a scaffolding archetype to guide queries. Recognizes the importance

of understanding the historical context of current immigration. Posits that teacher educators should expose learners to historical perspective taking, whereby current immigration motives are compared and analyzed with examples from the past. Recommends utilizing meaningful discussion as a tool for perpetuating a democratic dialogue on controversial topics surrounding immigration. Contends that this model can serve as a catharsis for teacher education in which ethnic and racial tensions, partisanship, and egocentric ideology are displaced for dialogue grounded in respect, empathy, and perspective sharing.
#discourse/culturalanalysis #race #class #schooling

Hamilton, M., & Pitt, K. (2011). Changing policy discourses: Constructing literacy inequalities. *International Journal of Educational Development*, 31(6), 596–605.

Conducts a discourse analysis of two documents related to adult literacy in Britain: *A Right to Read* and *The Skills for Life*. Finds a prevailing neo-liberal discourse of framing literacy in functional, economic terms, as well as positioning adult learners in individualistic, deficit terms and as citizens in a global market economy, perceiving learners with limited literacy skills as adversely influencing national prosperity.
#discourse/culturalanalysis #literacy #policy #politics

Handsfield, L. J., Crumpler, T. P., & Dean, T. R. (2010). Tactical negotiations and creative adaptations: The discursive production of literacy curriculum and teacher identities across space-times. *Reading Research Quarterly*, 45(4), 405–431.

Draws on case study data collected during a two-year qualitative study investigating multimodal literacies, multilingualism, and teacher development. Examines how a teacher positioned herself with respect to four different space-times impacting literacy instruction. Demonstrates how the teacher's positioning involved the tactical recontextualization and creative adaptation of discourses across these space-times as she poached off institutional powers to refashion curriculum, classroom spaces, and her teacher identity. Illustrates the microscopic and everyday dimensions of power and how literacy instruction and teacher identities are co-constructed in the particulars of everyday practice.
#discourse/culturalanalysis #literacy #curriculum #schooling

Iddings, A., McCafferty, S. G., & da Silva, M. (2011). Conscientização through graffiti literacies in the streets of a São Paulo neighborhood: An ecosocial semiotic perspective. *Reading Research Quarterly*, 46(1), 5–21.

Applies an ecosocial semiotic theoretical framework to the analysis of graffiti literacies in the Vila Madalena neighborhood of São Paulo, Brazil, to inquire about the nature and processes of conscientização (critical awareness) for adult street dwellers with no or little ability to read and write. Data include interviews with five adults regarding their thoughts about and experience of graffiti and also with two renowned urban interventionists (a graffiti gallery owner and a graffiti artist) concerning their perceptions of the social and political role of graffiti in the community. Findings indicate certain ecosocial semiotic features of graffiti art to be particularly helpful in providing opportunities to influence the social and political consciousness of community members about both the immediate and distant worlds, and leading to social action. Examining the nature of graffiti literacy, how it is constituted, and how it affects community members is argued to be revealing as a process of conscientização with important implications for broadening understandings of praxis.
#discourse/culturalanalysis #literacy #culturaldifference #politics

Kynard, C. (2010). From candy girls to cyber sista-cipher: Narrating Black females' color-consciousness and counterstories in and out of school. *Harvard Educational Review*, 80(1), 30–53. Provides a window into a present-day “hush harbor,” a site where a group of black women build generative virtual spaces for counter-stories that fight institutional racism. Illustrates the ways in

which these intentional communities have historically allowed African American participants to share and create knowledge and find their voices in hostile environments such as an academic institution. Discusses the need for critical scholar/student alliances that interrogate taken-for-granted institutional practices that invalidate out-of-school literacies.

#discourse/culturalanalysis #race #class #gender

Laughter, J. C. (2011). Rethinking assumptions of demographic privilege: Diversity among white preservice teachers. *Teaching and Teacher Education*, 27(1), 43–50.

Focuses on white preservice teachers engaged in a dialogue about issues of race and racism in the classroom. Shows a need to reevaluate and diversify the ways in which each participant embodied and enacted whiteness. Compares the participants to generalizations of white preservice teachers found in the literature. Presents findings in the form of racial development biographies co-written with the participants. Suggests the need to be more specific and individual in the preparation of white preservice teachers and rethinking assumptions in the field of multicultural teacher education.

#discourse/culturalanalysis #professional development/teacher education #race #pedagogy

McKinney, C. (2010). Schooling in black and white: Assimilationist discourses and subversive identity performances in a desegregated South African girls' school. *Race Ethnicity and Education*, 13(2), 191–207.

Draws on an ethnographic case study of a suburban girls' school in Johannesburg, South Africa, where "black" learners have replaced "white" learners. Engages with and critiques the assimilationist position. Reconstructs the discursive positioning of the girls within official school discourses. Highlights the powerful assimilationist project of the school and explores the ways in which the learners use a range of semiotic resources not valued in official school discourses to subvert their positioning. Suggests that in inhabiting the school, the girls experience both repressive and liberatory effects, and they themselves produce mobile points of resistance.

#discourse/culturalanalysis #race #gender #ethnography

Mohr, K. A. J., Lane, F., & Sarker, A. (2010). Paths to culturally responsive instruction: Preservice teachers' readiness beliefs. In R. T. Jimenez, V. J. Risko, M. K. Hundley, & D. W. Rowe (Eds.), *59th Yearbook of the National Reading Conference* (pp. 304–314). Oak Creek, WI: National Reading Conference.

Examines generalist and Bilingual/ESL preservice teachers' readiness to teach culturally responsive instruction having taken a course on Language Arts for Culturally Diverse Students. Based on pre-post measures on the Culturally Responsive Teaching Self-Efficacy Scale (Siwatu, 2007), the study found that while there was a wide variation in teachers' readiness, the preservice teachers made significant changes due to taking the course, particularly for the generalist teachers, while the Bilingual/ESL demonstrated more realistic understanding and knowledge of culturally responsive teaching, given their previous preparation in other courses. Suggests the need to consider culturally responsive teaching as a continuum of skills, knowledge, and dispositions.

#discourse/culturalanalysis #professional development/teacher education #secondlanguage literacy #culturaldifference

Mosley, M. (2010). "That really hit me hard": Moving beyond passive anti-racism to engage with critical race literacy pedagogy. *Race Ethnicity and Education*, 13(4), 449–471.

Interrogates understandings about racism and anti-racism for one white preservice teacher through interactions with students and peers in preservice teacher education contexts. Through the critical, mediated discourse analysis of two engagements—a reading lesson with two African American students and the discussion of a children's literature text in a teacher education book club—the researcher finds that for the participant the process of enacting racial literacy in a reading lesson required anti-racist discourse patterns not yet available to her, whereas in the book

club, interviews, and written reflections she was able to articulate what it means to practice racial literacy, pinpoint the breakdown of her pedagogy, and develop what it means to be “actively” anti-racist as a literacy teacher. Findings point to the need to prepare teachers for identities that “transcend” predictable ways of being white and also to construct a more complete framework for what it means to practice racial literacy in educational contexts.

#discourse/culturalanalysis #teachereducation #literacy #race

Ngo, B., & Leet-Otley, J. (2011). Discourses about gender among Hmong American policymakers: Conflicting views about gender, culture, and Hmong youth. *Journal of Language, Identity & Education*, 10(2), 99–118.

Draws on research with Hmong American community members to contribute to a more complex understanding of Hmong culture. Uses a critical discourse analysis of interviews with three influential Hmong American politicians. Highlights the divergent perspectives on early marriage, Hmong gender norms, and the struggles of Hmong parents and youth. Concludes with a discussion of language and identity, and the detrimental influence of dominant discourses on Hmong Americans.

#discourse/culturalanalysis #race #culturaldifference#sociolinguistics

O'Connor, K., Hanny, C., & Lewis, C. (2011). Doing “business as usual”: Dynamics of voice in community organizing talk. *Anthropology & Education Quarterly*, 42(2), 154–171.

Conducts a discourse analysis of a community residents’ meeting related to collaboratively expressing their “voice” challenging status quo, “business as usual” practices operating in the community. Finds that expressions of voice were transformed and muted by members’ allegiances to “centering institutions” (Blommaert, 2005) as well as the need to “get along” within the community that limited the critique of status quo institutions, resulting in the perpetuation of the status quo, limiting any potential changes. Suggests the value of analyzing interactions in terms of recontextualization of challenges to the status quo by allegiance to the norms and values of “centering institutions” perpetuating the status quo.

#discourse/culturalanalysis #identity #policy #sociolinguistics

Owodally, A. (2011). Multilingual language and literacy practices and social identities in Sunni madrassahs in Mauritius: A case study. *Reading Research Quarterly*, 46(2), 134–155.

Analyzes connections among multilingual language and literacy practices and social identities in two Sunni madrassahs in Mauritius using sociolinguistic and poststructuralist perspectives. Data including observations, interviews, and written documents are analyzed to reveal the madrassah as a site where multilingual, multiliterate, and multiscriptural practices are used as resources to provide religious instruction, and where fluid identities are shaped and negotiated through these resources. Findings suggest that dichotomies between institutionalized and local vernacular literacies and between religious and secular identities do not reflect the complexity of identities being constituted and expressed at the madrassahs. Speakers and readers use multiple oral and written codes to negotiate social identities, with some identities being more negotiable than others.

#discourse/culturalanalysis #literacy #sociolinguistics #identity

Pirbhai-Illich, F. (2010). Aboriginal students engaging and struggling with critical multiliteracies. *Journal of Adolescent & Adult Literacy*, 54(4), 257–266.

Reports on findings from a school-based action research project with aboriginal, adolescent students attending an alternative school in Canada. As a Freirean response to these marginalized students’ school failures, the researcher engages students in a critical multiliteracies approach to language and literacy learning. Key findings from data analysis based on participant observation, video recordings, teacher journals, and field notes, indicate that students were more likely to engage when rules about how to speak in school and what topics could be discussed in school

were suspended and when students were asked to draw on their own cultural funds of knowledge and chose their own topic for study.

#discourse/culturalanalysis #literacy #politics #culturaldifference

Pollock, J. N. (2011). Using book clubs to enhance social-emotional and academic learning with urban adolescent females of color. *Reading & Writing Quarterly*, 27(1-2), 101–128.

Reports on a study conducted in a small urban high school with two different groups to explore how book clubs can serve as a forum to affect students' social-emotional and academic learning. Qualitative data from sources, including observations, interviews, book club discussions, and surveys, is used to analyze participants' attitudes toward their book club experiences. Findings show that book clubs promote academic literacy learning and the competencies of social-emotional learning.

#discourse/culturalanalysis #literacy #literaryresponse #engagement

Rogers, R. (2011). Becoming discourse analysts: Constructing meanings and identities. *Critical Inquiry in Language Studies*, 8(1), 72–104.

Examines graduate students' acquisition of critical discourse analysis methods during a one-semester graduate course. Over time, students acquired theoretical frameworks for meaning making, application of analysis tools for identifying language patterns, and making connections between micro and macro levels of language use. Students' learning varied according to differences in their previous experience with discourse analysis and areas of study. Suggests the value of students becoming more aware of the complexities associated with applying critical discourse analysis.

#discourse/culturalanalysis #curriculum #identity #pedagogy

Simmons, C., Lewis, C., & Larson, J. (2011). Narrating identities: Schools as touchstones of endemic marginalization. *Anthropology & Education Quarterly*, 42(2), 121–133.

Analyzes participants sharing of race narratives at a community meeting at which 74% of those in attendance were people of color, narratives that referred to attendees' initial awareness of race. Examines how these narratives served to voice alternative perspectives in ways that challenge familiar discourse defining people of color's school experience in which they are marginalized. Fifty-two percent of the stories were about school; 17%, about employment; 14%, about shopping; and 17% "other." Narratives told by people of color focused on their own personal examples, while narratives told by whites focused on what happened to other people. African Americans' and Latina/Latinos' stories evoked call-and-response uptake, while whites' stories evoked no response. Because many of the people-of-color stories portrayed their marginalization in schools, suggests the need for teacher education programs to address issues of race, as well as the need to foster discussions about experiences of race.

#discourse/culturalanalysis #literary response/literature/narrative #race #culturaldifference

Suspitsyna, T. (2010). Accountability in American education as a rhetoric and a technology of governmentality. *Journal of Education Policy*, 25(5), 567–586.

Analyzes the rhetorical construction of accountability in the U.S. Department of Education speeches and the role of accountability in governing educational institutions and subjects. Demonstrates how, as a rhetoric, accountability in education operates as a "sacred language" to propagate neoliberal values and how, as a technology of governmentality, it works to maintain the neoliberal political rationality, enforce the openness of educational institutions to government oversight, and enable entrepreneurial subjectivities through responsabilization and moralization of consumer-style choice-making. Argues that the market-oriented forms of accountability of federal education policies have a limited potential for meeting its officially promoted goals, particularly with regard to equalizing opportunity for minority- and low-income students.

#discourse/culturalanalysis #schooling #policy #politics

Swain, C. (2010). "It looked like one thing but when we went in more depth, it turned out to be completely different": Reflections on the discourse of guided reading and its role in fostering critical response to magazines. *Literacy*, 44(3), 131–136.

Reports on a case study involving two groups of pupils from broadly similar primary schools exploring the discourses of power prevalent in classrooms by considering the nature of critical response and the role of reflective group talk in negotiating meaning in children's magazines. Offers a critique of guided teaching and argues that while on some levels the model seems an effective vehicle for fostering critical response, its inherent power structures bring into question the validity of its role in facilitating independent critical thought.

#discourse/culturalanalysis #reading #literaryresponse #criticalliteracy

Vetter, A.M. (2010). "'Cause I'm a G": Identity work of a lesbian teen in language arts. *Journal of Adolescent & Adult Literacy*, 54(2), 98–108.

Examines the identity work of a lesbian youth in an 11th-grade high school language arts classroom. Analyzes informal interviews with June about her work on a multigenre research project in relation to LGBTQs using the constant-comparative method and discourse analysis. Illustrates that she positioned herself as a reader and writer in new ways because of an assignment that provided her the opportunity to explore her sexuality. Proposes that teachers consider making youth's experiences, including LGBTQ experiences, the centerpiece of literacy instruction. Recommends that research needs to explore how educators can create curricula and school communities that recognize and celebrate sexual identities as a part of literacy learning.

#discourse/culturalanalysis #gender #schooling #identity

Wang, Y., Chao, C. Y., & Liao, H. C. (2011). Poststructural feminist pedagogy in English instruction of vocational-and-technical education. *Higher Education*, 61(2), 109–139.

Attempts to develop a poststructural feminist pedagogical model to investigate whether it would better serve vocational-and-technical college students. Shows the experimental group receiving poststructural feminist pedagogy to have outperformed the traditional group in terms of listening, vocabulary, grammar, reading, and critical thinking. Also, students receiving instruction informed by poststructural feminist pedagogy expressed significantly greater satisfaction than those receiving traditional banking instruction in terms of instructional objective, teaching method/materials, teacher quality, class environment, and assessment.

#discourse/culturalanalysis #literacy #pedagogy #gender

Winn, M. T. (2010). "Betwixt and between": Literacy, liminality, and the celling of Black girls. *Race, Ethnicity and Education*, 13(4), 425–447.

Examines the lives of formerly incarcerated African American girls of ages 14–17 who participate in a playwriting and performance program in an urban southeastern American city. Draws on interviews with formerly incarcerated girls in this program, participant observation, and student writing. Contextualizes girls' experiences in a larger discourse of African American women writers and speakers being "celled" throughout the history of the United States.

#discourse/culturalanalysis #race #gender #schooling

Yoon, B., Simpson, A., & Haag, C. (2010). Assimilation ideology: Critically examining underlying messages in multicultural literature. *Journal of Adolescent & Adult Literacy*, 54(2), 109–118.

Presents an analysis of multicultural picture books that depict the features of assimilation ideology. Suggests that assimilationist ideas are presented through the main characters' identities in the resolution of the story and through the portrayal of a glorified dominant culture. Contributes to the literature by exploring the assumptions that multicultural texts are indeed "multicultural" and that they promote cultural pluralism.

#discourse/culturalanalysis #literaryresponse/literature/narrative #race #culturaldifference

Other Related Research

Austin, T., Willett, J., Gebhard, M., & Montes, A. L. (2010). Challenges for Latino educators crossing symbolic, cultural, and linguistic boundaries: Coming to voice in teacher preparation with competing voices. *Journal of Latinos & Education*, 9(4), 262–283.

Bartlett, T. (2011). *Collaborative change in institutional discourse: Contextualising positive discourse analysis*. New York: Routledge.

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Becker, C. (2010). American education discourse: Language, values, and U.S. federal policy. *Journal for Critical Education Policy Studies*, 8(1), 409–446.

Belmonte, I. A., McCabe, A., & Chornet-Roses, D. (2010). In their own words: The construction of the image of the immigrant in Peninsular Spanish broadsheets and freesheets. *Discourse & Communication*, 4(3), 227–242.

Betteney, M. (2010). All for one, and one for all: If texts hold power, to what extent does current primary and early years' documentation empower teachers? *Literacy*, 44(2), 91–97.

Brown, K. (2010). Teachers as language-policy actors: Contending with the erasure of lesser-used languages in schools. *Anthropology & Education Quarterly*, 41(3), 298–314.

Brown, M. (2011). The sad, the mad and the bad: Co-existing discourses of girlhood. *Child & Youth Care Forum*, 40(2), 107–120.

Crafter, Sarah & de Abreu, Guida. (2010). Constructing identities in multicultural learning contexts. *Mind, Culture & Activity*, 17(2), 102–118.

DeJaeghere, J. B., & McCleary, K. S. (2010). The making of Mexican migrant youth civic identities: Transnational spaces and imaginaries. *Anthropology & Education Quarterly*, 41(3), 228–244.

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Friedman, D. A. (2010). Becoming national: Classroom language socialization and political identities in the age of globalization. *Annual Review of Applied Linguistics*, 30, 193–210.

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Gómez, A. G. (2010). Disembodiment and cyberspace: Gendered discourses in female teenagers' personal information disclosure. *Discourse & Society*, 21(2), 135–160.

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Literacy

Tags: #literacy #development #identity #linguistic #literacyassessment #familyliteracy #adulthoodliteracy #communityliteracy #spelling

Archambault, I., Eccles, J. S., & Vida, M. N. (2010). Ability self-concepts and subjective value in literacy: Joint trajectories from grades 1 through 12. *Journal of Educational Psychology*, 102(4), 804–816.

Examines changes in students’ perceptions of their own literate abilities as well as the value of reading and writing over grades 1–12. Although it is acknowledged that students’ perceptions in both of these strands tend to weaken over the school years, this study looks at the heterogeneity of children’s motivational changes in literacy. Follows three cohorts of students from ten elementary schools over a period of eight years (N=655). Identifies seven groups of children showing distinct trajectories of change in literacy subjective task value and ability self-concept across the school years: the high trajectory, the moderate trajectory, the transitory decline, the early decline, the constant decline, the late decline, and the low trajectory. Finds important individual and family predictors of child motivational trajectories including gender and socio-economic status, although the authors emphasize that the relationship between achievement and motivation develops in a reciprocal manner.

#literacy #reading #development #identity

Campbell, M. B., & Sweiss, C. I. (2010). The secondary literacy coaching model: Centrality of the standards and emerging paradigms. *Journal of Reading Education*, 35(3), 39–46.

Secondary literacy coaching is an initiative aimed at providing effective school-wide literacy leadership and job-embedded professional development for content area teachers, though there is little empirical evidence demonstrating the approach’s effectiveness or the factors of

influence. This study utilizes a survey research design and analyzes existing coaching paradigms of a nationwide sample of 111 high school literacy coaches. Results show that existing coach paradigms include a moderate to high degree of implementation of the literacy coaching professional standards in the roles of collaborators, coaches working with individual teachers and in teams, and instructional strategists in English language arts and social studies. Suggests an increased focus on content area preparation in university programs and a national database of high school literacy coaches to conduct in-depth analysis on effective practices.
#literacy #professionaldevelopment/teachereducation

Carlisle, J. F. (2010). Effects of instruction in morphological awareness on literacy achievement: An integrative review. *Reading Research Quarterly*, 45(4), 464–487.
#literacy #reading #spelling #linguistic

Integrates findings of studies that sought to determine whether instruction in morphological awareness contributed to improvement in literacy. Analysis of the 16 studies that met selection criteria is organized around the relation of morphological awareness instruction to phonology, orthography, and word meaning. Results indicate that morphological awareness has the potential to contribute to students' literacy development in all three areas. Three instructional approaches likely to support deeper understanding of "lexical spellings" include: teaching the meanings of affixes and base words, fostering morphological problem solving, and instruction in and application of a strategy of morphological analysis intended to help students work out the meanings of unfamiliar words as they read.

Collins, K. M. (2011). "My mom says I'm really creative!": Dis/ability, positioning, and resistance in multimodal instructional contexts. *Language Arts*, 88(6), 409–418.

