


STEPS FOR FACILITATING SESSION TWO

Objectives: By the end of the second session, participants will be able to...

- Explain recent research on adult reading
- Specify the reading instructional strategy to use as an intervention in their own research projects
- Determine data collection methods for their research
- Utilize two types of writing for research
- Construct an action plan and timeline for their research projects
- Discuss their research and training experiences

Time: 1½ days (10 hours)

Preparation:

 **NEWSPRINTS** (Prepare ahead of time: Underlined in the steps)

- ___ Research Questions
- ___ Session Two Objectives
- ___ Session Two Agenda
- ___ Summary of ARCS Research
- ___ Suggestions for Where to Find Instructional Activities
- ___ Discussing the Strategy or Approach You Plan to Try as Part of Your Research Project
- ___ Terminology About Data Collection
- ___ Sharing the Data or Information You Brought
- ___ Two Kinds of Writing About Research
- ___ Useful/How to Improve



HANDOUTS (Photocopy ahead of time: *Italicized* in the steps)

- ___ Session Two Agenda [*revise* as needed]
- ___ *Adult Reading Toolkit: A Research-Based Resource for Adult Literacy*
- ___ *Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners*
- ___ Critical Friends Feedback on Data Collection (three to four copies per participant)
- ___ Collecting Data: Points to Keep in Mind
- ___ Writing Your Research Project Report
- ___ Action Plan for My Research
- ___ Sample Consent Form
- ___ Participants' Address List (not included)

(Make a few extra copies of the readings for Session Two for participants who forget to bring them.)



READINGS ASSIGNED FOR SESSION THREE (Photocopy ahead of time: **Bolded** in the steps)

- ___ EFF Research Principle: A Contextualized Approach to Curriculum and Instruction

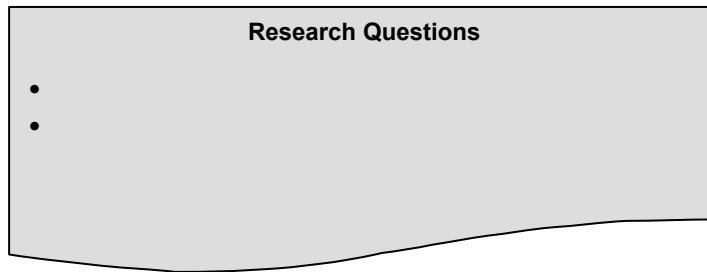
MATERIALS


- ___ sticky notes (one pad per person)
- ___ blank newsprint sheets
- ___ newsprint easel
- ___ markers, pens, tape

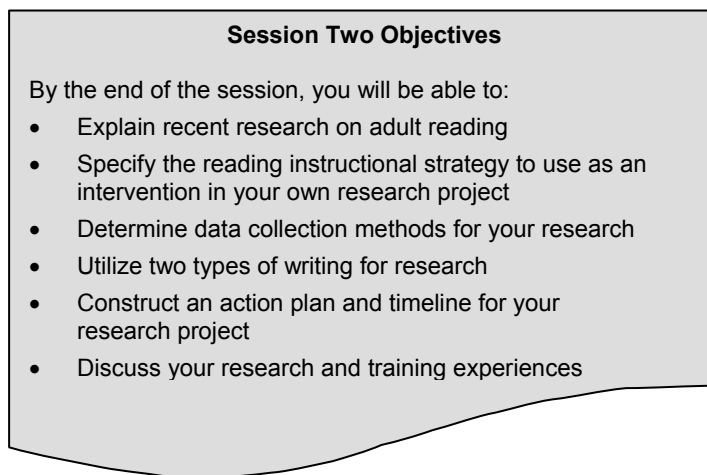
STEPS:

1. WELCOME TO DAY ONE, INTRODUCTIONS, AND RESTATEMENT OF RESEARCH QUESTIONS (30 MINUTES)

- **Welcome participants** to the second session of the Practitioner Research Training.
- **Post the newsprint Research Questions.**



