*Research readings*

*1-2 page response identifying the point of view, the findings and the conclusions of the readings from the research handbook.*

1. **Designing and Conducting Literacy Intervention Research**

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This article examines how various programs provide interventions in terms of improving literacy and it outlines trends and implications for theory, practice, policy and further research.

The authors begin by providing a summary of research conducted by Pigott and Barr and present in 2000. Ultimately, the authors want longer studies that demonstrate effectiveness, inform our understanding and enhance the design and development of intervention.

Significant milestone have occurred since Pigott and Barr’s work in 2000. Government initiatives, including No Child Left Behind have brought funding to the research and programs but sometimes the efforts are not well informed and therefore no real understanding is shared.

In 2002, more scientific research in education took the form of direct studies of logical reasoning that was also repeatable. It seems that like more traditional laboratory experiments, literacy intervention programs should fall under the same scrutiny and guidelines to determine effectiveness and to also test results. Additionally, the scope of research added adult literacy to previous early ages.

Trends of the current state of intervention research look at diverse theory, varying complexity compounded with various strategies and diverse research approaches. The term Randomized Control Trials (RCTs) seems to broaden the desire to corroborate research findings.

The authors mention a wide variety of measurement tools and therefore the possibility to gauge ‘false positives’ that did/ could prompt premature decisions on the part of policy makers. (Those who hand out the money seem to be too far removed from the actual studies; but more importantly, the intended beneficiaries of the programs. If the government (?) jumps to a final decision too quickly, they may discontinue programs before the actual merit of the program can be realized.)

Emerging trends in literacy research include: expanding the methodological landscape, determining the cost-effectiveness of intervention and rethinking knowledge creation and utilization strategies. The authors go on to explain each of these trends more fully.

1. Tools to measure results. As mentioned above, the method may be too far removed from the actual situation. Reinking and Bradley (2008) offer 7 characteristics, ranging from conceptual, theoretical, adaptive and iterative to pragmatic, of design research. They also recognize a metacognitive, or self-aware, phenomenon in some cases.
2. The cost effectiveness grid provides a graphic understanding of this point (see table below)
3. Rethink knowledge creation and utilization strategies,

Community 🡪 joining research 🡪 practice 🡪 policy

Teachers might consider, ‘How can I use this knowledge?’

Theory 🡪 design study 🡪 efficacy study 🡪 scale study 🡪 dissemination

Finally, a warning to be aware of the ‘silo’ effect—lacking connection to the rest of the community.

*Questions that arose in my mind, as I feel I am very new to this general topic, include: Does intervention work? And for whom does it work best? Obviously, intervention is necessary and effective, but in order to comprehend more fully, I feel a need to gather a foundation on the topic in addition to the readings in the handbook.*

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|  | **-** | **+** |
| **\_** | **Rhetorical, no data on either** | **Substantial** |
| **+** | **Minimal** | **Plausible** |