Conducts a three-year case-study analysis of 24 special-learning-needs children in terms of how they are positioned in classrooms involving uses of multimodal learning activities, given the problem of these children being labeled as "different" or "deficient" based on normative, hegemonic notions of literacy. Based on a case-study of one male 2nd-grade student, identifies his practices of opting out of traditional instructional contexts in which he was positioned as deficient, contrasted with his sharing narratives about his drawings, adopting his own artistic styles, and being recognized for his artistic abilities by his peers in ways that challenge these normative judgments. Suggests the need to redefine traditional concepts of disabilities as positioning students in deficit ways through adopting multimodal literacy perspectives that foster students' development of agency.
#literacy #media literacy/use #development #identity

Enright, K. A. (2011). Language and literacy for a new mainstream. *American Educational Research Journal*, 48(1), 80–118.

As K–12 classrooms become increasingly diverse, educators must recognize that most young people live hybrid experiences, participating in and across multiple communities and domains. Presents cases of three high school seniors who represent the "New Mainstream" of the 21st-century classroom as they engaged in a year-long research and writing project. Focuses on the students' language and literacy histories and key patterns related to their language use in school as examples of the complexity of students who represent the New Mainstream. Proposes the need for a reframing of the notion of "mainstream" and expanding definitions of academic language to better address classroom realities. Suggests that teachers need knowledge of the language backgrounds and cultural experiences of student groups but also must attend to the experiences and abilities of each individual by adapting instruction to elicit more about students' uses of language and literacy at home and in the community.
#literacy #secondlanguage/literacy #identity #communityliteracy

Jadallah, M., Anderson, R. C., Nguyen-Jahiel, K., Miller, B. W., Kim, I-H., Kuo, L-J., et al. (2011).

Influence of a teacher's scaffolding moves during child-led small-group discussions. *American Educational Research Journal*, 48(1), 194–230.

Investigates the influence of one teacher's scaffolding moves on children's performance in free-flowing child-led small group discussions. Three moves were examined: prompting for and praising the use of evidence, asking for clarification, and challenging. Analyzed 30 discussions in one fourth-grade classroom to identify recurrent patterns of teacher-child and child-child talk initiated by the teacher's moves. A complex system of influence was documented in which the teacher's moves had delayed effects as well as immediate effects, indirect as well as direct effects, and reciprocal instead of unidirectional effects. Some children appropriated scaffolding moves of the teacher and began to spontaneously employ the moves in later discussions. Authors conclude that a teacher's scaffolding moves can initiate long chains of influence on children's talking and thinking.

#literacy #discourse/culturalanalysis #linguistic #literacyassessment

Johnson, A. (2010). The Jones family's culture of literacy. *The Reading Teacher*, 64(1), 33–44.

Explores in depth one African American family's uses of literacy across contexts and purposes such as establishing and building relationships, managing everyday life, gaining information from newspapers, keeping track of finances, enhancing spirituality, and for purposes of pleasure and enjoyment. Draws on life history data from three women in the Jones family (pseudonym) in the rural South of the United States. Takes an intergenerational perspective to document how literacy has been practiced in the family. Argues that family must be considered a cultural context for literacy learning. Suggests that literacy educators and researchers widen their lenses on the cultural contexts in which children engage in literacy practice and offers questions to identify family cultures of literacy. Recommends using more complex, asset-oriented interpretations of the literacy resources of students and their families.

#literacy #discourse/culturalanalysis #communityliteracy #identity

Manza, P. H., Hughes, C., Barnabas, E., Bracaliello, C., & Ginsburg-Block, M. (2010). A descriptive review and meta-analysis of family-based emergent literacy interventions: To what extent is the research applicable to low-income, ethnic-minority or linguistically-diverse young children? *Early Childhood Research Quarterly*, 25(4), 409–431.

Conducts a comprehensive literature review involving both a descriptive review and a meta-analysis to determine if empirically supported interventions are applicable to groups of students from culturally diverse or low-income families, or English learners. Identifies 31 published research studies documenting an intervention study involving caregivers in its delivery to children between the ages of two to six years. Finds significant limitations in the generalizability of this literature to these important and diverse groups of children. Suggests that children's responsiveness, family members' acceptability and satisfaction, as well as intervention integrity should be examined, with sensitivity to the potential that these interventions may not be consistent with the values, routines, or resources of families who have been underrepresented in the empirical literature.

#literacy #secondlanguage literacy #familyliteracy #communityliteracy

Martin, S. D., & Shapiro, E. S. (2011). Examining the accuracy of teachers' judgments of DIBELS performance. *Psychology in the Schools*, 48(4), 343–356.

Examines the accuracy of teachers' judgments of students' early literacy skills using the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) phonemic segmentation or nonsense word fluency measures. Investigates whether or not students' achievement levels influence teachers' judgment accuracy. Studies 12 kindergarten and 26 first-grade teachers who are asked to identify and then predict the performance of students "at risk" or "not at risk" for developing future academic problems in literacy. Compares teacher judgment with actual student performance on the measures. Results show a moderately strong correlation between teachers' judgments and students' performance across all of the students, suggesting that teachers make relatively

accurate judgments. Also finds that teachers consistently and significantly overestimate the actual performance of students, particularly those who fall into the “typically performing” category. Suggests that teachers make more accurate judgments for lower achieving students, and that the collection of actual student performance on skills serves as the most accurate indicator of student outcomes.

#literacy #reading #literacyassessment #development

Massey, D. D., & Lewis, J. (2011). Learning from the “little guys”: What do middle and high school preservice teachers learn from tutoring elementary students? *Literacy Research and Instruction*, 50(2), 120–132.

Documents a field-based preservice tutoring program in which the tutors (a) learn about literacy instruction, (b) use a multitude of assessment data rather than representing students by single scores, (c) design literacy curriculum based on students’ needs, and (d) focus on motivating students to read and write in addition to helping them succeed academically. Examines the responses and learning of middle and high school preservice teachers tutoring elementary struggling readers. Finds that many forms of learning took place for the preservice tutors such as a deeper understanding of the role of motivation for struggling readers, the need for instructional routines, and an awareness of the tutors’ lack of knowledge of literacy curricula. Finds that the tutoring experience provides a real-world setting for understanding and using assessment data, and that the knowledge gained with struggling readers is likely to be useful in their future work with upper level students.

#literacy #professionaldevelopment/teachereducation #literacyassessment #development

Park, H., & Kyei, P. (2011). Literacy gaps by educational attainment: A cross-national analysis. *Social Forces*, 89(3), 879–904.

Analyzes data for young adults from 19 countries from 1994-1998 in the International Adult Literacy Survey (IALS). Investigates whether the same level of educational attainment generates the same level of literacy skills in different countries. Finds that in all countries individuals with a higher level of educational attainment tend to have greater literacy skills, however there is substantial variation across countries in the size of literacy gaps between those with high levels of formal educational attainment and those with low levels. In particular, young adults in the United States show the largest literacy gaps. Using two-level hierarchical linear models, authors find that cross-national differences in the literacy gap between more- and less-educated individuals are systematically linked to the degree of between-school inequality in school resources (instructional materials, class size, teachers’ experience and certification). Results suggest that more equal opportunities for adult education and training among those with the least education could help reduce literacy disparities between the more and the less educated.

#literacy #adulthood #literacyassessment #development

Schoon, I., Parsons, S., Rush, R., & Law, J. (2010). Children’s language ability and psychosocial development: A 29-year follow-up study. *Pediatrics*, 126(1), e73–e80.

Uses a large-scale longitudinal cohort study to investigate the extent to which variations in childhood receptive language skills are linked to later psychosocial outcomes and adult mental health. Participants include 6,941 women and men who were first assessed at age five in their language skills, and then assessed at age 34 on psychosocial and mental health outcomes. Finds that early receptive language skills are significantly associated with adult mental health as well as psychosocial adjustment during early childhood, in the transition to adulthood, and in later life. Cohort members with poor receptive language experienced more disadvantaged socioeconomic circumstances than cohort members with normal language skills and showed more behavior and psychosocial adjustment problems. After adjustment for family background and experiences of social adaptation, early language skills maintained a significant and independent impact in predicting adult mental health. Identifies characteristics of the family and the individual that could

be addressed to promote positive mental health among those with poor early language skills.
#literacy #linguistic #development #adulthood literacy

van Steensel, R., McElvany, N., Kurvers, J., & Herppich, S. (2011). How effective are family literacy programs? Results of a meta-analysis. *Review of Educational Research*, 81(1), 69–96.

Uses meta-analysis to examine the effects of family literacy interventions on students' literacy development. Selects 30 studies from 1990–2010 that include effect sizes. Differentiates between interventions that focus on code-related or comprehension outcomes. Finds a small effect (0.18) for both types of interventions; no differential impact between code- or comprehension-related outcomes; and no significant effects of program, sample, or study characteristics. Because of the small overall effect size of family literacy programs, authors caution policy makers and educators not to maintain unjustified expectations for program outcomes. Strongly recommends that more research be conducted into how programs are actually carried out by families.
#literacy #family literacy #development

Other Related Research

Barkas, L. A. (2011). *The paradox of skills: Widening participation, academic literacy & students' skills centres*. Rotterdam: Sense Publishers.

Berninger, V. W., & Abbott, R. D. (2010). Listening comprehension, oral expression, reading comprehension, and written expression: Related yet unique language systems in grades 1, 3, 5, and 7. *Journal of Educational Psychology*, 102(3), 635–651.

Collins, J. (2011). Literacy as social reproduction and social transformation: The challenge of diasporic communities in the contemporary period. *International Journal of Educational Development*, 31(6), 614–622.

Compton-Lilly, C., & Greene, S. (Eds.). (2010). *Bedtime stories and book reports: Connecting parent involvement and family literacy*. New York: Teachers College Press.

Cunningham, A., & Carroll, J. (2011). Age and schooling effects on early literacy and phoneme awareness. *Journal of Experimental Child Psychology*, 109(2), 248–255.

de Baldini Rocha, M. S., & Ponczek, V. (2011). The effects of adult literacy on earnings and employment. *Economics of Education Review*, 30(4), 755–764.

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Literary Response/Literature/Narrative

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

Adomat, D. S. (2010). Dramatic interpretations: Performative responses of young children to picturebook read-alouds. *Children's Literature in Education*, 41(3), 207–221.

Draws upon Sipe's theories about young children's response to literature to present detailed observations of one second-grade student's performative responses. Concludes that the student, a struggling reader, used performative responses to aid her understanding of the story and characters, as well as to engage with her classmates in literary exploration. Based on these observations, the researcher suggests an expansion of the role of performative responses in young children's literary understanding; performative responses often offer powerful ways for all students to take control of their own curriculum and to actively engage in making collaborative meaning of a story.

#literaryresponse/literature/narrative #reading #instruction #engagement

Appel, M., & Richter, T. (2010). Transportation and need for affect in narrative persuasion: A mediated moderation model. *Media Psychology*, 13(2), 101–135.

Examines the influence of readers' need for affect/emotional experience on their willingness to be transported into a narrative world and be persuaded by a narrative text. Conducts two experiments with 314 adult readers, finding that the need for affect and the willingness to be transported influenced the narrative persuasion of a text versus a text with no persuasive intent. Concludes that the need for affect shapes whether readers are transported into a narrative world and the degree to which they are persuaded by the narrative text.

#literaryresponse/literature/narrative #engagement #aestheticresponse #perspectivetaking

Broad, B., & Theune, M. (2010). How we value contemporary poetry: An empirical inquiry. *College English*, 73(2), 113–137.

Analyzes how seven poets, critics, and teachers identify and apply evaluative criteria for assessing 12 contemporary American poems. Analysis of the formulation of these criteria using "dynamic criteria mapping" generated two different clusters of criteria: 1) criteria related to

“textual values” that focus on responses to the poem’s use of risk or surprise, as well as a balance between creativity, invention, and images and some direction reflecting an underlying significant meaning and effective ending, and 2) “contextual values” that focus on how the transaction of the reader and the sociohistorical, authorial, and readerly contexts influence assessments, for example, the poem’s novelty or originality in terms of the degree to which a poem is distinct from current stylistic or genre fashions, and the perception of the poet’s own stance having to do with attachment, openness, reverence, sincerity and sensitivity. Finds that the latter “contextual” values subsumed the application of textual criteria.

#literaryresponse/literature/narrative #interpretation #engagement #aestheticresponse

Dickson, R., & Costigan, A. (2011). Emerging practice for new teachers: Creating possibilities for “aesthetic” readings. *English Education*, 43(2), 145–170.

Explores how exposure to aesthetic education approaches can help novice teachers reexamine their literature instruction when faced with mandated curricula. Through free writes, reflective papers, and self-assessments, English education students responded to the researchers’ guiding question asking participants to explore similarities between transacting with a text on the page and aesthetically engaging with other works of art. The researchers also considered the education students’ beliefs about whether these theories and practices could be brought into ELA classrooms. Artifacts revealed participants’ initial resistance to the idea and, later, a growing understanding of aesthetic education. Suggests that involving English education students in aesthetic experiences may affect the ways many begin to think about their classrooms, literacy and literature instruction, and education in general.

#literaryresponse/literature/narrative #literacy #professionaldevelopment/teachereducation #aestheticresponse

Dray, A. J., & Selman, R. L. (2011). Culture and comprehension: A mixed methods study of children’s responses to a fictional story about interracial conflict. *Reading & Writing Quarterly*, 27(1/2), 48–74.

Uses a mixed-methods study of one fifth-grade classroom to examine the relationship between students’ social development levels and their comprehension in understanding and relating to *Felita*, a novel about interracial conflict. Results indicated that children’s comprehension of such fiction might be analyzed with a social development lens. A follow-up quantitative study examined 184 fifth-grade students’ responses to and comprehension of an excerpt from the story, as well as a series of other literacy and social development assessments, to more broadly examine the relationship between students’ understanding of fictional texts and their individual literacy and social awareness skills. Results suggested that students do use social awareness skills when reading about interracial conflicts, and these skills may be particularly useful for poor readers.

#literaryresponse/literature/narrative #reading #adolescentliterature #culturalvalues/models

Enciso, P., Volz, A., Price-Dennis, D., & Durriyah, T. (2010). Story club and configurations of literary and cross-cultural insight among immigrant and non-immigrant youth. In R. T. Jimenez, V. J. Risko, M. K. Hundley, & D. W. Rowe (Eds.), *59th Yearbook of the National Reading Conference* (pp. 343–366). Oak Creek, WI: National Reading Conference.

Analyzes videos of immigrant and non-immigrant sixth graders’ sharing of narratives in a weekly story club setting over a sixth month period. Identifies four types of story-telling practices: parallel storytelling evoked by responses to a memoir related to portrayals of racism; extended storytelling involving uses of diverse, prior narratives reflecting application of prior knowledge students apply to interpreting each other’s stories; joint storytelling involving collaborative construction of narratives that draws on prior knowledge of narrative conventions; and reflexive and critical storytelling through which students critique status-quo institutional practices as well as how stories assume a significant role in shaping perceptions.

#literaryresponse/literature/narrative #discussion #genreknowledge #culturalvalues/models

Hadjioannou, X., & Loizou, E. (2011). Talking about books with young children: Analyzing the discursive nature of one-to-one booktalks. *Early Education and Development*, 22(1), 53–76.

Examines one-to-one booktalks between 89 prospective teachers and 89 first-grade students to explore how the teacher candidates implemented discussion practices they had been taught. Used this qualitative data to develop three possible booktalk categories and characteristics for each. Phase two of the study examined booktalks between 57 preservice teachers and 57 kindergarten students to check the categories and further detail the characteristics of each. Findings suggest that three possible categories of one-to-one booktalks exist: “true booktalks” that contained high student engagement and reciprocal conversations; “recitation booktalks” that followed the typical “teacher initiates, student responds, teacher evaluates” (IRE) format and were more focused on surface-level comprehension skills; and “awkward booktalks” where the teacher candidate did the majority of the talking, although trying to engage the student with reader-response oriented strategies. Results further suggested that book selection has a strong effect on the resulting booktalk and that literacy courses for preservice teachers should provide more discussion on the purposes of one-to-one booktalks for young children.

#literary response/literature/narrative #professional development/teacher education
#instruction #discussion

Hunter, C., & Eder, D. (2010). The role of storytelling in understanding children’s moral/ethic decision-making. *Multicultural Perspectives*, 12(4), 223–228.

Examines the responses of fourth- and fifth-grade students to fables that were presented orally by a storyteller. In discussion groups, the participants were asked to reflect on the moral and ethical dilemmas faced by the characters in the fables. Often the students responded with examples from their own lives or talked about ways they might have handled the events in the story. The researchers found that this type of discussion provided insight into ways the participants made moral and ethical decisions and that the responses were not generalizable because they were taken from the students’ lived experiences. The authors discussed the importance of supporting students when they bring personal stories of inequality into the classroom, as well as the value of teaching students to dialogue about morality and ethics.

#literary response/literature/narrative #culturalvalues/models #perspectivetaking #discussion

Kucer, S. B. (2010). Readers’ tellings: Narrators, settings, flashbacks and comprehension. *Journal of Research in Reading*, 33(3), 320–331.

Examines the influence of flashbacks and changes in narrator and setting on reading comprehension in 34 fourth graders, using miscue analysis, reader retellings of the story, and researcher probes. The authors found that most miscues did not alter the meaning of the texts, which indicated the participants understood the texts. However, the gaps in the retellings indicated that changes in time, setting, and narrator did significantly affect the reading comprehension abilities of the participants.

#literary response/literature/narrative #reading #instruction #interpretation

Liang, L. A. (2011). Scaffolding middle school students’ comprehension and response to short stories. *Research in Middle Level Education Online*, 34(8), 1–16. Retrieved June 20, 2011, from <http://www.nmsa.org/Publications/RMLEOnline/Articles/Vol34No8/tabid/2405/Default.aspx>

Investigates how reader-response and cognitive-oriented activities affect adolescent students’ learning from literature. Study examined the results of 85 sixth-grade students’ comprehension and response to literature when they were taught stories using a reader-response approach and when using a cognitive-oriented approach. In order to compare the two approaches, each was operationalized in a Scaffolded Reading Experience (SRE), an instructional framework designed to foster students’ understanding and engagement with individual texts. Results showed that both the reader-response and cognitive-oriented SREs fostered students’ comprehension of short stories, that the teachers valued the SRE framework and thought both approaches useful

for their students, and that students found both the activities and purposes of the SREs useful. However, the results also indicated that using a reader-response approach resulted in students' achievement of reader-response tasks but not of more cognitive-oriented tasks, and that using a cognitive-oriented approach produced the opposite result. Thus, the study suggests that teaching literature with a particular approach does affect students' comprehension and response to that text. The researcher proposes that this knowledge may assist teachers in choosing the approach best suited to the outcomes desired for the particular reading of a text.

#literaryresponse/literature/narrative #reading #instruction #engagement

Liang, L. A., Watkins, N. M., Graves, M., & Hosp, J. (2010). Postreading questioning and middle school students' understanding of literature. *Reading Psychology, 31*(4), 347–364.

Compares three different types of postreading treatments and their effect on student understanding and enjoyment of literature. Researchers evaluated the effect of the story mapping technique developed by Beck & McKeown (1981), the questioning style used in literature anthologies, and no postreading questioning with 87 urban middle school students. They found no significant effect on comprehension between the story mapping treatment and the anthology questions; however there was a significant difference between postreading questioning and no questioning. Students self-reported better understanding of the narratives when the story map questioning technique was used. The authors also noticed that the story mapping treatment had a positive effect on student attitudes about the literature. They concluded that the story mapping technique may help motivate students in their school literary experiences.

#literary response/literature/narrative #reading #instruction #engagement

Macken-Horarik, M., & Morgan, W. (2011). Towards a metalanguage adequate to linguistic achievement in post-structuralism and English: Reflections on voicing in the writing of secondary students. *Linguistics and Education, 22*(2), 133–149.

Charts changes in literary responses of sample writings of 25 students enrolled in a literature course featuring post-structuralist critical approaches taught throughout Queensland, Australia in which students apply author-centered, reader-centered, text-centered, and world/context-centered approaches to texts. Analyzes students' ability to adopt of a reader-centered approach to a novel in terms of recognizing the cultural experiences they applied to the novel. Applies linguistic analysis of students' writing to identify a shift in students moving from initial individually centered voices to citationally centered voicing to dialogically centered voices, reflecting an increasing movement towards adopting personal/impersonal, polyphonic, multiple voices reflecting the influence of instruction in post-structuralist critical approaches.

#literary response/literature/narrative #writing #aestheticresponse #interpretation

Martínez-Roldán, C. M., & Newcomer, S. (2011). "Reading between the pictures": Immigrant students' interpretations of *The Arrival*. *Language Arts, 88*(3), 188–197.

Analyzes immigrant students' responses to a wordless text in small-group, bilingual literature discussions. Highlights interpretive processes of two children with different ethnic backgrounds, levels of English proficiency, and styles of response as exemplary and contrastive case studies. The study reveals the social nature of the students' interpretive work by showing how the students drew upon their experiences of immigration, engaged in inquiry, and incorporated others' strategies in co-constructing their responses and their own version of the text. Argues that children's sophisticated interpretive activities with visual texts can offer teachers insight into their immigrant students' reading abilities.