- **Ask the participants to introduce themselves again** and to state what their research question is now, framed after considering all the “I wonder” comments from the previous session. As participants state their questions, write them on newsprint.
-  **Post the newsprints Session Two Objectives and Session Two Agenda. Distribute the handout *Session Two Agenda* and ask if there are any questions or comments about the objectives or agenda.**



Session Two Agenda


1. Welcome to Day One, Introductions, and Restatement of Research Questions
2. Review of the ARCS and EFF Hot Topics
3. Focus on Reading Instructional Strategies
4. Welcome to Day Two and Agenda Review
5. Focus on Data Collection
6. Focus on Writing About Your Research
7. Focus on Developing a Plan and Timeline
8. Touching Base: Where Are You Now?
9. Preparing for Session Three and Evaluation of the Session

- **Make sure that participants know** where bathrooms are located, when the session will end, when the breaks and lunch will be, and any other “housekeeping” information.

2. REVIEW OF THE ARCS AND EFF HOT TOPICS (40 MINUTES)

Another Idea

Ask the participants to break into two small groups to discuss the findings of the ARCS study and the EFF topics. Then, back in the whole group, ask for a summary of key comments and ideas, then discuss the ARCS Web site as a whole group.

-  **Refer participants to the reading *Adult Reading Components Study (ARCS): NCSALL Research Brief*.**
- **Post the newsprint Summary of ARCS Research.**

Summary of ARCS Research



What are the major findings of the ARCS research?

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What are the implications of these findings for improving learners’ reading skills?


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Facilitate a whole group brainstorm of the summary findings and implications of the ARCS research, using the questions on the newsprint.

-  **Refer participants to the reading Assessment Strategies and Reading Profiles: An Interactive Website for Adult Education Practitioners.** Invite the participants who had the opportunity to visit the Web site to talk about what they found there. Ask them how this Web site might be helpful in teaching reading?
-  **Refer participants to the reading EFF Hot Topics: Reading with Understanding.** Facilitate a discussion of the reading by posing questions such as:
 - ? How might the EFF framework help you teach reading?
 - ? How do you see the four components of reading integrated into the sample lesson by Cheryl Williams and Patricia Murchison?
 - ? What ideas does this framework give you about how to approach reading instruction in your own classrooms?

3. FOCUS ON READING INSTRUCTIONAL STRATEGIES (135 MINUTES)

- **Explain to participants that the purpose of this activity is** to focus on the questions participants have about the strategy, intervention, or change they are going to be making in their classrooms.
- **Repost the newsprint Research Questions** from the first step, Welcome to Day One, Introductions, and Restatement of Research Questions. Point out to the group that everyone has a “what happens when I do X?” question. Ask the group to look at the intervention or strategy each person is thinking of trying as part of their question and categorize the strategies. They are probably from one of these five areas: alphabetics or phonics, vocabulary, fluency, comprehension, or contextualized materials. On another sheet of newsprint, write the questions by like strategy.
- **Ask the participants to form groups** by like strategies. (Groups can be pairs, trios, or larger. Groups probably won’t be the same size.)

- **Ask the small groups to take 15 minutes each to discuss** how the members currently teach reading and whether or how they might teach the particular skill or use the particular materials that they are interested in for this research project. For example, if the group is interested in vocabulary skills, ask each person to tell how he or she currently teaches vocabulary skills, or if this is a new area for instruction, ask the person to tell why he or she is interested in using this approach.
-  **Distribute the handouts (books)** *The Adult Reading Toolkit: A Research-Based Resource for Adult Literacy*¹ and *Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners*².
- **Post the newsprint** Suggestions for Where to Find Instructional Activities.

Suggestions for Where to Find Instructional Activities

If you are interested in activities related to the four components of reading, try looking at *The Adult Reading Toolkit* chapters on vocabulary, fluency, etc.

