*Discussion questions*

**Researching the Teaching of Reading through Direct Observation**

Tools, methodologies, and Guidelines for the Future

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1. The mediational triangle:
	1. How do these parts function in the real world/ classroom?
	2. Is there any real ebb and flow between the parts?
2. Mitcham: “We think through technology.”
	1. In our classrooms, in what ways do we think through technology?
	2. What can be changed to make this environment/ tool more beneficial to our students?
3. Existing observation of classroom practices include taking field notes.
	1. What methods work best?
	2. What process provides the most reliable data?
	3. What interferes with this truthful collection?
4. In the summary, the authors state: “All of these researchers sampled teaching through their observations in ways appropriate to their focus and research questions. Their decisions to do so, as do all decision researchers make about sampling, impacted the data they collected.”
	1. Does this point of view express the authors’ agenda?
	2. Is this point of view critical to studies in education?
	3. Is it possible to remedy this point of view and its impact on research?
	4. Can tool development provide alternatives to this type of point of view agenda?
5. Jaap Tuinman said in 1977 at his presidential address to the National Reading Conference: “My major contention today is that reading researchers do not spend enough time in the schools and classrooms when reading is taught and learned.” He goes on to say “Do we as reading researchers stay away from the classroom for fear of not being able to cope with the complexity of the phenomena?”
	1. Has this trend continued?
	2. What has changed?
6. The authors offer guidelines focused on the benefits to quantitative, qualitative and mixed methods studies for continuing observational research in reading. The guidelines specify a variety of parameters related to tools.
	1. Does one tool property impact another? How? Why?
	2. While all are important, is there a hierarchy?
		1. Tool selection
		2. Tool description
		3. Tool use
		4. Tool products
		5. Tool evaluation