#literaryresponse/literature/narrative #secondarilylanguageliteracy #interpretation #discussion

McCabe, J., Fairchild, E., Grauerholz, L., Pescosolido, B. A., & Tope, D. (2011). Gender in twentieth-century children's books: Patterns of disparity in titles and central characters. *Gender & Society, 25*(2), 197–226.

Analyzes the representation of gender in 5,618 children's books over 101 years (1900-2000) using quantitative methods. The authors examined the representation of male and female human and animal characters in titles and central characters. They found that females were underrepresented in all measures. The authors also used straight time analysis in order to look at changes in gender representation over time and they discovered that books published in the mid-century (1930-1969) showed a more pronounced disparity than those published in the early or late twentieth century.

#literaryresponse/literature/narrative #gender #culturalvalues/models #adolescentliterature

Moeller, R. A. (2011). "Aren't these boy books?" High school students' readings of gender in graphic novels. *Journal of Adolescent & Adult Literacy*, 54(7), 476-484.

Examines through focus group and individual interviews how a group of high school boys and girls read gender in three graphic novels. Findings reveal participants enjoy reading graphic novels to different degrees and do not view the novels as aimed solely at boys, yet responses also reveal differences in participants' identification as graphic novel readers and their understandings of graphic novels as forms of school knowledge.

#literaryresponse/literature/narrative #reading #gender #adolescentliterature

Moody, A. K., Justice, L. M., & Cabell, S. Q. (2010). Electronic versus traditional storybooks: Relative influence on preschool children's engagement and communication. *Journal of Early Childhood Literacy*, 10(3), 294-313.

Contrasts 25 Head Start preschool children's reading engagement and communicative initiations when reading an ebook as read to them by an adult versus a traditional book read to them by an adult, as well as when exploring an ebook independently. Students were more persistent with the reading task when read an ebook by an adult, but not any more enthusiastic or compliant than when read a traditional book. Students also engaged in more labeling interactions when reading the traditional book with an adult than the ebook with an adult, but other communicative interaction levels were about the same. When independently exploring the ebook, there were slightly less communicative interactions initiated by the child than when the adult was reading the ebook. The researchers suggest that both the type of book (ebook or traditional) and the way it is shared with the child have an impact on students' engagement and communication about the book.

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

O'Sullivan, O., & McGonigle, S. (2010). Transforming readers: Teachers and children in the Centre for Literacy in Primary Education Power of Reading Project. *Literacy*, 44(2), 51-59.

Analyzes data collected in the first four years of the Power of Reading Project in England. Findings indicate that children, particularly boys, were more motivated to read when they were presented with "carefully chosen" texts and that they become more deeply engaged with texts when they are given opportunities to explore them through a variety of media, such as writing, drama, art, and discussion. Professional development in the area of children's literature increased the range of texts used in classes, the creativity of pedagogical approaches, and teacher enthusiasm for the literature.

#literary response/literature/narrative #professionaldevelopment/teachereducation #reading #gender

Pantaleo, S. (2011). Warning: A grade 7 student disrupts narrative boundaries. *Journal of Literacy Research*, 43(1), 39-67.

Analyzes the metaleptic transgressions in the written and illustrative text produced by one seventh-grade student to explore how developing students' explicit knowledge of literary, illustrative, and compositional elements affects their understanding, interpretation, and analysis of picture books and graphic novels, as well as their own creations of print, multimodal texts. Informed

by narrative theory and metafiction, and framed by an ecological perspective on teaching and learning, findings reveal how the focal student's participation and engagement in a particular classroom community of practice affected her learning of the content and concepts under study.
#literaryresponse/literature/narrative #literacy #instruction #genreknowledge

Rogers, R., & Mosley, M. (2010). Read-alouds as spaces for the deliberation of public sphere issues. In R. T. Jimenez, V. J. Risko, M. K. Hundley, & D. W. Rowe (Eds.), *59th Yearbook of the National Reading Conference* (pp. 102–116). Oak Creek, WI: National Reading Conference.

Examines second graders' and preservice teachers' read-aloud responses to the book, *Mr. Lincoln's Way*, which portrays a boy with initially racist beliefs who achieves a relationship with his African American principal. The read-alouds prompted related experiences and connections to issues of race with the second-grade students focused on understanding racism while the preservice teachers focused on white privilege. The read-aloud also created a shared, embodied event prompted also by the book's illustrations and collaborative sharing of related narratives. Suggests the value of using read-alouds to grapple with public issues.
#literaryresponse/literature/narrative #discourse/culturalanalysis #reading #culturalvalues/models

Schieble, M. B. (2010). Reading between the lines of reader response: Constructing "the other" through the aesthetic stance. *Changing English: Studies in Culture and Education*, 17(4), 375–384.

Examines the ways four preservice teachers reify dominant cultural beliefs about transsexualism through the questions they create to help eight high school students connect aesthetically to the text, *Luna*. The author found that the pre- and postreading probes, developed by the teachers, positioned the high school students as members of the dominant culture and positioned the character of Luna as "other." Schieble calls for better training for preservice teachers in ways to frame questions that will help their students connect critically with the texts they read.
#literaryresponse/literature/narrative #professionaldevelopment/teachereducation #aestheticresponse #adolescentliterature

Shapiro, M. A., Barriga, C. A., & Beren, J. (2010). Causal attribution and perceived realism of stories. *Media Psychology*, 13(3), 273–300.

Analyzes how 59 college students in three different experiments assessed their judgments of the realism of stories based on the attributions for explaining characters and information provided by the stories. Finds that while the attributions for explaining characters and information provided by the stories themselves had no influence on the assessments of story realism, when readers provide their own spontaneous attributions, they then perceive the stories as more realistic.
#literaryresponse/literature/narrative #interpretation #storydevelopment #aestheticresponse

Smolkin, L. B., & Young, C. A. (2011). Research directions: Missing mirrors, missing windows: Children's literature textbooks and LGBT topics. *Language Arts*, 88(3), 217–225.

Conducts content analysis of six, top-selling children's literature textbooks for LGBT topics by reviewing tables of contents and indices for specific descriptors and locating textbook sections containing LGBT-related literature in order to examine for content, placement, and manner of LGBT presentation. Authors find three of the six textbooks include LGBT orientation in considerations of multicultural literature, and another presents a strong and unique section on same-sex families as part of diversity. Five of the six textbooks include LGBT books in chapters on realistic fiction while the sixth does not address LGBT orientations in any fashion. Suggests how textbook authors, teacher educators, and teachers can improve the presence of LGBT literature and topics, and offers important implications for teacher educators and classroom teachers including LGBT-related instruction to build inclusive and supportive classroom cultures.
#literaryresponse/literature/narrative #discourse/culturalanalysis #culturalvalues/models #storydevelopment

Summers, S. (2010). "Twilight is so anti-feminist that I want to cry:" *Twilight* fans finding and defining feminism on the World Wide Web. *Computers and Composition*, 27(4), 315–323.

Analyses more than 490 posts on a discussion board for the *Twilight* series. The author concludes that the posters not only negotiated a collaborative definition of feminism, but they created an inclusive, feminist space for the discussion of what it means to be female today. Participants brought personal experiences to the online community and established relationships that provided agency and validated their beliefs about gender and literacy.

#literaryresponse/literature/narrative #medialiteracy/use #digital/technologytools #discussion #culturalvalues/models

Wiseman, A. M. (2010). "Now I believe if I write I can do anything": Using poetry to create opportunities for engagement and learning in the language arts classroom. *Journal of Language and Literacy Education* [Online], 6(2), 22–33. Retrieved from http://www.coa.uga.edu/jolle/2010_2/Wiseman_Believe.pdf

Informed by theories of New Literacy Studies, uses ethnographic methods of participant-observation and descriptive analysis to document a weekly program in an eighth-grade English classroom in an urban, public school to see how adolescent students respond to a poetry workshop where content is derived from their background knowledge, their life experiences, and their understanding of world events. Findings demonstrate how by attending to students' emotions and background knowledge, powerful and authentic ways of using language and literacy can be facilitated both inside and outside the classroom.

#literaryresponse/literature/narrative #writing #pedagogy #aestheticresponse

Wissman, K. K., & Wiseman, A. M. (2011). "That's my worst nightmare": Poetry and trauma in the middle school classroom. *Pedagogies: An International Journal*, 6(3), 234–249.

Analyzes two middle school girls' use of poetry to understand and represent their examples of family conflict and trauma as well as how their peers/teachers supported their uses of trauma narratives and how sharing influenced their relationships with peers. Finds that the uses of poetry for sharing trauma narratives provided them with the ability to take "narrative control" in their classrooms as well as foster collaborative relationships with peers.

#literaryresponse/literature/narrative #writing #pedagogy #discussion

Youngs, S. (2010). Peritextual discussions of historical fiction books. In R. T. Jimenez, V. J. Risko, M. K. Hundley, & D. W. Rowe (Eds.), *59th Yearbook of the National Reading Conference* (pp. 367–381). Oak Creek, WI: National Reading Conference.

Examines 26 fifth-grade students' discussion responses to peritextual features of historical fictions books—features such as the cover, title page, author notes, end pages, and dust jacket that provide additional historical information related to the text. Finds a marked increase in students' references to peritextual features over time as students recognized the value of these features in enhancing their understanding of the text.

#literaryresponse/literature/narrative #interpretation #genreknowledge #discussion

Other Related Research

Atkinson, B., & Mitchell, R. (2010). "Why didn't they get it?" "Did they have to get it?" What reader response theory has to offer narrative research and pedagogy. *International Journal of Education & the Arts*, 11(7). Retrieved July 1, 2011, from <http://www.ijea.org/v11n7/>

Baron, J. M., & Bluck, S. (2011). That was a good story! Preliminary construction of the perceived story quality index. *Discourse Processes*, 48(2), 93–118.

Compton-Lilly, C., & Greene, S. (Eds.). (2011). *Bedtime stories and book reports: Connecting parent involvement and family literacy*. New York: Teachers College Press.

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Media Literacy/Use

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

Adweek/Harris Interactive. (2011). *Distacted TV viewers*. New York: Authors. Retrieved June 16, 2011, from <http://www.harrisinteractive.com/NewsRoom/HarrisPolls/tabid/447/mid/1508/articleId/818/ctl/ReadCustom%20Default/Default.aspx>

Surveys 2,309 U.S. adults in relation to their multitasking media activities. Finds that more than half (56%) of Americans surf the Web while watching TV; 44% read books, magazines, or newspapers or visit a social-networking site; and 37% text on their mobile phones, with younger viewers more likely to multitask using online devices while older viewers are more likely to be

reading print material. Thirty percent are engaged in other activities while watching TV. Women and college graduates are more likely to multitask while viewing. Fifty-one percent have watched TV shows on the Internet that they never previously saw on a traditional television. Fifty-six percent would stop paying for cable if they could watch TV on the Internet under certain conditions—access to free programs and/or small online fees.

#medialiteracy/use #digital/technology tools #television #audiences

Appel, M. (2011). A story about a stupid person can make you act stupid (or smart): Behavioral assimilation (and contrast) as narrative impact. *Media Psychology*, 14(2), 144–167.

Eighty-one participants read a screenplay about a soccer hooligan assumed to be stupid. Participants who were assigned the goal of contrasting themselves to this main character performed better on a knowledge test than participants who were given no instruction, suggesting that readers who experience characters' low levels of cognitive processing are momentarily influenced by that experience in their own cognitive performance, suggesting the value of critical media literacy.

#medialiteracy/use #literary response/literature/narrative #mediaeffects

Baruh, L. (2010). Mediated voyeurism and the guilty pleasure of consuming reality television. *Media Psychology*, 13(3), 201–221.

Examines viewers' voyeurism and level of viewing of reality TV, controlling for viewer demographics and total hours of TV viewing. Finds a positive relationship between voyeurism and consumption of reality programming, mediated by a tendency to engage in voyeuristic uses of television. While trait voyeurism is negatively related to the consumption of fictional programming, voyeuristic use of television is positively related to fictional programming consumption.

#medialiteracy/use #literary response/literature/narrative #television #audiences

Bernier, A. (2011). Representations of youth in local media: Implications for library service. *Library & Information Science Research*, 33(2), 158–167.

Analyzes content of news media representations of young adults specifically connected to implications for library service. Identifies common patterns in the collective representations of youth and raises questions about the potential institutional implications of these portrayals for young adult services. News and feature stories concerning young adults in two California newspapers were surveyed over a consecutive three-month period in 2007. Analysis of the survey found young people were depicted routinely as troubled, troubling, and dangerous, a finding consistent with more than a decade of general media research. Concludes that examining these representations may help libraries become better and more critically informed about actual youth behaviors, thus initiating institutional debate about more effective service approaches with this age group which constitutes a significant portion of library users.

#medialiteracy/use #news #mediaeffects #representations

Bier, M. C., Schmidt, S. J., Shields, D., Zwarun, L., Sherblom, S., Primack, B., et al. (2011). School-based smoking prevention with media literacy: A pilot study. *Journal of Media Literacy Education*, 2(3), 185–198.

Examines the effects of a media literacy program related to tobacco use with 204 students in six schools. Finds that students' media literacy itself increased as well as critical analysis of tobacco ads. At the same time, pro-smoking attitudes increased, possibly due to an enhanced interest in smoking as a topic as well as an adolescent experimentation without concerns for consequences. Concludes that there is evidence that integrating media literacy into tobacco education can have a valuable impact on students' general and smoking-specific media literacy.

#medialiteracy/use #mediaeffects #advertising #audiences

Boyland, E. J., Harrold, J. A., Kirkham, T. C., Corker, C., Cuddy, J., Evans, D., et al. (2011). Food commercials increase preference for energy-dense foods, particularly in children who watch more television. *Pediatrics*, 128(1), e93–e100.

Analyzes the effects of 281 British 6- through 13-year-olds' viewing of TV food and toy commercials on their food preference ratings and their commercial recognition. Finds that children expressed higher preferences for brand and non-brand high fat/carbohydrate-rich foods items from food preference checklists than they did after viewing the toy commercials, particularly for children who viewed more television than low-viewing children. Children were also more likely to recognize food than toy commercials.

#medialiteracy/use #mediaeffects #advertising #television

Carpenter, S. (2010). A study of content diversity in online citizen journalism and online newspaper articles. *New Media & Society*, 12(7), 1064–1084.

Studies diversity of content in online citizen journalism and online newspaper publications. Analyzes findings from a quantitative content analysis (n = 962). Finds online citizen journalism articles were more likely to feature a greater diversity of topics, information from outside sources, and multimedia and interactive features. Concludes online citizen journalism content adds to the diversity of information available in the marketplace.

#medialiteracy/use #digital/technologytools #news #representations

Fowler, E. F., & Ridout, T. N. (2011) Advertising trends in 2010. *The Forum*, 8(4), Article 4. Retrieved June 10, 2011, from <http://www.bepress.com/forum/vol8/iss4/art4>

Analyzed use of campaign strategies from a database of political ads aired during the 2010 American midterm elections. The amount and negativity of political ads increased over previous campaigns, with a 50% increase for Congressional House races over 2008, with independent group ads increasing from 5% in 2008 to 13% in 2010. Ads for both parties focused on employment, with Democrats focusing on taxes, trade, and social security and Republicans focusing on government spending, taxes, and the deficit. In contrast to 2008, when Democrats focused on the theme of change, in 2010, the Republicans focused on that theme. Twenty-eight percent of Republican ads made negative references to President Obama. Of the ads, 53.5% were purely negative; 20.5% were contrast ads; and 26% were positive ads. Ninety-six percent of party-sponsored ads were negative and 87% of independent group ads were negative. Concludes that high level of negative ads may have positive and negative effects on future elections.

#medialiteracy/use #advertising #representations #mediaeffects

Garrison, M. M., Liekweg, K., & Christakis, D. A. (2011). Media use and child sleep: The impact of content, timing, and environment. *Pediatrics*, 128(1), 29–35.

Analyzes 3- to 5-year-old children's use of media as affecting their sleep. Finds that they consume 72.9 minutes of media screen time daily. Twenty-eight percent with screen time of at least 30 minutes in the evening had recurring sleep problems, versus 19% of children whose use of screen time was before evening. Thirty-seven percent who viewed more than one hour of violent media content at any time during the day experienced sleep problems versus 19% who viewed less than an hour of violent content. Suggests the need to curtail children's evening screen time and limit viewing of violent content.

#medialiteracy/use #television #representations #mediaeffects

Gentile, D. A., Choo, H., Liau, A., Sim, T., Li, D., Fung, D., & Khoo, A. (2011). Pathological video game use among youths: A two-year longitudinal study. *Pediatrics*, 127(2), e319-e329.

Investigates pathological video gaming or Internet use with a general elementary and secondary school population in Singapore. Looks at risk and protective factors including weekly amount of game play, impulsivity, social competence, depression, social phobia, anxiety, and school performance. Concludes the prevalence of pathological gaming is similar to that in other countries and adds information to the discussion about whether video game addiction is similar to other addictive behaviors.

#medialiteracy/use #games #mediaeffects

Gentile, D. A., Maier, J. A., Hasson, M. R., & de Bonetti, B. L. (2011). Parents' evaluation of media ratings a decade after the television ratings were introduced. *Pediatrics*, 128(1), 36–44.

Reviews results of three national surveys of parents' evaluations of media rating systems. Finds that parents want and use ratings of movies, video games, and television, but few perceived these ratings as always accurate. Parents would prefer ratings based on media content in addition to the current age-based ratings. While parents agree on the information that would be useful in terms of types and descriptions of content, they do not agree on age levels for which this content is appropriate, a challenge to the validity of age-based ratings.

#medialiteracy/use #games #mediaeffects #films

Grøntved, A., & Frank B. Hu, F. B. (2011). Television viewing and risk of type 2 diabetes, cardiovascular disease, and all-cause mortality: A meta-analysis. *Journal of the American Medical Association*, 305(23), 2448–2455.

Conducts a meta-analysis of eight studies completed between 1970 to 2011 that followed almost 176,000 adults who had no initial chronic illnesses for periods that ranged from seven to ten years on the negative health effects of their prolonged, self-reported TV viewing. Finds that, after adjusting for body weight, for every two hours of daily TV watching, the risk of type 2 diabetes increases by 20%, and the risk of dying of heart disease increase by 15%. Suggests the adverse effects of prolonged TV viewing for Americans, who average five hours of daily TV viewing.

#medialiteracy/use #television #mediaeffects #audiences

Gutnick, A. L., Robb, M., Takeuchi, L., & Kotler, J. (2011). *Always connected: The new digital media habits of young children*. New York: The Joan Ganz Cooney Center.

Analyzes data emerging from studies undertaken by Sesame Workshop, independent scholars, foundations, and market researchers on the media habits of young children. Concludes even as technology evolves and young children increasingly turn to games and mobile media, they still prefer television.

#medialiteracy/use #digital/technology tools #television #games

Halverson, E. R. (2010). Film as identity exploration: A multimodal analysis of youth-produced films. *Teachers College Record*, 112(9), 2352–2378. Retrieved April 20, 2011, from <http://www.tcrecord.org.floyd.lib.umn.edu/library>

Investigates research on youth-produced media, social semiotic analysis frameworks, and the formal analysis of films to construct an analytic framework for understanding youth-produced films as spaces for identity construction and representation. Uses this framework in action by analyzing one youth-produced film as a multimodal product of identity. Concludes that understanding how the construction of multimodal representation supports identity development processes can help bring these new media literacy practices to youth who are most in need of alternative mechanisms for engaging in positive identity work.

#medialiteracy/use #literacy #films #multiliteracies

Harris, R. J., & Cook, L. (2011). How content and co-viewers elicit emotional discomfort in moviegoing experiences: Where does the discomfort come from and how is it handled? *Applied Cognitive Psychology*, 25. Published online in Wiley Online Library (wileyonlinelibrary.com) DOI: 10.1002/acp.1758.

Investigates what makes some movie-going experiences emotionally uncomfortable. Using autobiographical memory and scenarios/vignettes methodology, young adults remembered watching a movie that had made them uncomfortable or responded to scenarios about watching a particular type of movie with particular co-viewers. Concludes that audiences may not enjoy watching a movie depending on the content as well as others with whom they are viewing the films.

#medialiteracy/use #films #audiences #mediaeffects

Hobbs, R., Cabral, N., Ebrahimi, A., Yoon, J., & Al-Humaidan, R. (2011). Field-based teacher education in elementary media literacy as a means to promote global understanding. *Action in Teacher Education*, 33(2), 144–156.

Examines the effects of participation in a university-school partnership for preservice teachers and elementary teachers related to critical analysis of media stereotypes about the Middle East. In this program, students in grades 3 and 4 learned to identify and ask critical questions about these media stereotypes, as well as acquiring online knowledge about the Middle East and participating in a collaborative wiki with students from Kuwait. Finds a decline in both students' and teachers' reliance on these media stereotypes as well as an increase in understanding of Middle Eastern culture.

#medialiteracy/use #professionaldevelopment/teachereducation #discourse/culturalanalysis #representations

Iftody, T., Sumara, D., & Davis, B. (2011). Virtually real: Learning ethicality in an online fan community. *Pedagogies: An International Journal*, 6(1), 16–29.