If you are interested in activities related to using authentic materials, try looking at *Creating Authentic Materials...*

Break (15 minutes)

- **Ask the participants, in the same small groups, to take 45 minutes to look for and discuss specific ideas for activities** that will build the reading skill or help them use authentic materials. Tell them that the suggestions on the newsprint will help them get started—looking through the chapter(s) in the *Adult Reading Toolkit* that relates to their interest (vocabulary, alphabets, fluency, etc.) or to *Creating Authentic Materials and Activities for the Adult Literacy Classroom* for suggestions about instructional activities for teaching the strategy they have chosen, i.e.:

¹ Available from LDA of Minnesota, www.ldaminnnesota.org or call (952) 922-8374.

² Available for free downloading and printing out at:
www.ncsall.net/fileadmin/resources/teach/jacobson.pdf

- How exactly could you teach vocabulary?
 - What activity could you use to increase fluency?
 - What activities are useful for increasing reading comprehension?
 - How would you start to use authentic materials in your class?
- **Post the newsprint Discussing the Strategy or Approach You Plan to Try as Part of Your Research Project.**

Discussing the Strategy or Approach You Plan to Try as Part of your Research Project

During the 10 to 15 minutes you have to share your ideas about what you plan to do, remember to answer the following questions:

- What specifically do you plan to do that's new in the class?
 - How do you plan to implement the new approach?
 - When will you do it? (When in the class? For how long each class? For how many classes? For what duration of time?)
 - With whom (what learners) do you plan to try out the strategy?
- **Divide the larger groups into pairs or trios.** Ask the pairs/trios to take 15 minutes per person to discuss specifically what each plans to try in the classroom as part of his or her research, using the questions on the newsprint to guide them. Participants should talk specifically about what, when, with whom, and how they plan to implement the new strategies. They don't need to take notes. Remind participants that they should remember not to give advice to their partner or colleagues, simply ask questions and provide critical "food for thought" about considering next steps for planning the strategy or approach.
 - **Reconvene the whole group** and take 10 minutes to discuss any unresolved questions. Ask if anyone significantly changed their question as a result of thinking about the strategy. Ask the participants what other help they feel they

need to be clear about the specific strategy or approach they are going to use as part of their research project.

- **Close the first day by checking in** with the participants on how they are doing and answering any questions.

4. WELCOME TO DAY TWO AND AGENDA REVIEW (5 MINUTES)

- **Welcome participants** to the second day of the second session. Review the agenda, highlighting the remaining activities.

5. FOCUS ON DATA COLLECTION (120 MINUTES)

- **Explain to participants that the purpose** of this activity, now that they have new strategies to try as part of their research, is to discuss the “what happens to X” part of the question. Remind them that “X” is the thing they are trying to positively influence (e.g., comprehension skills, persistence, motivation, fluency skills), so their data should measure those skills.
- **Post the newsprint Terminology About Data Collection.**

Terminology About Data Collection

What happens to “X” when...

- “X” = skill, participation, attitude you are trying improve
- Data = information about that skill, etc.
- Data collection = ways to measure that skill.

Example: What happens to students’ fluency rates (X) when I add fluency practice activities to lesson plans?

Another Idea

If the number of participants who brought data is small enough, do the sharing in the whole group.

- **Remind participants** that they were asked to bring to the session some type of information (existing in the program, or collected by them) or data that either indicates that X is a problem that needs solving or tells where students’ skills (X) are now (before doing anything different). Ask the participants to indicate if they brought in data.


- **Randomly, not by topic, assign participants to small groups** of no more than four.
- **Post the newsprint Sharing the Data or Information You Brought.** Ask the participants to read through the newsprint and then to take a few minutes to think silently about how they will talk about their data in the small group, answering the questions as they share.

Sharing the Data or Information You Brought

You will have 10 minutes to share the data you brought (or to talk about the data you think you will collect). As you share, please explain to the rest of the group the following:

- What type of data is it?
- What information does it give you?
- Does this confirm that the problem you are working on is important? Or, is this the data you plan to collect?
- How will this data help you answer your research question?
- How much data are you planning to collect? (From how many students, how much from each student?)
- What resources or support do you need to collect this data, and are those resources/support available to you?

Please take no more than 10 minutes to share your data. If you go over, it leaves someone else less time.

-  **Distribute three to four copies of the handout *Critical Friends Feedback on Data Collection*** to each person. Referring to the newsprint, explain to participants that, in their small groups, each person will have 15 minutes—10 minutes to discuss what data they have or want to collect and 5 minutes for feedback from their critical friends. Explain to participants that as the group members listen to the presenter, they are to make notes on the handout about what might be discussed after the presentation. The handouts will be given to the person afterwards. At the end of the 10 minutes, the group members take a minute to write any remaining “I wonder” responses. Then the group should take five minutes to discuss the “I wonder” responses with the presenter. If the group doesn’t cover all

Another Idea


Give participants a few minutes to silently jot down their questions about data on sticky notes and post the notes on newsprint. Then the facilitator reads them aloud one-by-one and answers the questions, or the group discusses them.

the responses in five minutes, that's fine. Everyone should pass their feedback sheets to the presenter. You, as the facilitator, should monitor the time to make sure that everyone has an opportunity to present.

Note to Facilitator

If participants are interested in statistics, use the handout on statistics to lead a brief, impromptu discussion of statistics.

Break (15 minutes)

- **Reconvene the whole group** and take what remains of the 135 minutes to answer general questions about data collection.
-  **Distribute the handout** *Collecting Data: Points to Keep in Mind* and ask the participants to take a few minutes to read it.


6. FOCUS ON WRITING ABOUT YOUR RESEARCH

(30 MINUTES)

- **Explain to participants that the purpose** of this activity is to discuss the importance in conducting research of not only keeping track of what they learn as they go along, but also of writing up the research for other teachers to read and learn from.
- **Post the newsprint** Two Kinds of Writing About Research.

Two Kinds of Writing About Research

1. Your own notes, documenting and reflecting on the process of your research—events, ideas, musings, questions about what happened when, and what you think about it. These are your own notes and not for public consumption.
2. A description (report) of the research itself, for public consumption, including a paragraph or so about each part of your research project.

- **Ask the participants if they have questions** about the first type of writing. Then ask them for ideas for how they will go about keeping notes and of what use they think the notes will be.
-  **Distribute the handout** *Writing Your Research Project Report*. Explain to participants that people find it easier to

write about their research in stages or as they go along, rather than waiting until the end and writing the whole report. Therefore, they will write the first section of their research report before the next session and post it to the group e-mail list for the others to read. This section of the report includes paragraphs one to four on the handout—context, statement of the problem, research question and strategy/technique using, and plan for data collection. Encourage participants to respond to the draft reports by suggesting areas for clarification or further detail.

- **Remind participants** that they will draft the final four sections of their reports before the final session. The third session covers analyzing data and forming tentative findings, and this will help them to fill in the other paragraphs of the brief.
- **Ask the participants to remember to add this writing “homework”** to their action plans in the next activity.


7. FOCUS ON DEVELOPING A PLAN AND TIMELINE (150 MINUTES)

- Remind the participants that they’ve had some time to further develop their strategies and plans for data collection. They’ve thought about the reflective and documentative writing they need to do as part of their research. **Explain to them that the purpose** of this activity is to construct an overall plan and timeline for conducting their research. The goal is to create a useful and workable research project that they will enjoy carrying out and successfully complete.
- **Invite the participants to find a partner** with which they have not yet had the chance to work. (Allow time for participants to move next to the person with which they will work before giving the instructions.)
- **Distribute 20 sticky notes** to each person. Ask the participants to individually and silently think about all of the activities, steps, actions, and so on that they need to do to complete their research project, from now until it is completely done. Refer them to the handout *Project*

Timeline from Session One, so that they can see when the next sessions are and what they are to complete by when. Ask the participants to take five to seven minutes to write the actions (even if they are “find out more information about...”) on a separate sticky note and stick them on the table in front of them. Tell them not to worry about ordering the notes yet, just write everything down that they need to do.