Analyzes a fan forum called *Television Without Pity* to explore the context-sensitive and unpredictable nature of learning in fan communities characterized by collective (no one knows everything), participatory (everybody knows something), and emergent (arising in the interactions between the knower and the world-to-be-known) forms of knowledge. Concludes learning in the context of this participatory fan culture involves an ongoing willingness to respond to triggers, make discernments, and articulate perspectives within a virtually real community of others.

#medialiteracy/use #discourse/culturalanalysis #television #audiences

Ipsos MediaCT. (2011). *2011 essential facts about the computer and video game industry*. New York: Author.

Surveys 1,200 American households identified as owning video games. Finds 72% households play video games; 82% of gamers are adults; and 42% of gamers are women. Sixty-five percent play games with other gamers in person; 55% of gamers play games on phones or handheld devices. Forty-five percent of parents report playing computer and video games with their children at least weekly; 68% of parents believe that playing games contributes positively to learning and 57% believe that games contribute to joint family activities; 90% attend to the games played by their children; 98% believe that the Entertainment Software Rating Board rating system is accurate. Game hardware, content, and accessories amounted to \$25.1 billion in revenue in 2010.

#medialiteracy/use #digital/technology tools #games #audiences

Johnson, L., Smith, R., Levine, A., & Haywood, K. (2010). *2010 Horizon Report: K–12 edition*. Austin, TX: The New Media Consortium. Retrieved May 20, 2010, from <http://wp.nmc.org/horizon-k12-2010>

Examines emerging technologies for their potential impact on and use in teaching, learning, and creative expression within the environment of pre-college education. Five trends were identified as key drivers of technology adoptions for 2011–2016. Key findings include: 1) an abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators; 2) as IT support becomes more and more decentralized, the technologies we use are increasingly based not on school servers, but in the cloud; 3) technology continues to profoundly affect the way we work, collaborate, communicate, and succeed; 4) people expect to be able to work, learn, and study whenever and wherever they want to; and 5) the perceived value of innovation and creativity is increasing. Predictions for when new technologies will be adopted include: cloud computing and collaborative environments in the next 12 months, game-based learning and mobiles in the next two to three years, and augmented reality and flexible displays in the next four to five years.

#medialiteracy/use #digital/technology tools #games #multiliteracies

Kelly, S., & Caughlan, S. (2011). The Hollywood teachers' perspective on authority. *Pedagogies: An International Journal*, 6(1), 46–65.

Investigates the model of excellent, ground-breaking teaching that Hollywood puts forth to the movie-going public by looking at six canonical films about teaching. Finds that Hollywood's portrayal is problematic in two specific ways: in refusing to acknowledge the very real obstacles both inside and outside the institution of school that contribute to poor student achievement; and in implying that innovation only results from individual inspiration. Concludes that the Hollywood portrayal of teaching contributes in powerful, but incomplete ways to a developmental cultural model of instruction.

#medialiteracy/use #film #representations #mediaeffects

Kupersmidt, J. B., Scull, T. M., & Austin, E. W. (2010). Media literacy education for elementary school substance use prevention: Study of Media Detective. *Pediatrics*, 126(3), 525–531.

Examined the effects of a 10-lesson substance use prevention program (Media Detective) on 344 elementary students' critical thinking about media messages related to use of tobacco and alcohol products. Participation in the program had positive effects on students' interest or intention to use alcohol and tobacco than students in a control group (335 students) who had not received the training.

#medialiteracy/use #mediaeffects #advertising #television

Lather, J., & Moyer-Guse, E. (2011). How do we react when our favorite characters are taken away? An examination of a temporary parasocial breakup. *Mass Communication and Society*, 14(2), 196–215.

Examines reactions to a temporary parasocial breakup situation during the television writers' strike of 2007–2008 when many television shows stopped airing new episodes. Finds TV viewers replaced the time they normally spent watching their favorite shows with other media activities, such as watching TV reruns and using the internet, rather than spending more time with friends or exercising.

#medialiteracy/use #television #audiences #mediaeffects

Lee, M. S., Heeter, C., & LaRose, R. (2010). A modern Cinderella story: A comparison of viewer responses to interactive versus linear narrative in solitary and co-viewing settings. *New Media & Society*, 12(5), 779–795.

Looks at interactive narratives through a 2 x 2 experiment comparing dyadic (co-viewing) versus solitary emotional reactions watching either a linear or an interactive version of a seven-minute digital video narrative, *Modern Cinderella*. Eighty subjects were randomly assigned to each of the four conditions. Finds people who watched the interactive version of *Modern Cinderella* reported higher enjoyment than those who watched the linear version and those who experienced the interactive version were enthusiastic about being able to make choices.

#medialiteracy/use #digital/technology tools #literaryresponse/literature/narrative #audiences

Moyer-Gusé, E., Chung, A., & Jain, P. (2011). Identification with characters and discussion of taboo topics after exposure to an entertainment narrative about sexual health. *Journal of Communication*, 61(3), 387–406.

Compares three groups of 243 college students' responses to television programs: group one viewed an episode with explicit discussion of sexually-transmitted diseases, group two viewed the same episode with the discussions about diseases delayed, and group three viewed an episode with no discussion of sexual health. Forty-six percent of group one, compared to 21% in group two, and 15% in group three, noted that they had later discussions with their partners about sexually-transmitted diseases. Members of group one initiated these discussions due to their emotional attachment to the characters in the episode, suggesting that entertainment TV can foster discussion of issues they may not discuss otherwise.

#medialiteracy/use #television #audiences #mediaeffects

Nielsen. (2011). *State of the media: The cross platform report*. New York: Author. Retrieved June 15, 2011, from <http://www.nielsen.com//content/corporate/us/en/insights/reports-downloads/2011/cross-platform-report-q1-2011.html>

Analyzes American's TV viewing. Finds that average TV viewing increased 22 minutes a month per person in 2010, resulting 159 hours a month viewing TV and 4 hours and 20 minutes a month viewing video on the Web, a 100% increase since 2009, led by 18-34 year olds. Adolescents aged 13-17 were the most active in their use of texting as well as video messaging, while at the same time, 93% report that their schools have some restriction on mobile use. They also watch the least amount of TV and spend less time on computers than other demographic groups.
#medialiteracy/use #digital/technology tools #television #audiences

Ofcom. (2011). *UK children's media literacy*. London: Ofcom. Retrieved June 10, 2011, from <http://stakeholders.ofcom.org.uk/market-data-research/media-literacy/medlitpub/medlitpubrss/ukchildrensml11/>

Analyzes media literacy among children and young people aged 5-15 and their parents/care-givers based on research conducted in 2010. Finds that 67% of 5-7s, 82% of 8-11s and 90% of 12-15s use the Internet in their home; 56% of 12-15s use the Internet alone. Eighty-two percent of 5-7s, 94% of 8-11s, and 91% of 12-15s use some type of gaming device. Increasing numbers of children perceive the Internet as their preferred media, although TV remains the most preferred—52% for 5-7s and 45% for 8-11s. Children ages 5-7 spend 14.8 hours a week viewing TV; 8-11s, 61.4 hours a week; and 12-15s, 17.2 hours a week. Those ages 5-7 spend 5.2 hours a week using the Internet; 8-11s, 8.4 hours; and 12-15s, 15.6 hours. Forty-seven percent of 10-12s have a social-networking profile, with 85% of 8-11s and 87% of 12-15s indicating that their profile can only be accessed by friends. Forty-four percent of 12-15s make critical judgments of search results while 31% believe that search results must be truthful. Forty-eight percent of parents believe that their child knows more about the Internet than they do. Thirty percent of parents are concerned that their child may be disclosing personal information and 26% are concerned about websites visited by their child. Thirty-two percent of children dislike cyber-bullying; 47% know of someone about whom gossip has been spread on the Internet. While 80% of parents of 5-7s, 89% of parents of 8-11s, and 66% of parents of 12-15s have rules about Internet use, there has been a decline in the use of Internet controls or filtering software since 2009.

#medialiteracy/use #digital/technology tools #television #mediaeffects

Purcell, K., Rainie, L., Rosenstiel, T., & Mitchell, A. (2011). *How mobile devices are changing community information environments*. Washington, D.C.: Pew Internet and American Life Project. Retrieved June 10, 2011, from <http://penet.org/Reports/2011/Local-mobile-news/Summary-of-findings.aspx>

Analyzes results from a national phone survey of 2,251 American adults (age 18 or older) in English and Spanish, looking at how Americans are receiving local news and information on their cell phone or tablet computers. Finds that most on mobile platforms seek information that is practical and in real time and that on-the-go local news consumption mobile applications are just beginning to take hold among mobile device owners. Concludes adults who get local news and information on mobile devices are more likely than others to feel they can have an impact on their communities, use a variety of media platforms, feel more plugged into the media environment, and use social media.

#medialiteracy/use #digital/technology tools #news #multitasking

Qing Tian, A., & Hoffner, C. A. (2010). Parasocial interaction with liked, neutral, and disliked characters on a popular TV series. *Mass Communication and Society*, 13(3), 250-269.

Explores audience responses to a liked, neutral, or disliked character from the ABC drama *Lost*, reporting their perceived similarity, identification while viewing, and parasocial interaction with

the character. Concludes that when the three types of characters were examined separately, all four responses were higher for liked and neutral characters than for disliked characters, and parasocial interaction was higher for liked than for neutral characters.
#medialiteracy/use #audiences #mediaeffects #television

Riddle, K., Potter, W. J., Metzger, M. J., Nabi, R. L., & Linz, D. G. (2011). Beyond cultivation: Exploring the effects of frequency, recency, and vivid autobiographical memories for violent media. *Media Psychology*, 14(2), 168–191.

Examines the influence of having vivid autobiographical memories of media violence on the propensity to overstate the prevalence of real-world crime. A group of 207 college students were asked to recall and write a description of a violent television program or movie, descriptions that were coded for vividness. Students with more vivid descriptions gave higher prevalence estimates of real-world crime and violence than participants with less vivid memories.
#medialiteracy/use #audiences #mediaeffects #television

Rideout, V., Lauricella, A., & Wartella, E. (2011). *Children, media and race: Media use among White, Black, Hispanic and Asian American Children*. Evanston, IL: Center on Media and Human Development, Northwestern University.

Analyzes data of 2,000 8- to 18-year-olds' media use from the 2010 Kaiser Family Foundation Generation M2 study and 2,000 newborn to 6-year-olds' media use from the 2006 Kaiser Family Media Family study. Finds that young people engage in pleasurable reading 30–40 minutes daily with no differences between White and minority students. Minority youth devote 3 hours and 7 minutes daily engaged in media, 1.5 hours more daily than White youth, with Black and Hispanic youth consuming more than 3 hours of television daily, and Whites and Asians more than two hours. The former are more likely to have TVs in their bedrooms and the TV is more likely to be “usually” on during home meals than the former; Black children under 6 are more likely to have a TV in their bedrooms. Asian youth devote 3 hours a day to computer use, compared to 1.49 for Hispanics, 1.24 for Blacks, and 1.17 for Whites. Total media use by Black, Hispanic, and Asian youth is 4.5 hours greater than for White youth. Sedentary use of media for Blacks and Hispanics raises potential health issues related to obesity.
#medialiteracy/use #audiences #mediaeffects #television

Rogers, T., Winters, K-L., LaMonde, A-M., & Perry, M. (2010). From image to ideology: Analyzing shifting identity positions of marginalized youth across the cultural sites of video production. *Pedagogies: An International Journal*, 5(4), 298–312

Looks at the ways youth position themselves in and through the cultural sites of video production. Exploring data from a three-year case study of the multiple literacy practices of youth in an alternative secondary school, the study uses visual cultural methodology and theories of subject positioning and embodiment to analyze two student-produced videos, illustrating how youth play with multimodal discursive and material resources to inscribe their shifting subject positions. Concludes that otherwise marginalized students negotiate and represent complex and sometimes contradictory identity positions tied to both local and larger cultural contexts and ideologies, and suggests new questions and possibilities for multimodal analysis and pedagogy.
#medialiteracy/use #discourse/culturalanalysis #multiliteracies #television

Rosenstiel, T., & Mitchell, A. (2011). *State of the news media 2011*. Washington, D.C.: Pew Research Center's Project for Excellence in Journalism. Retrieved April 20, 2011, from <http://stateofthemedias.org/>

Explores the state of the American news media in 2010. Finds most sectors of the industry saw revenue and began to recover, however newspapers suffered continued revenue declines last year— and in the digital space, the organizations that produce the news increasingly relied on independent networks to sell their ads. Finds that audience data may be the most important

commodity of all and in a media world where consumers decide what news they want to get and how they want to get it, the future will belong to those who understand the public's changing behavior and can target content and advertising to fit the interests of each user. Concludes that knowledge—and the expertise in gathering it—increasingly resides with technology companies outside journalism.

#medialiteracy/use #digital/technology tools #news #advertising

Schieble, M. (2010). The not so digital divide: Bringing pre-service English teachers' media literacies into practice. *Journal of Media Literacy Education*, 2(2), 102–112.

Analyzes how fifteen preservice English teachers applied their own out-of-school media literacy practices in teaching young adult fiction online to adolescents using Moodle. Finds that the pre-service teachers effectively drew on their experiences with social-networking sharing/Facebook, as well as digital poetry, blogs, and video to interact with their students, allowing preservice teachers to draw on their media/digital literacies to engage students.

#medialiteracy/use #digital/technology tools #literaryresponse/literature/narrative
#professionaldevelopment/teachereducation

Scully, T. M., & Kupersmidt, J. B. (2011). An evaluation of a media literacy program training workshop for late elementary school teachers. *Journal of Media Literacy Education*, 2(3), 199–208.

Examines the effects of a one-day training in substance abuse prevention through media literacy for late elementary school teachers. Eighteen teachers receiving training reported stronger familiarity of and beliefs in the value of media literacy as well as knowledge of media deconstruction skills than 23 teachers who did not receive the training. Concludes that the workshop training in media literacy and substance use prevention improves teacher outcomes.

#medialiteracy/use #professionaldevelopment/teachereducation #mediaeffects #advertising

Silvia, P. J., & Berg, C. (2011). Finding movies interesting: How appraisals and expertise influence the aesthetic experience of film. *Empirical Studies of the Arts*, 29(1), 73–88.

Analyzes how audiences' cognitive appraisals and expertise as measured by an "Aesthetic Fluency in Film" scale influenced their aesthetic responses to, interest in, and confusion about 10 film clips from film festival submissions. Clips perceived to be complex and comprehensible predicted audience interest, while perceiving a clip as complex and incomprehensible predicted confusion. Audiences with high expertise perceive clips to be more interesting and less confusing than audiences with lower expertise.

#medialiteracy/use #literaryresponse/literature/narrative #films #audiences

Smith, S. L., & Choueiti, M. (2010). *Gender inequality in cinematic content?: A look at females on screen & behind-the-camera in top-grossing 2008 films*. Los Angeles: Annenberg School for Communication & Journalism, University of Southern California.

Analyzes 100 top-grossing movies of 2008 showing that men had 67% of the speaking roles and women had 33%. Finds female characters more likely to wear sexy, provocative clothing than men and female teenage characters more likely to wear sexy, provocative clothing than older women (40%). Concludes there is evidence that movies with women in creative production roles may give female actors more chances for work, but that females still have a long way to go.

#medialiteracy/use #films #representations #gender

Takeuchi, L. (2011). *Families matter: Designing media for a digital age*. New York: The Joan Ganz Cooney Center. Retrieved June 11, 2011, from <http://joanganzcooneycenter.org/Reports-29.html>

Surveys 800 parents of 3- to 10-year-old children regarding perceptions of raising children in a digital age, as well as conducts case studies of four 7- to 8-year-old girls living in the Los Angeles area. Finds that various institutional factors related to childcare and work schedules and the types of media parents consumed influenced children's media consumption. Parents prefer

to jointly participate with children in those media activities they as parents most enjoy doing such as watching TV or playing board games. While 2/3 of children use TV-based video-game consoles, only half of parents are playing with them. Parents with children older than seven typically employ parent control features to manually set limits. Parents believe that video games provide children with skills than can help them in schools. While 59% of parents are concerned about high media use limiting children's physical activity and 53% are concerned about issues of privacy, only 19% are concerned about their own children. Two-thirds of parents restrict media use on a case-by-case basis; 22% have strict rules about media use. A third of parents have learned something technical from their children.

#medialiteracy/use #games #television #mediaeffects

Tal-Or, N., & Cohen, J. (2010). Understanding audience involvement: Conceptualizing and manipulating identification and transportation. *Poetics*, 38(4), 402–418.

Analyzes identification and transportation processes in audience involvement by manipulating information about the hero of a film and about the plot in order to affect the ways viewers respond to the film and character. Finds identification and transportation concepts are theoretically separate and sometimes empirically independent. Provides evidence of a new way to manipulate the transportation and identification that audiences develop with a text without altering the text itself.

#medialiteracy/use #literaryresponse/literature/narrative #films #audiences

Uhls, Y. T., & Greenfield, P. M. (2011). The rise of fame: An historical content analysis. *Cyberpsychology: Journal of Psychosocial Research on Cyberspace*, 5(1). Retrieved July 8, 2011, from <http://cyberpsychology.eu/view.php?cisloclanku=2011061601&article=1>

Conducts a content analysis of the top two TV shows for 9- to 11-year olds once a decade from 1967 to 2007. Finds a marked increase between 1997 and 2007 in the value placed on fame and achievement, while the focus on benevolence and conformity declined. Suggests that this shift from communitarian to individualist cultural values may be related to increased access to these shows on mobile devices and the Internet, enhancing their influence on this age group.

#medialiteracy/use #television #mediaeffects #audiences

Van den Bulck, H., Tambuyzer, S., & Ackx, S. (2011). Readers' responses to product+ strategies of print media brands: Increasing readership or commoditization of print media? *International Journal on Media Management*, 13(1), 71–85.

Investigates marketing strategy of product+ impacts on brand image and sales in the short and long term. Explores the effectiveness of premiums and the impact of product+ on relationships between a printed medium's marketing and newsroom departments. Concludes that premiums do not change the brand image held by respondents and that in the relationship between newsroom and marketing, product+ seems to enhance closer contact, which is accepted more in the case of magazines than newspapers.

#medialiteracy/use #advertising #news

Weaver, A. J., Jensen, J. D., Martins, N., Hurley, R. J., & Wilson, B. J. (2011). Liking violence and action: An examination of gender differences in children's processing of animated content. *Media Psychology*, 14(1), 49–70.

Examines whether violence or character action in cartoons enhances liking slapstick cartoons for 125 children viewing four different versions of a cartoon with varied levels of violence. Finds that violence has no effect on liking cartoons. Violence decreased males' liking characters given their need to identify with anthropomorphized characters. Increases in action enhanced male liking of characters, but not for females.

#medialiteracy/use #television #mediaeffects #gender

Webb, T., Martin, K., Afifi, A. A., & Kraus, J. (2010). Media literacy as a violence-prevention strategy: A pilot evaluation. *Health Promotion Practice, 11*(5), 714–722.

Analyzes a media literacy curriculum designed specifically to address youth media exposure to violence called *Beyond Blame: Challenging Violence in the Media*. This pilot study examines the curriculum's feasibility as a full-scale intervention. Finds that the intervention students scored much higher on the posttest compared with the control students with a majority (90.2%) of the intervention students reporting a significant increase in pre- to posttest scores compared with only 18.8% of the control students ($p < .0001$).

#medialiteracy/use #mediaeffects #television #film

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Professional Development/Teacher Education

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

Adamson, B., & Walker, E. (2011). Messy collaboration learning from a learning study. *Teaching and Teacher Education*, 27(1), 29–36.

Analyzes the complexity, or “messy collaboration” inherent in teacher partnerships—particularly between schools and academic institutions—in a Hong Kong learning study. Outlines the tensions that arise from issues of outsider/insider perspectives, academic/grounded knowledge bases, and misunderstandings due to perceived hierarchies and diverse pedagogical agendas. Assesses conflicts using the work of Achinstein (2002), which places micropolitical collaborative processes into the dimensions of conflict, border politics, and ideology and reveals the tendency for educators—particularly those in cultural contexts that value harmony—to resist analyses that support alternative pedagogies. Findings suggest, for reasons of the social justice behind improving students' learning, the need to move past collaboration as merely a “superficial ‘procedural display’” and instead engage in “hermeneutical conversations” that entertain and challenge multiple theories and perspectives.

#professionaldevelopment/teachereducation #actionresearch/inquirycycles #critical/reflectivepractice #teacherbeliefs/assumptions

Akbari, R., & Dadvand, B. (2011). Does formal teacher education make a difference? A comparison of pedagogical thought units of B.A. versus M.A. teachers. *The Modern Language Journal*, 95(1), 44–60.

Provides history of the changing discourse on teacher cognition to connect concepts such as pedagogical content knowledge and pedagogical thought units to the comparative study of teachers similar in years of teaching experience, but of different educational attainment—4 with bachelor's degrees (B.A.) in English and 4 with master's degrees (M.A.) in Teaching of English to Speakers of Other Languages (TESOL). Measured pedagogical thought units through think aloud protocols. Results showed that the teachers with an M.A. produced nearly twice as many pedagogical thoughts as those with a B.A., the former drawing more on the identified categories of Affective, Comprehensibility, Procedure Check, Self-Reflection, and Beliefs, the latter drawing mainly on Time Check. Results indicated changes in cognition due to graduate training that may have heightened participants' awareness to a broader landscape of pedagogical concerns. All participants, regardless of degree, drew from the same categories of pedagogical concerns, indicating a need for future research to ascertain if categories were artifacts of teacher cognition or research design.

#professionaldevelopment/teachereducation #pedagogical/contentknowledge #teacherbeliefs/assumptions #critical/reflectivepractice

Alvermann, D. E., Rezak, A. T., Mallozzi, C. A., Boatright, M. D., & Jackson, D. F. (2011). Reflective practice in an online literacy course: Lessons learned from attempts to fuse reading and science instruction. *Teachers College Record*, 113(1), 27–56.

Explores how reflective practice mediates the relationship between discipline-related literacy practices and content-based instruction to impact a prospective teacher's identity development. Uses an interpretive case study model to analyze the teacher's four intervention lesson plans and her reflections recorded through her email correspondence with her mentor teacher and teaching team. Conclusions support the value of collaboration between prospective teachers and those with specific discipline expertise and call for a reexamination of assumptions regarding the ability of prospective teachers to reflect on their own experiences.

#professionaldevelopment/teachereducation #digital/technology tools #preservice #mentoring/coaching

Bullock, D. (2011). Learner self-assessment: An investigation into teachers' beliefs. *English Language Teachers Journal*, 65(2), 114–125.

Discusses the literature on teacher beliefs and learner self-assessment to introduce a small-scale study of ten teachers at the British Council, Ukraine. Study explores teacher attitudes, behaviors, and beliefs on learner self-assessment. Research was done in response to the contradiction between the implementation of "school-leaving" exams proposed by the Ministry of Education and a "continuous assessment" instructional approach that uses learner self-assessment and is consistent with the Common European Framework. Uses Ajzen's (1991) "theory of planned behavior" to apply a systemic view of teachers' behavioral intentions toward the implementation that derive from attitudes, subjective norms, and perceived behavioral control. Findings show overall attitudes to be positive, but implementation to be difficult due to both perceived and actual constraints. Suggests the need for an awareness of teachers' behavioral intentions in order to successfully manage change.

#professionaldevelopment/teachereducation #critical/reflectivepractice #teacheridentity #teacherbeliefs/assumptions

Cowie, N. (2011). Emotions that experienced English as a Foreign Language (EFL) teachers feel about their students, their colleagues and their work. *Teaching and Teacher Education*, 27(1), 235–242.

Examines the experiences and personal/professional perceptions of English as a Foreign Language (EFL) instructors in Tokyo universities to assess the implications of emotions on teacher development. Findings show EFL teachers have positive feelings toward their work and their students, but negative emotions arise over perceptions of collegial and institutional inequities and discrepancies in personal values. Reveals the absence in the literature of the emotional aspects

associated with teaching EFL, particularly the need to act as a moral guide to students, and the need for institutional backing in bringing colleagues together for support and collaboration.
#professionaldevelopment/teachereducation #critical/reflectivepractice #teacheridentity
#teacherbeliefs/assumptions

Deoksoon, K. (2011). Incorporating podcasting and blogging into a core task for ESOL teacher candidates. *Computers & Education*, 56(1), 632–641.

Reveals the advantages of embedding technological content instruction—in this case podcasting and blogging—into the core experiences of preservice English for Speakers of Other Languages (ESOL) teachers. Discusses benefits as twofold: first, alleviating the anxiety of candidates to incorporate unfamiliar technology into their instruction; second, providing audio and visual instruction to English Learners (ELs) for multiple reviews, while raising engagement in their own learning and building cultural bridges. Suggests possible uses for technologies such as these across contexts.
#professionaldevelopment/teachereducation #digital/technology tools #secondlanguage/ literacy #preservice

Gersten, R., Dimino, J., Jayanthi, M., Kim, J. S., & Santoro, L. E. (2010). Teacher study group: Impact of the professional development model on reading instruction and student outcomes in first grade classrooms. *American Educational Research Journal*, 47(3), 694–739.

Examines the impact of first-grade teachers' participation in professional development organized around a teacher study group on their reading instruction and their students' reading achievement. Finds that teachers in the study group had significant improvement over teachers in a control group, as well as improvement in their knowledge of vocabulary instruction and their students' oral vocabulary use.
#professionaldevelopment/teachereducation #reading #sociocultural/collaborativelearning/ inquirygroups/communities #inservice

Granberg, C. (2010). E-portfolios in teacher education 2002–2009: The social construction of discourse, design, and dissemination. *European Journal of Teacher Education*, 33(3), 309–322.

Investigates, through quantitative and qualitative methods of narrative interviews, course plans, and questionnaires, the understanding and socio-cultural circumstances that inform ways teacher educators at a Swedish university discuss, create, and engage e-portfolios. Uses Bernstein's (1977) theories on classification, framing, and codes to discuss the teacher educators' understandings in three thematic areas: the context of teacher education, the discourse around e-portfolios, and their design within this context. Findings show localized framing of pedagogical methods and discourses as a result of the teacher educators' situated understanding of e-portfolios contributing to knowledge construction. Concludes that collective codes about the legitimacy of e-portfolio use in teacher education programs place teacher educators in the position of having to justify their pedagogical choices. Suggests that implementation of e-portfolios be undertaken knowing that the process is ongoing and struggling for legitimacy.
#professionaldevelopment/teachereducation #digital/technology tools #discourse/cultural analysis #sociocultural/collaborativelearning/ inquirygroups/communities

Gün, B. (2011). Quality self-reflection through reflection training. *English Language Teachers Journal*, 65(2), 126–135.

Aims to demonstrate the value of reflective practice training in teacher education programs, positing that teachers often do not know upon what aspects of their teaching they should reflect. Study was conducted with four teacher educators to demonstrate the value of the training for use with their own students. Details the eight-week process, including eight input sessions and five focused observations. Observations were videotaped and reviewed by teachers and peers with an eye toward concepts addressed in previous input sessions. Teacher educators found the

process to be effective and reported the ability to use their learning in “on the spot strategies” when teaching. They also report the professional dialogue to be more meaningful when done with collaborative reflection. Reveals the need for the teaching of reflective practice to involve actual reflection as a part of classroom experiences.

#professionaldevelopment/teachereducation #critical/reflectivepractice #mentoring/coaching #sociocultural/collaborativelearning/inquirygroups/communities

Hall, L., Johnson, A., Juzwik, M., Wortham, S., & Mosley, M. (2010). Teacher identity in the context of literacy teaching: Three explorations of classroom positioning and interaction in secondary schools. *Teaching and Teacher Education*, 26(2), 234–243.

Conducts three studies focusing on how teachers’ and students identity construction is mediated by language use to position themselves as certain types of individuals. In one study, a white teacher employed narratives to position herself in an authoritative manner related to her students of color. In another study, reading teachers positioned their students as good or poor readers in ways that shaped the students’ self-images as readers. In a third study, a preservice teacher employed language to reify the value of different literacy practices. When teachers in these studies reflected on how their language use positioned students in deficit ways, they shifted in their instruction, demonstrating the value of teacher self-reflection on how they position students.

#professionaldevelopment/teachereducation #critical/reflectivepractice #teacherbeliefs/assumptions #preservice

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

Examines 19 preservice English teachers’ experiences with service learning as a third space complication of traditional teaching methods and power hierarchies. Participants reflected on tensions between their authority positions versus their students’ needs, as well as their own positioning as not being the teachers who had a different relationship with students than did the regular teachers. The preservice teachers also recognized that instruction involves complex practices of negotiating systems, complicating traditional notions of teaching techniques.

#professionaldevelopment/teachereducation #critical/reflectivepractice #teacherbeliefs/assumptions #preservice

Hancock, C. B., & Scherff, L. (2010). Who will stay and who will leave? Predicting secondary English teacher attrition risk. *Journal of Teacher Education*, 61(4), 328–338.

Culls information specifically related to English teacher risk of attrition versus attrition rates of teachers in general. Reveals five predictors for attrition risk: status as a minority teacher, years of teaching experience, recognized teacher apathy, perceived peer support, and reported administrative support. Notes one unique feature specific to English teachers: rate of attrition is not impacted by teachers’ perceptions of preservice preparation. Suggests need to research factors related to teaching conditions that did not impact overall analysis, but still show up as significant.

#professionaldevelopment/teachereducation #teacherretention/turnover #mentoring/coaching

Heintz, A., Borsheim, C., Caughlan, S., Juzwik, M. M., & Sherry, M. B. (2010). Video-based response & revision: Dialogic instruction using video and web 2.0 technologies. *Contemporary Issues in Technology and Teacher Education*, 10(2), 175–196.

Documents the two-year process by a teacher educator research team that implements video and Web 2.0 technologies into their preparation program for English teachers. Underpinnings of the process consist of dialogic instruction drawn from the work of Bakhtin (1981) and multiliteracies pedagogy appropriated from New London Group (1996). Conceptions of multiliteracy processes reflected in the team’s dialogic work are overt instruction, situated practice, critical collaborative study, and transformative practice. Shows transcriptions of student interactions and provides links to interns preparing video instruction using Voicethread technology. Describes

the formative nature of dialogic instruction through targeted response and revision of teaching practices mediated through technology.

#professionaldevelopment/teachereducation #digital/technologytools #sociocultural/collaborativelearning/inquirygroups/communities #preservice

Kennedy, M. M. (2010). Attribution error and the quest for teacher quality. *Educational Researcher*, 39(8), 591–598.

Posits that situational factors are underappreciated in their impact on teaching practice and seen as secondary to teachers' personal attributes. Reviews literature that details working conditions that directly impact teacher effectiveness: planning time, materials, and work assignments. Discusses the additional conditions created by the emphasis on teacher accountability, particularly "reform clutter" and "reform fatigue." Argues that the search by researchers to find the combination of teacher characteristics that produce the most effective instruction is actually producing artifacts relevant to the research design. Calls for assessments of teaching conditions as well as teacher attributes when considering factors relevant to effective teaching.

#professionaldevelopment/teachereducation #teacherretention/turnover #teacherbeliefs/assumptions #inservice

Lee, I. (2011). Feedback revolution: What gets in the way? *English Language Teacher Journal*, 65(1), 1–12.

Investigates the readiness of Hong Kong secondary teachers to implement new processes for providing feedback on writing. Surveys secondary teachers attending a teacher education seminar on feedback in writing to ascertain beliefs on feedback procedures and to question the factors that act as facilitators and/or constraints to change. Findings show recognition of the value of feedback, but little efficacy or pedagogical understanding of how to move past perceived obstacles. Calls for teachers to start a feedback revolution, but claims its success hinges on institutional support of environments that encourage innovation and empower teachers.

#professionaldevelopment/teachereducation #writing #teacherbeliefs/assumptions

McClure, G., & Vasconceios, E. F. (2011). From "I am" to "we could be": Creating dialogic learning communities in ESOL teacher education. *Pedagogies: An International Journal*, 6(2), 104–122.

Investigates the efforts of a learning community of TESOL undergraduates to enact critical and humanizing pedagogy by constructing course knowledge through dialogical experiences. Reveals the dual nature of participants situated in socio-cultural and political contexts by juxtaposing their overall positive descriptions of course experiences—in some cases described as transformative, with the frustrations that arise as the dialogical process challenges the traditional, hierarchical instruction they are more used to in the classroom setting. Offers no formula for creating a dialogical community other than to consider the socio-cultural, political, and historical nuances when enacting humanizing pedagogy.

#professionaldevelopment/teachereducation #secondlanguage/literacy #sociocultural/collaborativelearning/inquirygroups/communities #preservice

McIntyre, E., Hulan, N., & Maher, M. (2010). The relationship between literacy learning and cultural differences: A study of teachers' dispositions. *Journal of Reading Education*, 35(3), 19–25.

Examines shifts in 26 K-12 teachers' dispositions related to students' literacy learning and cultural backgrounds to determine the effects of participation in a course on literacy and cultural differences. Analyzes teacher statements of disposition between and after the course. Prior to the course, 37% of the statements were coded as representing deficit perspective of students and families' literacy practices shaped by racial or class factors. At the end of the course, 13% of their statements represented deficit perspectives, while 87% represented a difference theory of literacy learning. Suggests the need to challenge teachers' deficit beliefs as they shape their practices.

#professionaldevelopment/teachereducation #discourse/cultural #teacherbeliefs/assumptions

Mosley, M. (2010). Becoming a literacy teacher: Approximations in critical literacy teaching. *Teaching Education*, 21(4), 403–426.

Conducts ethnographic analysis of how two preservice teachers perceive and acquire local literacies in fostering critical literacy approaches in diverse community and school contexts. Finds that the teachers drew on definitions of local literacies to work with students from different cultural backgrounds, particularly in terms of planning activities with students. Proposes changes in teacher education to engage in ethnographic analysis as well as focus on local literacies.

#professionaldevelopment/teachereducation #discourse/cultural #sociocultural/ collaborativelearning/inquirygroups/communities #teacherbeliefs/assumptions

Newell, G. E., & Connors, S. (2011). “Why do you think that?”: A supervisor’s mediation of a preservice English teacher’s understanding of instructional scaffolding. *English Education*, 43(3), 225–261.

Applies an activity theory perspective to examine the collaboration between a university supervisor and a preservice English teacher in two different field experiences in an urban and a suburban school in terms of transfer of teacher preparation coursework to teaching. Finds that the belief systems acquired during the teacher education program had a strong influence on the nature and quality of transfer. Contrary to other research, also finds that the preservice teacher’s constructivist approach was supported by her teaching in one context, facilitating a strong transfer from her preparation to her practice, suggesting the value of fostering alignment between the beliefs operating in a teacher education program and the beliefs operating in field experiences.

#professionaldevelopment/teachereducation #studentteaching #mentoring/coaching #teacherbeliefs/assumptions

Ozmen, K. S. (2010). Fostering nonverbal immediacy and teacher identity through an acting course in English teacher education. *Australian Journal of Teacher Education*, 35(6), 1–23.

Reviews the literature that suggests teaching is a form of art and that similarities exist between dramatic devices that capture student attention and engage them in learning techniques used by performing artists. Posits that teacher education can benefit from actor preparation by fostering nonverbal immediacy in order to develop students’ identities as teachers. Mixed-methods research findings reveal that incorporating acting techniques into training of preservice English teachers fostered identity development in the areas of (1) awareness in certain skills and attitudes, (2) control of communication process, (3) autonomy on use of personal resources (4) self-confidence and self-esteem, and (5) teacher identity. Suggests theorizing the teaching profession as a performing art in order to facilitate the identity development of teachers.

#professionaldevelopment/teachereducation #preservice #teacheridentity

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

Explores the experiences of four middle school language arts teachers as they negotiate the theoretical tensions that arise in professional learning communities engaging in collaborative inquiry on teaching and learning writing. Frames the research through the lens of situated learning theory to study multiple facets, including the individuals, the community context, and the ways teachers interact socially to construct knowledge. Highlights three transformed perspectives of teachers related to their pedagogy: teaching against the grain to improve student learning, having higher expectations of students, and self-efficacy that resulted in defining goals for future inquiry. Reveals the tendency for teachers to intentionally or unintentionally lower standards for students, especially English learners, as a result of deficit perspectives and an overuse of standardized test resources. Collaborative inquiry raises awareness of teachers to what they can and should expect of their students. Emphasizes the need for more research on the situated construction of knowledge in professional learning communities to meet the learning needs of teachers so they, in turn, meet the learning needs of students.

#professionaldevelopment/teachereducation #writing #sociocultural/collaborativelearning/
inquirygroups/communities

Rosaen, C. L., Lundeberg, M., Terpstra, M., Cooper, M., Fu, J., & Niu, R. (2010). Seeing through a different lens: What do interns learn when they make video cases of their own teaching? *Teacher Educator*, 45(1) 1–22.

Highlights the insights gained by four intern teachers at a Midwestern university, as they constructed video cases of their teaching to a self-selected audience. Uses theoretical framing that recognizes teaching as situated and social, and places the English language arts discussion within the video case as a “key site” for student learning. By choosing themselves as audience to their cases, two of the interns take a more analytical, self-reflective approach, expressing discomfort in some areas, but recognizing discomfort as learning. In contrast, the public audience chosen by two of the interns cause them to showcase their abilities and keep concerns private. Both show intern reflection particular to the selected audience, but the study does not investigate the impact of the video case on the ability of interns to facilitate discussions in other contexts. Suggests future research of video cases should study how particular genres may foster particular analyses or social interactions, as well as the frequency of working with video that is necessary to bring about change in practice.

#professionaldevelopment/teachereducation #digital/technologytools #sociocultural/
collaborativelearning/inquirygroups/communities #preservice

Smagorinsky, P., Wilson, A. A., & Moore, C. (2011). Teaching grammar and writing: A beginning teacher's dilemma. *English Education*, 43(3), 262–291.

Tracks one high school English teacher's concept development related to teaching of writing and grammar during her two years of student teaching and first year of full-time teaching in rural schools. Employs content analysis of references to program preparation topics and other related resources shaping her planning and instruction. Given a lack of clearly defined pedagogical foundation for writing and grammar instruction, in her student teaching and first-year of teaching, the teacher was shaped by the school culture's focus on test scores and teacher control of the curriculum, while at the same time drawing on some of her own ideas acquired in her preparation and ideas from her students to plan curriculum. Suggests the importance in strong background preparation in writing methods that may provide teachers with beliefs that challenge status-quo school traditions, beliefs, and practices related to writing instruction.

#professionaldevelopment/teachereducation #writing #teacherbeliefs/assumptions
#mentoring/coaching

Souto-Manning, M. (2011). Playing with power and privilege: Theatre games in teacher education. *Teaching and Teacher Education*, 27(6), 997–1007.

Analyzes the uses of Boalian theatre games to help white preservice teachers to critically examine issues of racial identity, white privilege, and power shaping their perceptions of their roles and instruction in diverse settings. Through participation in theater games, white preservice teachers experienced double-consciousness about their identities and perspectives, leading to an awareness of their privileges, as well as their beliefs and teaching methods associated with culturally relevant pedagogy.

Starkey, L. (2010). Supporting the digitally able beginning teacher. *Teaching and Teacher Education*, 26(7), 1429–1438.

Discusses enablers and barriers experienced by six digitally able beginning teachers in implementing technology into their instruction. Uses theories of complexity to discuss how teachers can find agency in facilitating these enablers while overcoming barriers. Findings suggest three contextual considerations: school policies and structures that align with teacher technological goals, mentoring during the enculturation process, and developing content-specific techno-

logical abilities through mentorship by colleagues with relevant pedagogical content expertise.
 #professionaldevelopment/teachereducation #digital/technologytools #teacherbeliefs/
 assumptions #mentoring/coaching

Vagle, M. D. (2011). Lessons in contingent, recursive humility. *Journal of Adolescent & Adult Literacy*, 54(5), 362–370.

Analyzes a lesson observed as part of a phenomenological study, and uses Lesko's conception of contingent, recursive growth and change to understand tact as cultivated in teaching. Discussion reveals that the author recognizes through analysis of his post-observation with his student that in the process of advising her on a critical incident she missed in her lesson, he misses an opening for critical analysis in their own discussion. The author suggests embracing messiness and the need for teacher educators to use recursive analysis of self in order to be a model of the critical literacy educator.

#professionaldevelopment/teachereducation #critical/reflectivepractice #preservice

Wells, G. (2011). Integrating CHAT and action research. *Mind, Culture, and Activity*, 18(2), 161–180.

Examines the influence of teachers' participation in an action research analysis of changes in their uses of questions in 45 whole-class discussion videos. Teachers recognized that as a result of posing more open-ended questions and fewer closed questions, their students voiced more alternative opinions and more frequently initiated discussions. Teachers also noted how a shift in their stances from being the primary expert on a topic or issue to adopting a more inquiry-based, dialogic stance fostered more teacher/student collaborative construction of knowledge, a shift in stances that influenced students' beliefs about the value of constructing their own dialogic interpretations.

#professionaldevelopment/teachereducation #critical/reflectivepractice #actionresearch/inquiry-cycles

Wilkinson, I. A. G., Reninger, K. B., & Soter, A. O. (2010). Developing a professional development tool for assessing quality talk about text. In R. T. Jimenez, V. J. Risko, M. K. Hundley, & D. W. Rowe (Eds.), *59th Yearbook of the National Reading Conference* (pp. 135–153). Oak Creek, WI: National Reading Conference.

Develops the Talk Assessment Tool for Teachers (TATT) to assist teachers in assessing their facilitation of discussions in conjunction with one-to-one coaching related to their use of authentic questions, uptake, analysis/generalization, speculation, reference to text, affective response, intertextual response, and shared knowledge response. Analyzes interactions between eight teachers and two coaches based on application of the TATT. Finds increasing percentages of agreement between the teachers and coaches in their categorizing of their facilitation, as well as the value of applying the scale to scaffold analysis of the facilitation. Suggests the value of the TATT for professional development in leading discussions.

Wolfe, P. (2010). Preservice teachers planning for critical literacy teaching. *English Education*, 42(4), 368–390.