- **Then ask the participants to order** (top to bottom, side to side) **the sticky notes**, adding notes when they think of forgotten steps.
- **Ask partners to take three to five minutes each to review** the other’s sticky notes and provide feedback, suggesting steps that the person may have left out. Remind participants to first review their research questions, so their partners know what the question is.

Lunch (60 minutes)

-  **Distribute the handout** *Action Plan for My Research*. Ask the participants to spend a few minutes thinking first about whether or not they want to re-write their research question, based on all they have learned about strategies and data collection. Then ask them to write their questions at the top of the handout.
- **Ask the participants to take 15 minutes to work silently to transfer** the steps/actions to the handout, adding deadlines and resources needed in the corresponding columns. Remind them to refer to the ordered sticky notes.
- **Ask the partners to share their plans** with each other for review and feedback. Remind participants to provide feedback based on feasibility, asking “I wonder” questions where the plan seems undoable and discussing how it might be scaled back (collect less data, involve fewer students, etc.).
- **Reconvene the whole group** and ask the participants to share how this activity worked. Ask if there are any

questions about conducting the research or about deadlines. Explain that the last activity of the day will give them a chance to reflect on where they are now that they have their plans.

8. TOUCHING BASE: WHERE ARE YOU NOW?

(45 MINUTES)

- Explain to participants that they have discussed what they are going to do, clarified their strategies and data collection plans, discussed how to reflect and document their research, and set a timeline during this session. **The purpose of this activity** is to check in with each person to see where they are, how they feel, what may still be worrying them, and hearing their (perhaps updated) research question again.
- **Ask each person to take two to three minutes to share where they “are” now:**
 - ? How do you feel?
 - ? Do you feel ready to begin your research?
 - ? What, if anything, are you worried about or feel you still need help with?
 - ? What have you learned today that you think will help?

Explain to participants that this is not a discussion. This is uninterrupted time for each person to say whatever they want, however they feel now. No one is to ask questions or respond to what someone says; everyone should just listen without interrupting. The facilitator will, however, interrupt someone if they talk too long. Remind them that this is *not* the evaluation. There will be time at the end to give their feedback about today’s session, what was helpful, and what could be improved. This is time for them to talk about themselves as individuals and what their overall feelings and concerns are now.


- **Ask participants to begin by restating their questions** (even if the questions haven’t changed). Re-write the questions on clean newsprint, so that you have a fresh

copy to type and circulate to everyone by e-mail. After the person re-states their question, he or she will have time to talk about whatever he or she wants.


- **After everyone is done, thank them for sharing.** Suggest that participants post their concerns to the group e-mail list and ask others for help. Remind them that the group e-mail is one way to support each other between sessions.

9. PREPARING FOR SESSION THREE AND EVALUATION OF THE SESSION

(20 MINUTES)

- **Review the handout *Project Timeline*** (from Session One), so that everyone is clear about what is expected and by when:
 - Explain to participants that they conduct most of their research and collect some (if not all) of their raw data by the next session (approximately 70 days). Explain that the focus of Session Three is data analysis, so participants need to collect and bring real data to analyze.
 - Remind the participants that they drafted their research plans, but there may be some revisions to make to them after they return home. Suggest to participants that they use the next week to 10 days to reflect on and evaluate their initial drafts, to check on the availability of certain resources, and to seek the input of their colleagues and students.
 -  Distribute the handout *Sample Consent Form*. Explain to the group that because they will be sharing student data with others they should get the students' consent. Suggest to participants that they revise the form so that the readability is appropriate to their students. They might discuss the research (not what they expect to find, just that they are going to be looking carefully at some new activities and "researching" how the activities seem to work) with their students.

- Explain to participants that they can expect the facilitator’s and fellow participants’ support during the time they are doing their research. The facilitator will respond to questions posed to them by e-mail and/or by telephone. (If a private response is desired, individually contact the facilitator or fellow participant.) If you have not already done so, distribute a participants’ address list.