Analyzes 14 preservice English teachers' perceptions of critical literacy, as well as of planning and implementation of critical literacy units in their students teaching. Units and student journals, notes, and interviews were coded in terms of categories of negotiation, student ownership, contemporary focus, critical perspective, resistant reading, social action, and disorientation, reflecting the conceptions of critical pedagogy. Finds that during a second semester in student teaching, while fewer preservice teachers made reference to these categories, they still maintained a sense of the value of critical pedagogy and noted positive effects on their students. Also finds that preservice teachers' level of confidence in their identities as teachers committed to critical pedagogy influences their willingness to implement a critical pedagogy approach, suggesting

the importance of teacher identity or self-concept in relation to implementation of critical literacy instruction.

#professionaldevelopment/teachereducation #critical/reflectivepractice #teacheridentity #teacherbeliefs/assumptions

Other Related Research

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Bieler, D. (2010). Dialogic praxis in teacher preparation: A discourse analysis of mentoring talk. *English Education*, 42(4), 391–426.

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Eppley, K. (2011). Teaching rural place: Pre-service language and literacy students consider place-conscious literacy. *Pedagogies: An International Journal*, 6(2), 87–103.

Eren, A., & Tezel, K. V. (2010). Factors influencing teaching choice, professional plans about teaching, and future time perspective: A mediational analysis. *Teaching and Teacher Education*, 26(7), 1416–1428.

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Farrell, T. (2011). Exploring the professional role identities of experienced ESL teachers through reflective practice. *System*, 39(1), 54–62.

Griffith, R. R., Swaggerty, E. A., Hu, R. T., & Laura Cannon, T. (2010). On the cusp of great knowledge: An investigation of how a reading methods course supported the development of characteristics of excellent reading teachers. *Journal of Reading Education*, 36(1), 27–35.

Groenke, S. L. (2010). Seeing, inquiring, witnessing using the equity audit in practitioner inquiry to rethink inequity in public schools. *English Education*, 43(1), 83–96.

Haverback, H. R., & Parault, S. J. (2011). High efficacy and the preservice reading teacher: A comparative study. *Teaching and Teacher Education*, 27(4), 703–711.

Jurow, A. S., & Pierce, D. (2011). Exploring the relations between “soul” and “role” learning from the Courage to Lead. *Mind, Culture, and Activity*, 18(1), 26–42.

Kitchen, J., Parker, D. C., & Pushor, D. (Eds.). (2011). *Narrative inquiries into curriculum making in teacher education*. Bingley, UK: Emerald Group Publishing.

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Reading

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

Allington, R. L., McGill-Franzen, A., Camilli, G., Williams, L., Graff, J., Zeig, J., et al. (2010). Addressing summer reading setback among economically disadvantaged elementary students. *Reading Psychology, 31*(5), 411–427.

Investigates the problem of summer reading setback and its impact on the reading achievement gap of children from more and less economically advantaged families and the link between family socioeconomic status to children's access to books in their homes and neighborhoods. Employs a longitudinal experiment to test the hypothesis that providing elementary school students from low-income families with a supply of self-selected trade books might ameliorate summer reading setback. Examines the reading performance of 852 students from seventeen high-poverty schools who were randomly selected to receive a supply of self-selected trade books on the final day of school over a three-year period compared to 478 randomly selected students from these same schools who received no books. Outcomes on the state reading assessment indicated a statistically significant effect ($p = .015$) for providing access to books for summer reading and a significant ($d = .14$) effect size.

#reading #literacy #independent reading #parents/families

Archer, L. E. (2010). Lexile reading growth as a function of starting level in at-risk middle school students. *Journal of Adolescent & Adult Literacy, 54*(4), 281–290.

Investigates average yearly reading growth norms of 2,485 seventh- and eight-grade at-risk, urban middle school students as a function of start of year reading grade level using a Lexile-linked testing instrument. This population had a 97% poverty rate; 87% were minority status, and 75% were English learners. Results revealed a distinct pattern of growth. Kindergarten through second-grade readers made the most Lexile growth, with first graders gaining the most. At third grade and higher, the growth dropped lower and lower. Discusses growth by starting level, with implications for goal setting.

#reading #literacy #assessment

Bean, R. M., Draper, J. A., Hall, V., Vandermolten, J., & Zigmond, N. (2010). Coaches and coaching in reading first schools. *Elementary School Journal, 111*(1), 87–114.

Investigates the work of 20 Reading First coaches to determine how coaches distribute their time and the rationale they give for their work. Focuses on teachers' responses to coaches, and the relationships between what coaches do and student achievement are also analyzed. Findings about coaching practices indicate (a) great variability among coaches in how they allocated their time and (b) a major role for the coach was determining if all students—especially at-risk students—were receiving effective reading instruction. Findings from the teachers' perspectives indicate that (a) teachers valued coaches and (b) there were significant relationships between time allocated to the coach working with teachers and teachers' views of coaches. Suggests there is a significantly greater percentage of students scoring at proficiency in reading and a significantly smaller percentage of students scoring at risk in schools where coaches spent more time working with teachers.

#reading #literacy #professional development/teacher education

Becker, M., McElvany, N., & Kortenbruck, M. (2010). Intrinsic and extrinsic reading motivation as predictors of reading literacy: A longitudinal study. *Journal of Educational Psychology, 102*(4), 773–785.

Examines the longitudinal relationships of intrinsic and extrinsic motivation with reading literacy development. Focuses on investigating the amount of reading students engage in as mediator

between motivation and reading literacy. Studies the results of 740 students who participated in a longitudinal assessment starting in grade 3, with additional points of measurement in grades 4 and 6. Analyses examine bidirectional relationships between reading motivation and reading literacy, controlling for previous reading literacy. Structural equation models with latent variables indicate that the relationship between intrinsic reading motivation and later reading literacy are mediated by reading amount but not when previous reading literacy was included in the model. Findings indicate that bidirectional relationships between extrinsic reading motivation and reading literacy exist, meaning grade 3 reading literacy negatively predicted extrinsic reading motivation in grade 4, which in turn negatively predicted reading literacy in grade 6. Implications for research and practice are discussed.

#reading #literacy #motivation/engagement

Berkeley, S., Scruggs, T. E., & Mastropieri, M. A. (2010). Reading comprehension instruction for students with learning disabilities, 1995–2006: A meta-analysis. *Remedial & Special Education*, 31(6), 423–436.

Reports a meta-analysis, including 40 studies published between 1995–2006 to synthesize findings of research for improving reading comprehension of students with learning disabilities published in the decade following previous meta-analytic investigations. Nearly 2,000 students were participants. Interventions were classified as fundamental reading skills instruction, text enhancements, and questioning/strategy instruction—including those that incorporated peer-mediated instruction and self-regulation. Using mean weighted effect sizes for criterion-referenced measures, the researchers found that the outcomes of these studies were somewhat lower than, but generally consistent with, those of previous meta-analyses, concluding that reading comprehension interventions have generally been very effective.

#reading #strugglingreaders #comprehension #strategies

Bettinger, E. P., Evans, B. J., & Pope, D. G. (2011). Improving college performance and retention the easy way: Unpacking the ACT exam. National Bureau of Economics Research Working Paper No. 17119. Retrieved June 21, 2011, from <http://papers.nber.org/papers/w17119>

Analyzes the predictive validity of each of the four sub tests of the ACT exams across different samples related to success in college. Finds that while the English and math sub tests are highly predictive, the science and reading provide little or no predictive validity. Suggests the need to focus on the English and math sub tests in making admissions decisions rather than the science of reading sub tests.

#reading #readingtests #policy #comprehension

Bozack, A. (2011). Reading between the lines: Motives, beliefs, and achievement in adolescent boys. *The High School Journal*, 94(2), 58–76.

Builds on motivation theory and uses the Motivations for Reading Questionnaire (MRQ) (Wigfield, Guthrie, & McGough, 1996) as a foundation. Collected survey and achievement data from 330 students and eight teachers at a Catholic, all-boys high school, finding that the motivational constructs identified by Wigfield and colleagues for elementary students remained relatively intact with this sample, but that some motives for reading may change over time. Indicated that for teachers, believing a student was a good reader was related to beliefs that the student read the assignments; believing that a student should try harder was related to beliefs about knowing what that student struggles with in class. Several modest relationships between questionnaire responses and student achievement scores were also found.

#reading #motivation/engagement #strugglingreaders #policy

Caldwell, J., & Leslie, L. (2010). Thinking aloud in expository text: Processes and outcomes. *Journal of Literacy Research*, 42(3), 308–340.

Examines three questions: (a) what kinds of think-aloud statements, in particular what kinds of

inferences, are made by middle school students while reading expository text? (b) does thinking aloud affect comprehension as measured by recall and answers to questions? (c) does thinking aloud add value to the assessment of comprehension beyond what is learned through recall and question answering? Participants were 68 middle school students who read expository texts, performing a think-aloud on one segment and reading another segment minus the think-aloud, and engaging in two follow-up tasks—a recall task and answering comprehension questions. Results indicated that thinking aloud was associated with more associative inferences in recall, which correlated negatively with the ability to answer comprehension questions. Notes that the content of think-alouds may provide a more sensitive picture of readers' processing than unaided recall or answers to questions.

#reading #literacy #comprehension #assessment

Diakidoy, I. N., Mouskounti, T., & Ioannides, C. (2011). Comprehension and learning from refutation and expository texts. *Reading Research Quarterly*, 46(1), 22–38.

Compares the effects of a refutation text to those of a standard expository text. Undergraduate students with varying amounts of accurate and inaccurate prior knowledge read and recalled a refutation or an expository text about energy. Comprehension measures included the amount of text information recalled, the number of inferences generated, and the kinds of inferences generated. Learning from text was examined with a delayed posttest. In comparison to the expository text, the refutation text facilitated learning and increased global bridging and elaborative inference generation but not memory for the text. Comprehension outcomes predicted learning outcomes primarily for students with low and inaccurate prior knowledge. The findings contribute to understanding of the refutation text effect by indicating its association with increased inference generation and the construction of a more coherent and elaborated text representation.

#reading #literacy #comprehension #strategies

Fulmer, S. M., & Frijters, J. C. (2011). Motivation during an excessively challenging reading task: The buffering role of relative topic interest. *Journal of Experimental Education*, 79(2), 185–208.

Explores the influence of an excessively challenging reading task on middle school students' motivation, attributions for failure, and persistence. In particular, the researchers considered the possibility that relative topic interest might function as a buffer against the negative outcomes of excessive challenge. Students ranging from 10 to 14 years old read a passage well beyond their current reading ability under two matched experimental conditions: high relative topic interest and low relative topic interest. Higher relative interest in the story topic buffered some of the negative influences of excessive challenge, sustaining interest/enjoyment of the task, and was related to fewer attributions for difficulty to any cause and persistence with the task.

#reading #literaryresponse/literature/narrative #motivation/engagement #comprehension

Hawkins, R. O., Musti-Rao, S., Hale, A. D., McGuire, S., & Hailley, J. (2010). Examining listening previewing as a classwide strategy to promote reading comprehension and vocabulary. *Psychology in the Schools*, 47(9), 903–916.

Examines the immediate effects of two class-wide listening previewing strategies on reading comprehension and vocabulary knowledge. Focuses on 21 fourth-grade general education students who were exposed to three experimental conditions: a silent reading control condition, a listening previewing condition, and a listening previewing with vocabulary previewing condition. Focuses on how students performed while reading grade-level passages, answering ten comprehension questions, and completing a vocabulary-matching task. Findings show that both listening previewing conditions led to improvements in comprehension as compared to silent reading and that adding a vocabulary previewing component to listening previewing procedures resulted in the highest levels of comprehension and vocabulary. Provides implications and direct application ideas for educators and directions for future research.

#reading #literacy #comprehension #vocabulary

Hemalt, S. W. (2011). Performance effects of failure to make Adequate Yearly Progress (AYP): Evidence from a regression discontinuity framework. *Economics of Education Review*, 30(4), 702–723.

Examines the effects from 2003 to 2009 of Maryland elementary and middle schools' failure to achieve Adequate Yearly Progress (AYP) as mandated by NCLB on students' academic performance. Finds that school-wide failure leads to lowering academic performance. When schools achieve targets for aggregate student groups, but at least one demographic subgroup fails to achieve AYP, students in that subgroup achieve a 3% to 6% increase in academic performance.

Jewett, P. C., Wilson, J. L., & Vanderburg, M. A. (2011). The unifying power of a whole-school read. *Journal of Adolescent & Adult Literacy*, 54(6), 415–424.

Describes an urban middle school community that took part in a year-long whole-school reading of a young adult novel. Researchers documented the effect the event had on the school's academic and social spaces. Relying on the perspective that literacy is ideologically laden and on Bernstein's conceptions of pedagogy, researchers found that the whole-school read served as a unifying concept that created learning environments in which "things were put together." Notes that within the school's learning spaces readers came to deeper understandings of text and each other through dialogue, teachers and students across grade levels collaborated, and boundaries between previously segregated subject areas were blurred.

#reading #literacy #literary response/literature/narrative #motivation/engagement

Kim, J. S., Samson, J. F., Fitzgerald, R., & Hartry, A. (2010). A randomized experiment of a mixed-methods literacy intervention for struggling readers in grades 4–6: Effects on word reading efficiency, reading comprehension and vocabulary, and oral reading fluency. *Reading and Writing: An Interdisciplinary Journal*, 23(9), 1109–1129.

Investigates a district-wide after school program to determine the causal effects of READ 180 on measures of word reading efficiency, reading comprehension and vocabulary, and oral reading fluency and examines whether print exposure among children in the experimental condition explains variance in posttest reading scores. Studies the results from 294 children in grades 4–6, randomly assigned to READ 180 or a district program. Students in the READ 180 intervention participated in three 20-minute literacy activities, including (1) individualized computer-assisted reading instruction with videos, leveled text, and word study activities; (2) independent and modeled reading practice with leveled books; and (3) teacher-directed reading lessons tailored to the reading level of children in small groups. Students in the district after-school program participated in a 60-minute program in which teachers were able to select from 16 different enrichment activities that were designed to improve student attendance. Findings indicate no significant difference between children in READ 180 and the district after-school program on norm-referenced measures of word reading efficiency, reading comprehension, and vocabulary; however READ 180 did have a positive impact on oral reading fluency and attendance at the grade 4 level.

#reading #literacy #comprehension #fluency

Monte-Sano, C. (2011). Beyond reading comprehension and summary: Learning to read and write in history by focusing on evidence, perspective, and interpretation. *Curriculum Inquiry*, 41(2), 212–249.

Examines discipline-specific literacy instruction of one history teacher and the simultaneous growth in his students' historical reading and writing. Through a focus on historical evidence use, perspective, and interpretation students learned to construct more accurate, grounded interpretations of the past. Three teaching strategies emphasized these aspects of historical thinking: annotating primary source readings; regular informal writing prompts that focused on historical perspectives followed by writing prompts that called for a synthesis of major issues; and feedback focused on evidence use and accuracy of interpretation. Student data included

pre- and post-instruction writing samples as well as regularly assigned essays, interviews, and annotations of readings. Teacher data included observations, interviews, and artifacts such as assignments and feedback from one term of a required 11th-grade US history course. Analyses included developing codes based on patterns, testing propositions, and searching for alternative explanations. Results suggest that discipline-specific ways of reading and writing can help students understand history and learn to think historically while developing advanced literacy skills.
#reading #literacy #contentliteracy #comprehension

Neuman, S. B., & Dwyer, J. (2011). Developing vocabulary and conceptual knowledge for low-income preschoolers: A design experiment. *Journal of Literacy Research, 43*(2), 103–129.

Reports findings from a design experiment geared to research, test, and iteratively derive principles of word learning and word organization to theoretically advance the understanding of vocabulary development for low-income preschoolers. Focuses on six Head Start teachers in morning and afternoon programs and their children (N = 89) as they work with the “World of Words” vocabulary intervention program, as compared to six classes (N = 89) in a comparison group. Investigates whether the difficulty of words influenced the students’ acquisition and retention of words, and whether learning words in taxonomies supports vocabulary development and inference generation. Findings from pre- and post-unit assessments measuring children’s expressive language gains, categorical development, and inference generation indicated (a) significant differences between treatment and comparison groups on word knowledge and category development; and (b) treatment group children demonstrating the ability to infer beyond what was specifically taught. Implications suggest that instructional design features may work to accelerate word learning for low-income children.
#reading #literacy #vocabulary #comprehension

Ozuru, Y., Briner, S., Best, R., & McNamara, D. S. (2010). Contributions of self-explanation to comprehension of high- and low-cohesion texts. *Discourse Processes, 47*(8), 641–667.

Examines how the contribution of self-explanation to science text comprehension is affected by the cohesion of a text at a local level. Psychology undergraduates read and self-explained a science text with either low or high local cohesion. After the self-explanation activity, participants answered open-ended comprehension questions about the text. Results indicated that participants in the high local cohesion condition produced higher quality explanations, including more local bridging self-explanations, than those in the low local cohesion condition. However, these explanations, although higher in quality, did not improve comprehension. Performance on text-based comprehension questions was better in the low local cohesion condition. In addition, the correlation between self-explanation quality and comprehension performance was generally higher in the low local cohesion condition compared to the high local cohesion condition, even after factoring out participants’ level of topic-relevant knowledge. Suggests that the contribution of self-explanation to comprehension is larger when the text lacks certain cues that facilitate making connections between successive ideas in a text and implies that a key contribution of self-explanation to text comprehension is to induce active inference processes whereby readers fill in conceptual gaps in challenging texts.
#reading #discourse/cultural analysis #comprehension #contentliteracy

Reis, S. M., McCoach, D. B., Little, C. A., Muller, L. M., & Kaniskan, R. B. (2011). The effects of differentiated instruction and enrichment pedagogy on reading achievement in five elementary schools. *American Educational Research Journal, 48*(2), 462–501.

Examines an experimental study to determine the effect of a differentiated, enriched reading program on students’ oral reading fluency and comprehension using the schoolwide enrichment model–reading (SEM-R). Reports the results of 1,192 second- through fifth-grade students across five elementary schools who were randomly assigned to treatment and control conditions. Analyses used multilevel modeling, resulting in significant differences favoring the SEM-R in reading fluency in two schools and in reading comprehension in a high-poverty urban school,

with no achievement differences in the remaining schools. Demonstrates that an enrichment reading approach, with differentiated instruction and less whole group instruction, is as effective as, or more effective than, a traditional whole group basal approach.
#reading #literacy #comprehension #fluency

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

Analyzes the influence of 1,508 fifth- to eighth-grade students' motivation on their reading performance. Motivation was measured in terms of reading enjoyment, reading for interest, extrinsic influence of competition, and reading self-concept. When controlling for demographic/ family background and cognitive skills, reading enjoyment, reading self-concept, and reading for interest had positive effects on reading performance; competition had a unique negative effect. Suggests the importance of fostering students' interest in reading.
#reading #comprehension #motivation/engagement #strategies

Valencia, S.W., Smith, A. T., Reece, A. M., Li, M., Wixson, K. K., & Newman, H. (2010). Oral reading fluency assessment: Issues of construct, criterion, and consequential validity. *Reading Research Quarterly, 45*(3), 270–291.

Investigates multiple models for assessing oral reading fluency, including 1-minute oral reading measures that produce scores reported as words correct per minute (wcpm). Compares a measure of wcpm with measures of the individual and combined indicators of oral reading fluency (rate, accuracy, prosody, and comprehension) to examine construct, criterion, and consequential validity. Analyses oral reading data and standardized comprehension test scores for students in grades 2, 4, and 6. Finds that assessments designed to include multiple indicators of oral reading fluency provide a finer-grained understanding of oral reading fluency and fluency assessment, and serve as a stronger predictor of general comprehension. Indicates that comparisons across grade levels reveal developmental differences in the relation between oral reading fluency and comprehension, and the relative contributions of oral fluency indicators to comprehension. Suggests that when commonly used benchmarks are applied to wcpm scores to identify students at risk of reading difficulty, both false positives and false negatives may be found.
#reading #literacy #assessment #fluency

Vaughn, S., Wanzek, J., Wexler, J., Barth, A., Cirino, P. T., Fletcher, J., et al. (2010). The relative effects of group size on reading progress of older students with reading difficulties. *Reading and Writing, 23*(8), 931–956.

Reports findings on the relative effects from a yearlong secondary intervention contrasting large-group, small-group, and school-provided interventions emphasizing word study, vocabulary development, fluency, and comprehension with seventh and eighth graders with reading difficulties. Findings indicate that few statistically significant results or clinically significant gains were associated with group size or intervention. Findings also indicate that a significant acceleration of reading outcomes for seventh and eighth graders from high-poverty schools is unlikely to result from a 50 minute daily class. Instead, the findings indicate, achieving this outcome will require more comprehensive models including more extensive intervention (e.g., more time, even smaller groups), interventions that are longer in duration (multiple years), and interventions that vary in emphasis based on specific students' needs (e.g., increased focus on comprehension or word study).
#reading #struggling readers #vocabulary

Other Related Research

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Second Language Literacy

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

DeNicolo, C. (2010). What language counts in literature discussion? Exploring linguistic mediation in an English language arts classroom. *Bilingual Research Journal*, 33(2), 220–240.