-  Distribute the reading **EFF Research Principle: A Contextualized Approach to Curriculum and Instruction**. Ask the participants to read it before Session Three and highlight interesting points and note questions. Remind them to refer to the *Participants’ To-Do Form* for what to do for Session Three.
- **Explain to participants** that, in the time left, you would like to get feedback from them about this second session.
- **Post the newsprint** Useful/How to Improve.

Useful	How to Improve

Ask the participants first to tell you what was useful or helpful to them about the design of this second session. Write their comments, without response from you, on the newsprint under “Useful.”

- **Then ask participants for suggestions on how to improve this design.** Write their comments, without response from you, on the newsprint under “How to Improve.” If anyone makes a negative comment that’s not in the form of a suggestion, ask the person to rephrase it as a suggestion for improvement, and then write the suggestion on the newsprint.

- **Do not make any response to participants' comments during this evaluation.** It is *very* important that you do not defend or justify anything you have done in the training or anything about the design, as this will discourage further suggestions. If anyone makes a suggestion you don't agree with, just nod your head. If you feel some response is needed, rephrase their concern: "So you feel that what we should do instead of the small group discussion is ...? Is that right?"
- Thank the participants for their feedback and their hard work, and encourage them to keep in touch via e-mail or telephone.
- **Repeat the date, time, and place for the next session.** If applicable, explain the process you will use for canceling and rescheduling the next session in the event of bad weather.

Quick Reference Sheet for Facilitating Session Two	
1. Welcome to Day One, Introductions, and Restatement of Research Questions	<i>30 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Post newsprint <u>Research Questions</u>; everyone reintroduces themselves and states their research questions. • Post newsprints <u>Session Two Objectives</u> and <u>Session Two Agenda</u>; distribute handout <i>Session Two Agenda</i>; review. 	
2. Review of the ARCS and EFF Hot Topics	<i>40 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Post newsprint <u>Summary of ARCS Research</u>; whole group brainstorm. • Whole group discussion on uses of Assessment Strategies and Reading Profiles Web site. • Whole group discussion on EFF Hot Topics: Read With Understanding: <ul style="list-style-type: none"> ? How might the EFF framework help you teach reading? ? How do you see the four components of reading integrated into the sample lesson by Cheryl Williams and Patricia Murchison? ? What ideas does this framework give you about how to approach reading instruction in your own classrooms? 	
3. Focus on Reading Instructional Strategies	<i>135mins., WHOLE GROUP, then SMALL GROUPS, then WHOLE GROUP</i>
<ul style="list-style-type: none"> • Repost newsprint <u>Research Questions</u>; categorize interventions and form small groups according to strategies; small group discussions on current teaching practices for skill. • Distribute handouts <i>The Adult Reading Toolkit</i> and <i>Creating Authentic Materials and Activities</i>; post newsprint <u>Suggestions for Where to Find Instructional Activities</u>. 	
15–Minute Break	
<ul style="list-style-type: none"> • Small group discussion to find and discuss specific ideas for activities to build reading skill or use authentic materials. • Post newsprint <u>Discussing the Strategy or Approach You Plan to Try as Part of Your Research Project</u>; form pairs or trios for discussing specifically about the what, when, with whom, and how of the implementation of the new strategies. • Answer unresolved questions; close first day. 	

Quick Reference Sheet for Facilitating Session Two	
4. Welcome to Day Two and Agenda Review	<i>5 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> Review agenda for day. 	
5. Focus on Data Collection	<i>135 mins., SMALL GROUPS, then PAIRS, then WHOLE GROUP</i>
<ul style="list-style-type: none"> Post the newsprints <u>Terminology About Data Collection</u> and <u>Sharing the Data or Information You Brought</u>; form small groups. Distribute handout <i>Critical Friends Feedback on Data Collection</i>: each addresses questions on data and receives feedback from small group members. 	
15-Minute Break	
<ul style="list-style-type: none"> Whole group discussion to answer general questions about data. Distribute handout <i>Collecting Data: Points to Keep in Mind</i>. 	
6. Focus on Writing About Your Research	<i>30 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> Post newsprint <u>Two Kinds of Writing About Research</u>; review first kind. Distribute handout <i>Writing Your Research Project Report</i>: assign first four paragraphs as writing assignment to post to group e-mail list. 	
7. Focus on Developing a Plan and Timeline	<i>150 mins., INDIVIDUALS, then PAIRS, then WHOLE GROUP</i>
<ul style="list-style-type: none"> Form pairs; distribute sticky notes; write activities, steps, actions, etc. to complete research project on sticky notes. Individuals order sticky notes and share with partners for feedback. 	
60-Minute Lunch	
<ul style="list-style-type: none"> Distribute handout <i>Action Plan for My Research</i>; individuals complete form and share with partner for review and feedback. Whole group check-in. 	

Quick Reference Sheet for Facilitating Session Two

8. Touching Base: Where Are You Now?	<i>45 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Individuals restate research questions and answer: <ul style="list-style-type: none"> ? How do you feel? ? Do you feel ready to begin your research? ? What, if anything, are you worried about or feel you still need help with? ? What have you learned today that you think will help? 	
9. Preparing for Session Three and Evaluation of the Session	<i>20 mins., WHOLE GROUP</i>
<ul style="list-style-type: none"> • Review handout <i>Project Timeline</i>; distribute handout <i>Sample Consent Form</i> and review. • Distribute reading EFF Research Principle: A Contextualized Approach to Curriculum and Instruction. • Post newsprint <u>Useful/How to Improve</u>. • Remind participants of next session date, time, and location. 	

Materials to Hand Out in Session Two

CONTENTS

Handouts for Session Two

- Handout : *Session Two Agenda*
 - Handout : *Adult Reading Toolkit: A Research-Based Resource for Adult Literacy*
 - Handout : *Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners*
 - Handout : *Critical Friends Feedback on Data Collection*
 - Handout : *Collecting Data: Points to Keep in Mind*
 - Handout : *Writing Your Research Project Report*
 - Handout : *Action Plan for My Research*
 - Handout : *Sample Consent Form*
-

Reading Assigned for Session Three

- Reading : **EFF Research Principle: A Contextualized Approach to Curriculum and Instruction**
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Session Two Agenda

DAY 1 (3½ HOURS)

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|--------------------|---|
| <i>30 minutes</i> | 1. Welcome to Day One, Introductions, and Restatement of Research Questions |
| <i>40 minutes</i> | 2. Review of the ARCS and EFF Hot Topics |
| <i>15 minutes</i> | Break |
| <i>120 minutes</i> | 3. Focus on Reading Instructional Strategies |

DAY 2 (6½ HOURS)

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|--------------------|--|
| <i>5 minutes</i> | 4. Welcome to Day Two and Agenda Review |
| <i>120 minutes</i> | 5. Focus on Data Collection |
| <i>15 minutes</i> | Break |
| <i>30 minutes</i> | 6. Focus on Writing About Your Research |
| <i>90 minutes</i> | 7. Focus on Developing a Plan and Timeline |
| <i>60 minutes</i> | Lunch |
| <i>45 minutes</i> | 8. Touching Base: Where Are You Now? |
| <i>20 minutes</i> | 9. Preparing for Session Three and Evaluation of the Session |

Handout for Session Two 

Adult Reading Toolkit: A Research–Based Resource for Adult Literacy

Order paper copy at \$40.00/copy from the Learning Disabilities Association (LDA) of Minnesota at (952) 922-8374; download order form at:

www.ldaminnesota.org/programs/educational_products.html#art

Handout for Session Two 

Creating Authentic Materials and Activities for the Adult Literacy Classroom: A Handbook for Practitioners

Order paper copy at \$10.00/copy on the NCSALL Web site at www.ncsall.net/?id=674, or download free from the NCSALL Web site at: www.ncsall.net/fileadmin/resources/teach/jacobson.pdf

Critical Friends Feedback on Data Collection

Name of the colleague to whom you are giving feedback:

Type of data: I wonder.....