Examines the efficacy of peer-mediated, bilingual reading discussions in an English language arts classroom. Employing a sociocultural perspective on learning, the author ethnographically explores student participation and the use of Spanish and English in a fourth-grade dual immersion setting. Findings indicate that although students initially resisted their peers' use of Spanish during literature discussions, they ultimately encouraged their fellow students to utilize Spanish as a scaffold for more complete participation in the discussions. Because of the teacher's encouragement to use both languages, students came to view Spanish as a valuable resource for bridging gaps in understanding. The author suggests that to foster true biliteracy, teachers must make consistent efforts to incorporate the home languages and cultures of students into their curricula and pedagogical practices.

#secondlanguage literacy #reading #bilingual #languageacquisition

Hamada, M., & Koda, K. (2010). The role of phonological decoding in second language word-meaning inference. *Applied Linguistics*, 31(4) 513–531.

Tests two hypotheses among college-level ESL learners with either alphabetic or logographic print literacy backgrounds: similarity between first language (L1) and second language (L2) orthographic processing facilitates L2-decoding efficiency; and L2-decoding efficiency contributes to word-meaning inference to different degrees among L2 learners with diverse L1 orthographic backgrounds. Response speed and accuracy of English real- and pseudo-word naming served as the decoding efficiency measure. Participants read three passages that contained pseudo-words and inferred their meanings. Reports that alphabetic, as opposed to logographic, L1 background was associated with better decoding; that the groups did not differ in meaning-inference performance; and that the relationship between decoding efficiency and meaning-inference was stronger in the alphabetic group.

#secondlanguage literacy #reading #cognitive #vocabulary

Lee, Y. L. (2010). The application of Bakhtinian theories on second language reading comprehension: A qualitative case study. *The Reading Matrix*, 10(2), 222–242.

Compares a native speaker participant's and a non-native speaker participant's reader responses within a Bakhtinian framework. Argues, based on results, that second language reading comprehension should be redefined as dialogic and dialectic processes between the reader, the text, and the (imagined) author. Challenges the conceptualization of second-language writing as merely literal decoding, speed, accuracy, or vocabulary size. Argues that second language readers bring their own personal histories, educational backgrounds, and professional knowledge to their interpretations and understanding of text. Shows how second language reading comprehension is an ideological process and is situated in multiple layers of sociocultural contexts.

#secondlanguage literacy #reading #literaryresponse/literature/narrative #ESLinstruction

Mancilla-Martinez, J., & Lesaux, N. K. (2010). Predictors of reading comprehension for struggling readers: The case of Spanish-speaking language minority learners. *Journal of Educational Psychology*, 102(3), 701–711.

Examines the influence of word reading and vocabulary skills, over time, on students' English reading comprehension achievement at 11 years of age. Children's vocabulary and word read-

ing skills were assessed at six time points from fall of preschool through fifth grade; reading comprehension was assessed once in the spring of fifth grade. Uses structural equation modeling of growth curves. Showed that students who started out higher in vocabulary were also higher in word reading and that students with a faster rate of growth in vocabulary also had faster growth in word reading. Also, word reading exerted a greater influence than did vocabulary on comprehension outcomes. Points to the need for concerted focus on explicit and sustained vocabulary instruction in the service of text comprehension skills.
#secondlanguageliteracy #reading #vocabulary #ESLinstruction

Olson, C. B., Land, R., Anselmi, T., & AuBuchon, C. (2010). Teaching secondary English learners to understand, analyze, and write interpretive essays about theme. *Journal of Adolescent & Adult Literacy*, 54(4), 245–256.

Conducts a study within a long-term professional development program designed to explore how to help students develop the academic literacy to succeed in school and continue their education in college. Focused on explicit teaching, modeling, and providing practice in the cognitive strategies that helps readers and writers derive meaning from and with texts. Secondary teachers (55) implemented a cognitive strategies approach to literacy instruction, making visible for approximately 2,000 students per year the thinking tools experienced readers and writers access in the process of meaning construction. Shows that students who received cognitive strategies instruction focused on theme significantly out-gained peers on holistically scored assessments of academic writing, on a high stakes statewide writing assessment, and on English placement exams at the local community college.
#secondlanguageliteracy #reading #writing #ESLinstruction

Pacheco, M. (2010). English-language learners' reading achievement: Dialectical relationships between policy and practices in meaning-making opportunities. *Reading Research Quarterly*, 45(3), 292–317.

Asks whether recent educational reforms may have negative consequences on the academic potential for ELLs due to an emphasis on narrow, skills-based reading approaches. Case study explores the alignments and misalignments between bilingual classroom reading practices and school, district, state, and federal policy contexts. Findings show that in broader school and district contexts, the current accountability framework and its underlying ideology of remediation had significant implications on the shifting landscape about what counts as reading. In one focal classroom, for example, skills-based outcomes for ELLs were privileged over more expansive, meaning-making interactions.
#secondlanguageliteracy #reading #bilingual #secondlanguageassessment

Slavin, R. E., Madden, N., Calderón, M., Chamberlain, A., & Hennessy, M. (2011). Reading and language outcomes of a multi-year randomized evaluation of transitional bilingual education. *Educational Evaluation and Policy Analysis*, 33(1), 47–58.

Investigates the controversial question “What is the appropriate role of the native language in the instruction of ELLs?” Reports the outcomes of a multiyear study comparing the English and Spanish language and reading performance of Spanish-dominant children randomly assigned to transition bilingual education (TBE) or structure English immersion (SEI) for up to five years. Students in SEI had much higher scores on English reading than did those in TBE in the early grades, but among fourth graders, there were no significant differences in reading scores. Additionally, fourth graders who had been taught to read in Spanish from kindergarten through second grade did not score higher than those taught only in English on measures of Spanish language and reading. Theorizes that what matters most in the education of ELLs is the quality of instruction, not the language.
#secondlanguageliteracy #reading #bilingual #ESLinstruction

Tin, T. B. (2011). Language creativity and co-emergence of form and meaning in creative writing tasks. *Applied Linguistics*, 32(2), 215–235.

Investigates the effects of structured creative writing tasks on L2 development. The study employs an emergentist theory of language development, which posits that in order for learners' language to develop in complexity, form and meaning must evolve in tandem. Pairs of English learners were given one of two creative writing tasks: acrostics, which include a high degree of formal constraint; or similes, which include a low degree of formal constraint. Findings indicate that the pairs working on acrostics encountered a language "transmission bottleneck" which required them to create more complex linguistic structures. Moreover, students working on acrostics used their L2 in more effective ways to scaffold the task. The author concludes that despite a current trend emphasizing meaning over form in language tasks, form-oriented tasks are effective in fostering sophisticated L2 usage.

#secondlanguage literacy #writing #foreignlanguage instruction #language acquisition

Vieira, K. L. (2010). "American by Paper": Assimilation and documentation in a biliterate, bi-ethnic immigrant community. *College English*, 73(1), 50–72.

Examines how literacy and processes of assimilation function in light of changing writing demands among the lives of (biliterate) immigrants in today's society. Argues for a reconceptualization of the role of literacy in English to promote immigrant assimilation. Argues for the examination of biliteracy institutions to explore how biliterate writing is used to create alliances and even social change.

#secondlanguage literacy #literacy #bilingual #ESL instruction

Wu, C.-H., & Coady, M. R. (2010). "The United States is America?": A cultural perspective on READ 180 materials. *Language, Culture & Curriculum*, 23(2), 153–165.

Examines the cultural relevance of READ 180, a corporate developed literacy program designed to meet the needs of both English language learners (ELLs) and students with learning disabilities. Adopting a culturally relevant pedagogy (CRP) framework, this qualitative study investigates English language learner perspectives on the READ 180 materials. Finds that although the READ 180 texts are intended to be culturally relevant, these texts tend to present a generic immigrant identity that does not reflect the diversity of student experience that is present in the ELL classroom. Additionally, many of the topics within the READ 180 curriculum do not connect with these learners' prior knowledge. The authors recommend supplementing READ 180 with materials that more fully engage with the interests and experiences of ELLs.

#secondlanguage literacy #reading #ESL instruction #cultural difference

Other Related Research

Armstrong, K. M. (2010). Fluency, accuracy, and complexity in graded and ungraded writing. *Foreign Language Annals*, 43(4), 690–702.

Bauer, E. B., & Gort, M. (Eds.) (2011). *Early biliteracy development: Exploring young learners' use of their linguistic resources*. New York: Routledge.

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Erdos, C., Genesee, F., Savage, R., & Haigh, C. A. (2011). Individual differences in second language reading outcomes. *International Journal of Bilingualism*, 15(1), 3–25.

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Ferris, D. R. (2010). Second language writing research and written corrective feedback in SLA: Intersections and practical applications. *Studies in Second Language Acquisition*, 32(2), 181–201.

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Jin, L., & Zhu, W. (2010). Dynamic motives in ESL computer-mediated peer response. *Computers and Composition*, 27(4), 284–303.

Johnson, K. A., & Parrish, B. (2010). Aligning instructional practices to meet the academic needs of adult ESL students. *TESOL Quarterly*, 44(3), 618–628.

Lesaux, N. K., & Kieffer, M. J. (2010). Exploring sources of reading comprehension difficulties among language minority learners and their classmates in early adolescence. *American Educational Research Journal*, 47(3), 596–632.

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Writing

Tags: #writing #writinginstruction #argumentation #writingstrategies #revision #feedback #writingquality #writingassessment #authorialidentity #genre #portfolio #expressivewriting #writing-to-learn #L2writing

Addisson, J., & McGee, S. J. (2010). Writing in high school/writing in college: Research trends and future directions. *College Composition and Communication*, 62(1), 147–179.

Surveys 544 faculty and 1,412 students in three high schools, two community colleges, and five universities regarding use of pre-writing activities, instructor feedback, clear expectations, use of higher-order writing assignments, collaborative writing, reviewing sample writing, writing practice, and integration of multimedia. High school and college faculty were aligned in terms of use of prewriting, clear expectations, and use of collaborative writing, reviewing sample writing, and writing practice, while 58% of college instructors report sending students to support services/writing centers for assistance compared to only 18% for high school instructors. High school instructors were more likely to employ informal writing tasks and have students respond to peers' writing than college instructors. Instructors also differed in their reporting of instructional methods from students; for example, while 31% of high school instructors report "always" conferencing with students, only 12% of students report "always" conferencing with their teachers. Instructors rated the quality of student writing lower than did the students, particularly at the community college and a doctorate-granting university. Ninth- and tenth-grade instructors ranked in-class writing, journals/reflective writing, and summaries as the most important tasks while 11th- and 12th-grade instructors ranked research papers, critique, position papers, and analysis papers as the most important tasks, possibility reflecting the need to prepare students for college writing. When asked to identify the five most important characteristics of good writing, college instructors selected organization (66%), analysis/ideas (59%), supporting evidence (57%), synthesis (51%), and grammar/style (50%), with purpose (19%) and audience (20%) perceived as less important. While only 28% of high school students indicated that they enjoyed writing compared to 41% of college students, 48% of high school students and 36% of college students enjoyed writing for themselves but not school writing.

#writing #writinginstruction #writingassessment #writingquality

Alexander, K. P. (2011). Successes, victims, and prodigies: "Master" and "little" cultural narratives in the literacy narrative genre. *College Composition and Communication*, 62(4), 608–633.

Codes uses of "master" and "little" cultural narratives employed by 60 first-year college students in their literacy narratives. One third of all coded episodes consist of a literacy-equals-success "master" narrative; 98% of students included that narrative at least once. Students also employed "little" narratives of "victim" (19%), "hero" (15%), "child prodigy" (11%), "literacy winner" (8%), "other" (7%), "rebel" (5%), and "outsider" (5%). While the literacy narrative assignment prompt may have invited uses of the success narrative, students may have employed the success narrative because they assume that society values literacy as leading to success, perceives literacy as a means to an end, and reifies a simplistic perspective on literacy learning, as well as the fact that they want their teachers to perceive them as successful.

#writing #literacy #literary response/literature/narrative #expressivewriting

Beard, R., & Burrell, A. (2010). Writing attainment in 9- to 11-year-olds: Some differences between girls and boys in two genres. *Language and Education*, 24(6), 495–515.

Analyzes the narrative and persuasive writings of 112 primary school children, using genre-specific rating scales. The scales for narrative included ways of linking the narrative and choosing words that enhance the writing. The scales for persuasive description included a range of features that represent the ability to construct a text for persuasive purpose. Finds that girls scored higher than boys with respect to most features of writing in both genres.

#writing #writingquality #gender #genre

Beauvais, C., Olive, T., & Passerault, J. M. (2011). Why are some texts good and others not? Relationship between text quality and management of the writing processes. *Journal of Educational Psychology*, 103(2), 1–14.

Examines whether text quality is related to management of the writing process. Two experiments were conducted—one examining the relationship between online management and text quality in narrative and argumentative texts, and one investigating how this relationship is affected by a goal emphasizing text quality. In both experiments, psychology students were instructed to think aloud while composing. Finds that students use different strategies in composing narrative and argumentative texts, and that students compose better texts when a quality-based goal had been set. Text quality was found to be related to an increase of the prewriting phase and of planning processes.

#writing #writingstrategies #writingquality #writingassessment

Beers, S. F., Quinlan, T., & Harbaugh, A. G. (2010). Adolescent students' reading during writing behaviors and relationships with text quality: An eyetracking study. *Reading and Writing: An Interdisciplinary Journal*, 23(7), 743–775.

Examines students' reading processes during writing and the relationships between these reading processes and text quality. Thirty-two adolescent students composed narrative and expository texts while eyetracking equipment recorded their eye movements. Eye movements were coded as: reading at the point of inscription (reading recently composed words), local reading (reading sentences), global reading (reading paragraphs), or prompt reading. Finds that reading at the point of inscription and local reading were related to text quality, whereas global reading and text quality were unrelated.

#writing #reading #digital/technologytools #writingquality

Berninger, V. W., Nagy, W., & Beers, S. (2011). Child writers' construction and reconstruction of single sentences and construction of multi-sentence texts: Contributions of syntax and transcription to translation. *Reading and Writing: An Interdisciplinary Journal*, 24(2), 151–182.

Analyzes grade 1–4 children's sentence writing in two studies: writing a complete sentence in

response to a prompt (sentence integrity) and combining two sentences into one (sentence combining). Sentence integrity did not correlate with sentence combining until grade 4. Variations in word knowledge and syntax was related to sentence combining ability. In a third study, analysis of 2nd to 5th graders' sentence composing found a higher frequency for complex, independent plus subordinate clauses with single-sentence writing and a higher frequency for single independent clauses with multiple-sentence writing. For multi-sentence text in grades 3 through 7, more single, independent clauses were formed with pen than with computer writing.
 #writing #writingquality #writingstrategies #revision

Bitchener, J., & Turner, E. (2011). Assessing the effectiveness of one approach to the teaching of thematic unit construction of literature reviews. *Assessing Writing*, 16(2), 123–136.

Examines the effectiveness of teaching postgraduate students seven generic skills for writing a literature review. The instructional focus was on the discourse moves and rhetorical structure of one thematic unit. The 52 student participants completed a writing task prior to and immediately after the instruction. Two months later, the participants completed a third writing task (delayed post-test) to reveal their level of retention and achievement. Finds that students' written texts improved across all skill areas.

#writing #writinginstruction #writingassessment #genre

Boscolo, P., Ariaso, N., Del Favero, L., & Ballarin, C. (2011). Interest in an expository text: How does it flow from reading to writing? *Learning and Instruction*, 21, 467–480.

Investigates how interest stimulated by reading flows into a writing task in which the reader uses the text information. Hypothesizes that (a) different contents in a text stimulate different types of interest and (b) different writing tasks have a different impact on students' use of interesting text segments. Conducts an experimental study with 247 high school students. While reading, students were asked to rate each paragraph on five dimensions of interest. Participants were then assigned to one of three writing tasks: argumentation, designing a text for peers, and a traditional writing task. Finds that topic interest was explicitly expressed mainly in the argumentation condition, where increased topic interest scores after reading and writing were also found.

#writing #argumentation #genre #writing-reading relationship

Brockman, E., Taylor, M., Kreth, M., & Crawford, M. K. (2011). What do professors really say about college writing? *English Journal*, 100(3), 75–81.

Interviews college and high school writing instructors about issues in teaching writing and their students' writing abilities. Finds that college instructors are critical of the focus on formalist writing instruction or limited composing process models at the high school level. Finds that high school instructors are often focused on preparing students for standardized composition tests.

#writing #writinginstruction #writingassessment #writingstrategies

Butler, J.A., & Britt, M.A., (2011). Investigating instruction for improving revision of argumentative essays. *Written Communication*, 28(1), 70–96.

Examines the effectiveness of two tutorials for improving college students' writing of argumentative essays: one aimed at informing students about global and local revision and one aimed at teaching basic argument structure. One hundred twelve psychology students were randomly assigned to one of four conditions: both tutorials, revision tutorial only, argument tutorial only, neither tutorial. Students were asked to write an argumentative essay on a controversy, based on articles, and then to revise their draft. The number, location, and quality of changes made in the final version were examined. Finds that both tutorials were effective in improving revision performance and the quality of students' essays.

#writing #writinginstruction #argumentation #revision

Caldwell, D., DeRusha, J., Stanton-Hammond, G., Straight, S., & Sullivan, P. (2011). On outcomes assessment project: Basic writing and essay structure. *Teaching English in the Two-Year College*, 38(4), 363–376.

Analyzes 20 community college student essays written about assigned course readings in terms of structure and content. Finds that 65% contained thesis statements, 50% consistently employed topic sentences, and 40% had a conclusion. Finds that 65% primarily summarized the readings and struggled with being engaged with the themes or “big questions” in the readings, suggesting the need to craft assignments more likely to foster engagement with themes or “big questions.”
#writing #writingquality #writingassignment #writinginstruction

Cho, K., & MacArthur, C. A. (2011). Learning by reviewing. *Journal of Educational Psychology*, 103(1), 73–84.

Examines whether students may improve their writing skills by reviewing papers written by peers. Participants were 61 undergraduate students who were randomly assigned to a reviewing condition, a reading condition, or a no-treatment control condition. Students in the reviewing condition rated and commented on papers written by peers. Students in the reading condition just read the same papers. All students then wrote a paper on a different topic. Finds that students in the reviewing condition wrote higher quality papers than students in the other conditions. Also finds that the type of comments matters; comments coded as “problem detection” and “solution suggestion” were positively correlated with posttest writing quality, as opposed to the number of praise comments and the average length of comments.
#writing #writinginstruction #feedback #writingquality

Cohen, D. J., White, S., & Cohen, S. B. (2011). A time use diary study of adult everyday writing behavior. *Written Communication*, 28(1), 3–33.

Documents adults’ everyday writing using a diary reflection tool. Finds that adults using computers varied widely according to race/ethnicity, gender, age, and educational attainment, but that there were few demographic variations for non-computer adult workers. Younger, more highly educated adults were more like to use computers to write while older, less educated adults were more likely to use paper for writing; workers used computers more than paper. All groups spent more time writing documents than prose.
#writing #digital/technologytools #genre #writingstrategies

Early, J. S., & Decosta, M. (2011). Making a case for college: A genre-based college admission essay intervention for underserved high school students. *Journal of Writing Research*, 2(3), 299–329.

Examines the effectiveness of instruction on specific genre features for writing college admission essays. Participants were 41 low-income, multi-ethnic 12th-grade students. Half of them received instruction on specific genre features, while the other half received regular instruction (mostly on literary analysis). Finds that students in the experimental condition scored higher than the control group on a rubric-based rating of the pre- and post-test essay writing and on writing self-efficacy surveys associated with the genre.
#writing #writinginstruction #writingquality #genre

Frattaroli, J., Thomas, M., & Lyubomirsky, S. (2011). Opening up in the classroom: Effects of expressive writing on graduate school entrance exam performance. *Emotion*, 11(3), 691–696.

Examines the effect of expressive writing on graduate school entrance exam performance. One hundred four students were randomly assigned to write about their thoughts and feelings about their upcoming exam or to a neutral writing condition. Participants completed measures of depressive symptoms and test anxiety before and after writing, and exam scores were collected. Finds that expressive writing significantly improves the performance of students taking an entrance exam. Also finds that expressive writing reduces depressive symptoms shortly before the exam.
#writing #expressivewriting #writingassessment #writingquality

Gere, A. G., Aull, L., Green, T., & Porter, A. (2010). Assessing the validity of directed self-placement at a large university. *Assessing Writing*, 15(3), 154–176.

Analyzes the validity of a college student directed self-placement (DSP) system employed over a ten-year period for placing students into a developmental versus a first-year college writing course. Based on students' survey, interview, and academic records, as well as analysis of the DSP questions and the developmental versus a first-year college writing course content, finds that the DSP lacked strong validity in terms of making appropriate placements.

#writing #writinginstruction #writingassessment #writingquality

Gil, L., Bråten, I., Vidal-Abarca, E., & Strømsø, H. I. (2010). Summary versus argument tasks when working with multiple documents: Which is better for whom? *Contemporary Educational Psychology*, 35(3), 157–173.

Examines which writing tasks may facilitate students' comprehension of multiple texts. Conducts two experiments where undergraduates read five documents on climate change and afterwards either wrote summaries or argument essays on the topic. In the first experiment, students in the summary condition outperformed students in the argument condition in text comprehension. In the second experiment, students with high prior knowledge about the topic outperformed students with low prior knowledge in the argument condition, with respect to text comprehension. Less knowledgeable readers performed better in the summary than in the argument condition. Concludes that the effect of task on multiple-documents literacy may be moderated by readers' prior knowledge about the topic dealt with in the documents.

#writing #genre #writing-to-learn #writing-to-learn

Goldberg, T., Schwarz, B. B., & Porat, D. (2011). "Could they do it differently?": Narrative and argumentative changes in students' writing following discussion of "hot" historical issues. *Cognition and Instruction*, 29(2), 185–217.

Explores the effects of historical argumentative design and social identity on the learning of a charged, ethnicity-related historical controversy. Participants were 64 Israeli 12th-grade students of two different ethnic backgrounds: Ashkenazi and Mizrahi. Students were assigned to one of two conditions: an argumentative-disciplinary condition, involving critical evaluation of multiple sources and small group discussion, and a conventional textbook-based control condition. Students wrote short essays about the controversy, at pre- and post-test. Finds that the historical argumentative design led to more changes in students' narratives and to a higher argumentative level of writing. Also finds that narrative changes were influenced by social identity; Ashkenazi students changed their narratives twice as often as Mizrahi students.

#writing #argumentation #writing-to-learn #authorialidentity

Hewett, B. L., Minter, D., Gibson, K., Meloncon, L., Oswal, S., Olsen, L., et. al. (2011). *Initial report of the CCCC committee for best practice in online writing instruction (OWI): The state-of-the-art of OWI*. Urbana, IL: National Council of Teachers of English.

Surveys composition teachers by email from January 2010 to April 2010 to determine their perceptions of and experiences with teaching online writing courses. Most respondents report teaching online for fewer than seven years. Given a shift from face-to-face instruction to more online instruction, finds that there is a lack of training in pedagogical methods for teaching in online/hybrid settings, a limited capacity for online writing centers to meet the needs and demands of students, a challenge in meeting the needs of ELL learners and students with disabilities, and a lack of institutional support for teaching online related to technology training/support, capping courses, compensation, and professional development, issues leading to loss of instructors and diminishing quality of instruction. Respondents also reported devoting more time to reading student writing in online than in face-to-face courses, as well as a higher drop-out rate for community college students than for four-year colleges.

#writing #digital/technologytools #writinginstruction #writingassessment

Hooper, S.R., Roberts, J.E., Nelson, L., Zeisel, S., & Kasambira Fannin, D. (2010). Preschool predictors of narrative writing skills in elementary school children. *School Psychology Quarterly*, 25(1), 1–12.

Examines the preschool predictors of elementary school narrative writing skills. Sixty-five five-year-old African American children participated in the study. Targeted preschool predictors included measures of phonological processing, core language abilities, prereading skills, and early writing concepts assessed just before beginning kindergarten. Finds that core language abilities, prereading skills, and maternal education assessed at kindergarten entry are critical predictors of later narrative writing skills. Advocates including such measures when screening for written language problems in early kindergarten and early elementary school.

#writing #reading #literacy #writingassessment #

Horton-Ikard, R., & Pittman, R.T. (2010). Examining the writing of adolescent African American English speakers: Suggestions for assessment and intervention. *Topics in Language Disorders*, 30(3), 189–204.

Analyzes 22 African American 10th-grade students' use of African American English (AAE) in written and oral language. Identifies four patterns in written language that also occurred in oral language: copula variability, subject-verb agreement, cluster reduction, and differences in vowel pronunciations. Posits that AAE dialect differences influence writing tasks, suggesting the need for training in dialect awareness and use of contrastive analysis procedures to support AAE speakers.

#writing #literacy #writinginstruction #professionaldevelopment/teachereducation

Klein, P.D., & Rose, M.A. (2010). Teaching argument and explanation to prepare junior students for writing to learn. *Reading Research Quarterly*, 45(4), 433–461.

Examines the effects of a knowledge-construction/problem-solving approach to teaching arguments/explanatory writing. Instruction included an emphasis on acquiring genre knowledge, writing-to-learn, uses of sources, self-assessing/revision, and writing in content areas. Students in a treatment class demonstrated higher quality explanatory writing and argument/explanation genre knowledge than students in a control class.

#writing #writinginstruction #genre #writingquality

Kuhn, D., & Crowell, A. (2011). Dialogic argumentation as a vehicle for developing young adolescents' thinking. *Psychological Science*, 22(4), 545–552.

Analyzes 48 low-income middle-school students' development in argumentative writing over a three-year period in which students in experimental groups engaged in online dialogue debates on social issues to foster their argumentative reasoning versus a control group of students who participated in face-to-face discussion. Students in the experimental group generated higher quality post-essay argumentative writing, were more aware of evidence relevance, and posed more substantive questions than did students in the control group.

#writing #writinginstruction #genre #writingquality

Kuteeva, M. (2011). Wikis and academic writing: Changing the writer–reader relationship. *English for Specific Purposes*, 30(1), 44–57.

Describes how a wiki was used for teaching traditional academic writing skills in a collaborative environment of heterogeneous learners at one university. Examines the impact using the wiki had on the writer–reader relationship. The texts published by 14 students on the wiki were examined for reader-oriented features and interactional metadiscourse resources. Finds that using the wiki for writing activities made students pay attention to grammatical correctness and structural coherence and contributed to raising their awareness of the audience, resulting in more reader-oriented texts.

#writing #digital/technologytools #writinginstruction #writingquality

Limbrick, L., Buchanan, P., Goodwin, M., & Schwaecz, H. (2010). Doing things differently: The outcomes of teachers researching their own practice in teaching writing. *Canadian Journal of Education*, 33(4), 897–924.

Investigates whether teachers' pedagogical and content knowledge of writing increases as result of teachers researching their own practice of writing instruction. Over a two-year period, 20 primary school teachers interrogated and refined their practice using an inquiry process. Literacy leaders in the schools and four university researchers also took part in the professional development project. Finds that teachers' pedagogical and content knowledge of writing and their confidence in teaching writing was enhanced, when they adopted an inquiry stance. Also finds that children's writing improved.

#writing #professionaldevelopment/teachereducation #writinginstruction #writingquality

Matsuda, A., & Matsuda, P. K. (2011). Globalizing writing studies: The case of U.S. technical communication textbooks. *Written Communication*, 28(2), 172–192.

Examines the extent to which writing studies in the United States have succeeded in globalizing its own theoretical and pedagogical practices, taking introductory technical communication as a case study. Analyzes eight technical communication textbooks. Finds that the representation of international or global issues and communicators is limited. When it comes to language issues the textbooks tend to take a hierarchical stance in which technical communicators are encouraged to help nonnative English speakers.

#writing #secondarylanguage literacy #writinginstruction #writingstrategies

Morozov, A. (2011). Student attitudes toward the assessment criteria in writing-intensive college courses. *Assessing Writing*, 16(1), 6–31.

Analyzes first-year college students' attitudes towards the use of critical and analytic thinking criteria used in course rubrics. Students perceived more explicit, detailed criteria employed in one course to be more useful than did students in another course with fewer criteria.

#writing #writingquality #writingassessment #writinginstruction

Nauman, A.D., Stirling, T., & Borthwick, A. (2011). What makes writing good? An essential question for teachers. *The Reading Teacher*, 64(5), 318–328.

Surveys 60 classroom teachers regarding their perceptions of what constitutes "good" writing. Categorizes these perceptions into three different perspectives: 1) good thinking and communication, 2) structure and clarity, and 3) purpose, voice, and conventions. High disagreement occurred on the value of predictable organization, surprise, and correct conventions.

#writing #writingquality #writingassessment #writingstrategies

Negretti, R., & Kuteeva, M. (2011). Fostering metacognitive genre awareness in L2 academic reading and writing: A case study of pre-service English teachers. *Journal of Second Language Writing*, 20(2), 95–110.

Studies the concept of metacognitive genre awareness in the context of L2 (English) academic reading and writing. A case study is conducted with eight students who prepare for a professional future as English educators. Finds that all participants developed declarative (what) and procedural (how) metacognitive knowledge of genre-relevant aspects of academic texts, but that only a few demonstrated conditional (when and why) knowledge of the genre in their reading analyses and writing assignments.

#writing #secondlanguage literacy #genre #academicwriting

Parr, J. (2011). Repertoires to scaffold teacher learning and practice in assessment of writing. *Assessing Writing*, 16(1), 32–48.

Surveys 291 New Zealand teachers regarding their perceptions of the Literacy Learning Progress-

sions (LLP) (<http://www.literacyprogressions.tki.org.nz>) identifying certain grade-level developmental expectations and trajectories for assessing students' writing development. Teachers responded most positively to use of the LLP as providing them with expectations regarding writing development, connections between reading and writing, and teaching methods based on an understanding of previous and anticipated student work, and less positively to providing direction in terms of formative assessment.

#writing #professionaldevelopment/teachereducation #writinginstruction #feedback

Parr, J. M., & Timperley, H. S. (2010). Feedback to writing, assessment for teaching and learning and student progress. *Assessing Writing*, 15(2), 68–85.

Studies written feedback within an assessment for learning framework in the writing classroom. Quality of feedback response was defined in terms of providing information about: (a) where students were positioned relative to the performance desired; (b) key features of the desired performance, and (c) what was needed to achieve the desired performance. Teachers ($n = 59$) in six schools provided data regarding their ability to give quality formative written feedback to a piece of writing. Finds that the teachers' quality score related significantly to gains in students' achievement on a nationally standardized measure of writing. Concludes that the ability to provide written response that serves assessment for learning functions appears to be a powerful component of teacher practice that develops student writing.

#writing #writingquality #writingassessment #feedback

Patchan, M. M., Schunn, C. D., & Clark, R. J. (2011). Writing in natural sciences: Understanding the effects of different types of reviewers on the writing process. *Journal of Writing Research*, 2(3), 365–393.

Examines how well two approaches to evaluation (graduate-student teaching assistants (TAs) versus peers) support student writing. Several aspects of students' writing processes were studied: first draft quality, amount and types of feedback provided, amount and types of revisions, and final draft quality. An experimental study was set up in which 211 students were assigned to one of two conditions: peers and TA. Finds that the quality of the students' first draft was greater when they were writing for their peers than when writing for their TA. In terms of feedback, peers provided longer comments, and they also focused more on the prose than the TAs. More revisions were made if the students received feedback from their peers. There was only a moderate difference in final draft quality (peers > TA). Concludes that while peer-review is helpful, there is a need for research regarding how to enhance the benefits.

#writing #writingquality #writingassessment #feedback

Ritchie, S. M., Tomas, L., & Tone, M. (2011). Writing stories to enhance scientific literacy. *International Journal of Science Education*, 33(5), 685–707.

Investigates the effects of a science-writing project about the socioscientific issue (SSI) of biosecurity on the development of students' scientific literacy. Students generated two BioStories each that merged scientific information with the narrative storylines in the project. A quasi-experimental study was set up with two classes of Australian middle school students (sixth grade, $n = 55$). Finds that writing the sequence of stories helped the students become more familiar with biosecurity issues, develop a deeper understanding of related biological concepts, and improve their interest in science. Suggests that teachers should be encouraged to engage their students in the practice of writing about SSI in a way that integrates scientific information into narrative storylines.

#writing #literaryresponse/literature/narrative #writinginstruction #writing-to-learn

Schoonen, R., Van Gelderen, A., Stoel, R. D., Hulstijn, J., & De Glopper, K. (2011). Modeling the development of L1 and EFL writing proficiency of secondary school students. *Language Learning*, 61(1), 31–79.

Investigates the development of writing proficiency in English as a foreign language (EFL), in contrast to the development of first language (L1) writing proficiency in Dutch in a sample of almost 400 secondary school students in the Netherlands. Students performed several writing tasks in both languages in three consecutive years. Furthermore, data were collected about students' metacognitive and linguistic knowledge and their fluency in lexical retrieval and sentence building (reaction times). Finds that EFL writing was more strongly correlated to linguistic knowledge and linguistic fluency than L1 writing and that students' EFL writing proficiency improved to a greater extent than did their L1 writing proficiency. Shows also a strong relation between L1 and EFL writing proficiency, with metacognitive knowledge and general fluency mediating this relation. Suggests the inclusion of the constructs of L1 proficiency, linguistic fluency, and language-general metacognition in theories of the acquisition of L2 proficiency.

#writing #secondlanguage literacy #writingquality #writingassessment

Semrud-Clikeman, M., & Harder, L. (2011). Neuropsychological correlates of written expression in college students with ADHD. *Journal of Attention Disorders*, 15(3), 215–223.

Examines written expression and the executive function skills (working memory, verbal fluency, planning and organization) involved in written expression of college-aged students with ADHD. Two groups of undergraduate students (ADHD, $n = 31$; control, $n = 27$) were evaluated on selected measures of executive function and a measure of written expression. Finds no differences between the two groups on measures of executive function and written expression. However, a standard multiple regression model was significant for predicting writing mechanics, with a measure of behavioral inhibition making a significant contribution. Concludes to provide valuable information about the academic functional impact of executive dysfunction in the college population.

#writing #writingstrategies #authorialidentity #writinginstruction

Tardy, C. M. (2011). Enacting and transforming local language policies. *College Composition and Communication*, 62(4), 634–661.

Surveys and interviews 59 instructors and 508 students regarding perceptions of language practices, beliefs, and management in first-year writing classes in a private, urban university. Multiple languages are employed by 17–21% of the students; 25% employ language varieties others than Standard American English. Students indicated that the most common practice involved discussion of the uses of multiple languages in texts, the use of non-English languages in texts, and reading texts with an English dialect and texts with non-English language. They were far less likely to be composing using non-English language. Fifty-three percent of instructors indicated that they never asked students to write using non-English language and 44% indicated that they had occasionally done so. Their most common assignments involved discussing readings that addressed topics of multilingual practice or including expressions from other language into writing. While they endorsed the value of having students employ different languages for prewriting/informal writing, drafting, research, or interviewing, they did not employ these practices in their teaching; most students did not perceive these practices as acceptable. Suggests that instructors' and students' beliefs about language uses in writing reflect larger English Only ideologies.

#writing #secondlanguage literacy #writinginstruction #writingassessment

Taylor, S.S. (2011). "I really don't know what he meant by that": How well do engineering students understand teachers' comments on their writing? *Technical Communication Quarterly*, 20(2), 139–166.

Investigates how well engineering students understand teachers' comments on their writing. Used text-based interviews that compared the teacher's intention for a given comment on an engineering student's paper with the student's understanding of the comment to examine the extent to which students understand the comments they receive and to determine the charac-

teristics of comments that are well understood and those that are not. Finds that the teachers' comments were fully understood only about half the time. Inclusion of a reason or explicit instructions helped students understand the comments.
#writing #academicwriting #feedback #writingassessment

Thonney, T. (2011). Teaching the conventions of academic discourse. *Teaching English in the Two-Year College*, 38(4), 347–362.

Given the assumption that college students need to learn to employ conventions of academic, disciplinary writing, analyzes 24 articles in peer-reviewed journals from six disciplines: psychology, sport medicine, biology, marketing, literature, and engineering. Finds that writers consistently respond to others' writing on related topics, state the value and purpose of their work, acknowledge that others may disagree with their position, adopt a voice of authority, use discipline-specific discourse, and focus on providing data. Suggests that students should read these journal articles to acquire these conventions for use in their own writing.
#writing #reading #writinginstruction #genre

Tillema, M., Van den Bergh, H., Rijlaarsdam, G., & Sanders, T. (2011). Relating self reports of writing behaviour and online task execution using a temporal model. *Metacognition and Learning*. Retrieved July 7, 2011, from http://www.rtle.nl/Publications/Tillemafulltext_2011.pdf

Investigates whether online (meta)cognitive processing of secondary school students during writing tasks can be predicted by their responses to an offline questionnaire which measures to what degree students considered themselves to be planners and revisers. Expects that different reported writing styles would entail different temporal distributions of six (meta)cognitive activities: reading the assignment, planning, text production, reading own text, evaluating own text, and revising. Participants were 20 14- and 15-year-old students, who each wrote four argumentative essays in Dutch under think aloud conditions. The writing sessions were also recorded by means of keystroke logging. In addition, the participants completed a questionnaire about writing styles. Shows that the online temporal distributions of reading the assignment and planning are different for different degrees of reported writing styles. Concludes that questionnaires can have predictive value for online task behaviour but pleads also for the addition of a temporal analysis of (meta)cognitive activities across task execution.
#writing #reading #writingstrategies #revision

Tin, T. B. (2011). Language creativity and co-emergence of form and meaning in creative writing tasks. *Applied Linguistics*, 32(2), 215–235.

Examines the opportunities for creative language use and emergence of complex language in creative writing tasks with high formal constraints (acrostics) and with looser formal constraints (similes). Participants were twenty-three non-native English speaking students from a university in Indonesia. They carried out several creative writing tasks and wrote a number of poems in pairs and individually. Finds that formal constraints lead to complex and creative language use, transforming familiar utterances into unfamiliar ones, shaping and reshaping learners' language syntactically and lexically, paradigmatically, and syntagmatically. Suggests that for learners' language to develop in complexity, conditions need to be set, requiring them to access the L2 directly to construct new ideas and that opportunities are needed for both L2 forms and meaning to co-evolve.
#writing #secondlanguageliteracy #academicwriting #expressivewriting

Van Ewijk, R. (2010). Same work, lower grade? Student ethnicity and teachers' subjective assessments. *Economics of Education Review*. Retrieved May 5, 2011, from <http://ssrn.com/abstract=1402666>

Analyzes differences in how ethnic-majority teachers assess minority and majority students' essays. Finds no differences in grades, but finds more indirect effects in that teachers report

lower expectations and unfavorable attitudes influencing their interactions with students, which could create expectations and attitudes that potentially induce students to perform below their ability level.

#writing #discourse/cultural analysis #feedback #writingassessment

Vasudevan, L., Schultz, K., & Bateman, J. (2010). Rethinking composing in a digital age: Authoring literate identities through multimodal storytelling. *Written Communication*, 27(4), 442–468.

Examines whether learning new composing practices can lead students to author new literate identities in their classroom community. An ethnographic study of a multimodal storytelling project in a fifth-grade urban classroom was conducted. Adolescents' composing practices while they were engaged in a multimodal storytelling project were documented and analyzed. Finds that by extending the composing process beyond print modalities, students' composing shifted in significant ways to reflect the circulating nature of literacies and texts and increased the modes of participation and engagement within the classroom curriculum.

#writing #literaryresponse/literature/narrative #expressivewriting #writingstrategies

Waes, L. V., Leijten, M., & Quinlan, T. (2010). Reading during sentence composing and error correction: A multilevel analysis of the influences of task complexity. *Reading and Writing*, 23(7), 803–834.

Analyzes how writers compose and read to edit for errors based on keystroke/eye-movement analysis of correcting errors in and completing sentences. Finds that both the error and the sentence complexity influences methods employed in correcting errors; cognitive load also influenced the reading process. Writers typically completed the sentence and then corrected the error, with errors being initially noted, but then delayed in correcting the error.

#writing #reading #writingstrategies #revision

Wingate, U. (2010). The impact of formative feedback on the development of academic writing. *Assessment & Evaluation in Higher Education*, 35(5), 519–533.

Analyzes the types of and uptake from feedback provided to first-year college student writers. Students employing feedback improved their writing, but students who consistently ignored the feedback continued to not address problems in their writing. Students' engagement with feedback also varied according to their motivation; self-perceptions of themselves as writers; program involvement; and the amount, style, and tone of the feedback itself.

#writing #feedback #writingassessment #authorialidentity

Wolfe, C. R. (2011). Argumentation across the curriculum. *Written Communication*, 28(2), 193–219.

Analyzes 265 undergraduate writing assignments from 71 university courses as explicitly thesis-driven assignments, text analysis, empirical arguments, decision-based arguments, proposals, short answer arguments, and compound arguments. Most assignments (59%) involved argumentation with the highest percentages occurring in engineering, fine arts, interdisciplinary studies, social science, and education, and natural science, with less focus in the humanities (47%) and business (46%). While argumentative writing in general is valued at the university level, the types of arguments required also varied across different disciplines.

#writing #writinginstruction #genre #writing-to-learn.

Yang, Y.F. (2010). Students' reflection on online self-correction and peer review to improve writing. *Computers & Education*, 55(3), 1202–1210.

Investigates an online system to arouse students' reflection on both self-correction (one's own problem-solving process in writing) and peer review (peers' problem-solving process in writing) to improve their texts. Students were encouraged to reflect on their actions during and after text construction. A sample of 95 undergraduate students wrote a reflective journal, which was

analyzed by content analysis to compare their reflection on self-correction with peer review in writing. Finds that reflecting on the differences between self-correction and peer review enabled students to monitor, evaluate, and adjust their writing processes in the pursuit of text improvement. Furthermore, students claimed that self-correction helped them detect grammatical errors (local revision) while peer review allowed them to view their own texts from others' perspectives. #writing #revision #feedback #expressivewriting

Other Related Research

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