Information the data gives you: I wonder.....

How the data will help you answer your question: I wonder.....

Amount of data you are planning to collect (number of students, amount of data from each student): I wonder.....

Resources and support you need to collect this data: I wonder....

Collecting Data: Points to Keep in Mind¹

- Data or documents include not only written materials (e.g., your notes, student work, handouts, articles, flyers, intake forms, attendance records, correspondence, and the ideas you jotted down on a cocktail napkin), but also audio and video cassettes, computer disks, photographs, artwork, cartoons, and creative materials—in short, anything and everything that helps you to answer your research question.
- Always label your materials as soon as possible. Note the date, the event, and if it's not immediately evident, a brief description of the document. Label your used audio or video tapes before you put them back in their cases. If you have multiple tapes from one event, band them together.
- Keep your documents and files well organized. Try to keep all your documents together in one place. A cardboard storage box or an entire file drawer is ideal. If you must separate types of documents, keep all similar items together (e.g. all tapes in a box, all paper documents in file folders).
- Don't create a filing system at the beginning of your research and stick doggedly to it throughout. Stay flexible and keep modifying your system as new topics or issues become relevant.
- Consider keeping a master list of all your materials. This list will tell you at a glance the chronological order of events, and the type and quantity of documents you've collected. Each entry should give the date, type of document, and a brief description of content. You can also annotate entries with your comments, questions, or evaluations.
- Depending on what the document is, make sure you collect enough to tell you what you want to know. Save everything and sort through the materials later.
- If possible, type your notes rather than rewrite them by hand. It's more legible and much faster (even if you're a relatively slow typist). You can review and reproduce your notes endlessly, and you can

¹ Adapted from a handout by the Adult Literacy Group, Millen, Georgia, 1997–98, and from *The Practice of Social Research* by Earl Babbie.

code entries by using key words or phrases. Later you can use your word processor to search and find these key words.

Writing Your Research Project Report

Your report should include one paragraph (or a little more) about each of the following, and usually in this order:

1. **Your teaching situation or context:** What and who do I currently teach, and how is that relevant to this problem or issue?
2. **The problem you are trying to address:** What have I observed that tells me this is a problem that I need to do something and learn more about? What is important to me about this problem?
3. **Your research question:** What happens to *X* when I do *Y*? What new reading instruction approach or strategy am I going to try, and what do I think the result of this will be, related to the problem?
4. **Your plan and methods for collecting data:** How am I going to gather information to answer my question, before, during and at the end of trying out the new strategy?
5. **Your plan and methods for analyzing data:** What will I do with this information and data? How do I plan to make sense of it?
6. **Your findings:** What did the information say? What happened to *X*? What else, if anything, could explain this, other than the new strategy I tried?
7. **Your conclusions:** What's the answer to my research question? What does that mean for my work and for the students I teach? What does that mean for my program? What are the limitations about what I found for other teachers, for other students? What are my theories about the situation now that I have all the data before me?
8. **Your next steps:** Now what? What will I do next in my classroom? What further questions might I explore? How do I feel about what I learned and what I did?

Action Plan for My Research

Research Question: _____ ?

Steps/Actions (Trying Out the Strategy, Collecting the Data)	By When?	Resources Needed (Time, Money, Materials, Help From Others)

Steps/Actions (Trying Out the Strategy, Collecting the Data)	By When?	Resources Needed (Time, Money, Materials, Help From Others)

Sample Consent Form

I agree to participate in a research project called “ _____ ”
that is being conducted by _____ of the
_____.

I understand that my name will not be used in any published
materials from this study.

My responses will be combined with the responses of other
participants. I understand that these responses may be included in
a report or article about the study.

I understand that my participation in this study is voluntary and that
I may withdraw at any time. I can refuse to answer any questions.

By signing below, I agree to participate in this study and give
permission for my responses to be used in written materials about
the study.

Signature:

Printed name:

Date:
