Making Sense of Reading Teacher Education Research and Prospects for Future Research

Victoria J. Risko

IRA President

17th European Conference on Reading

Mons, Belgium

July 31-August 3, 2011

References

Clift, R. T., & Brady, P. (2005). Research on methods courses and field experiences. In M. Cochran-Smith & K. Zeichner (Eds.). *Studying teacher education: The report of the AERA panel on research and teacher education.* (pp. 309-424). Mahwah, NJ: Erlbaum.

Cochran-Smith, M., & Zeichner, K. (Eds.). (2005)*. Studying teacher education: The report of the AERA panel on research and teacher education.* Mahwah, NJ: Erlbaum.

Hathaway, J. I., & Risko, V. J. (in press). On becoming teachers: Knowing and believing. In K. Hall, T. Cremin, B. Comber, & L. Moll (Eds.), *International handbook of research on children's literacy, learning, and culture.* West Sussex, England: Wiley-Blackwell.

Risko, V. J. (Fall, 2006). Facing teacher education challenges as an insider. *Journal of Reading Education*, 2-18.

References

[illegible reference text]

Presentation Overview

- **Background of the studies**

- **Findings focusing on beliefs, knowledge, and pedagogy**

- **Patterns across studies**

- **Conclusions and recommendations**

Background

- **Global interest in teacher education research & policy**

- **In U.S., requirement for *highly qualified teachers* in every classroom**

- **Insider vs. outsider perspectives**

- **Common goal - How to improve teacher preparation to enable quality education in multicultural, multi-linguistic, urban, rural, & diverse settings**

Teaching the Hard Stuff

Preparing teachers to

- **Respond to students' capabilities**

- **Treat diversity as a resource rather than deficit**

- **Teach students rather than the curriculum**

Global Agenda

- **Attend to globalization, transcultural understandings, and cosmopolitanism**
  - **Reconciling global and multicultural perspectives**
  - **Examining international citizenship**
  - **Providing international perspectives on the arts, sciences, and humanities**

        (Bourn, Scheunpflug, & Ramsey, 2009)

Synthesis and Analysis of Empirical Research, 1990-2011

Primarily occurring:

- **During one semester or less**

- **In early childhood or elementary education programs**

- **In methods courses, methods courses with field placements. [fewer studies during student teaching or induction years]**

- **As framed from a constructivist theoretical perspective**

Synthesis and Analysis of Empirical Research, 1990-2011

Typically:

- **Qualitative research**

- **Sample of convenience, self-report methodologies, brief duration**

- **Wide variability in level of detail reported**

- **Lack of attention to possible synergistic relationships between individuals and context**

- **Inattention to historical continuity, definition of terms, and researchers role**

Synthesis and Analysis of Empirical Research, 1990-2011

- **Typically, have not produced robust, multi-site data trails**

- **Yet value in small localized studies, when careful analysis of situated information (Zeichner, 1999).**

- **Convergence across studies provides a rich set of budding indicators of impact.**

Questions Guiding Research

- **What are prospective teachers learning about reading and writing development, assessments, and instruction?**

- **What are prospective teachers learning to prepare them to teach to differences as resources?**

- **Are they taught to reflect on and connect personal views to educational theory and instruction?**

Beliefs, Knowledge, and Practice

- *Issue of beliefs as filters*

- **Lacked definitional preciseness**

- *Research questions* **typically focused on "I believe" statements about the reading process, personal reading habits, content reading, …**

- **Majority of studies traced beliefs over time (usually one semester)**

Beliefs

Three patterns

- **Identify consistency and application of beliefs for instructional decision making**

  - **Neutrality stance assumed by researchers**

  - **Identify beliefs about reading process or instruction**

    - **Lonberger (1992)**

    - **Wham (1993)**

    - **Konopak, Readence, & Wilson (1994)**

    - **Fox (1994)**

    - **Raine, Levingston, Linek, Sampson, & Linder (2003)**

    - **Hathaway (2009)**

Beliefs

Neutrality replaced with intervention

- **Clark & Medina, 2000**
- **Fazio, 2000, 2003**
- **Hall, 2009**
- **Linek, Sampson, Raine, Klakamp, & Smith, 2006**
- **Matanzo & Harris, 1999**
- **Shaw, Dvorak, & Bates, 2007**
- **Stevens, 2002**
- **Theurer, 2002**

Beliefs

- **Involve students in pupil data collection/analysis and/or guided interactive sessions with pupils**
  - **Mallette, Kile, Smith, McKinney, & Readence (2000)**
  - **Nierstheimer, Hopkins, Dillon, & Schmitt (2000)**
  - **Worthy & Patterson (2001)**
  - **Theurer (2002)**
  - **Wolf, Hill, & Ballantine (1999)**
  - **Wolf, Ballantine, & Hill (2000)**

Findings

- **Beliefs can be disrupted**
- **Beliefs changed in positive direction**
  - **when strategies viewed as useful for personal learning**
  - **when constructing interpretations of pupil data and/or observing positive responses to instruction**
  - **when deriving cross-cultural connections**
- **Mixed findings**
  - **when course content was distanced away from application and personal or disciplinary connections**

Much to be Learned about Beliefs

- **Uncovering personal beliefs is difficult**

- **Identifying beliefs as *self*, one's identity**

- **Replacing beliefs, through *indoctrination,* is inadequate (Hathaway, 2009)**

- **Approaching beliefs to reconcile differences, work through dissonance**

Knowledge

- **Knowledge typically examined over time and with single testing**

Three patterns to investigations

1. Content knowledge

- **Sadoski, Norton, Rodriguez, Nichols, & Gerla (1998)**

- **Carlsson, Fulop, &Marton (2001)**

Knowledge

Metalinguistic knowledge

- **Mather, Bos, & Babur (2001)**
- **Fielding-Barnsley & Purdie (2005)**

Pedagogical knowledge and reasoning

- **Shefelbine & Shiel (1990)**
- **Risko (1992)**
- **Risko, Peters, & McAllister (1996)**
- **Roskos & Walker (1993, 1994)**

Knowledge

2. Learn about teaching

- *Massey (1990)
- *Maheady, Mallette, & Harper (1996)
- *Mallette, Maheady, & Harper (1999)
- *Morgan, Gustafson, Hudson, & Salzberg (1992)
- Wold, Young, & Risko, 2011

Knowledge

3. Pedagogical reasoning

- Risko, Roskos, & Vukelich (1999, 2002)

- Kasten & Padak (1997)

- Leland, Harste, & Youssef (1997)

Findings

- **Knowledge gains in course content when viewed as relevant and contextually appropriate**

- **Knowledge gains in pedagogical content and reasoning**
  - **with procedural knowledge**
  - **with guidance and explicit referents supplied**

- **Less progress with**
  - **causal reasoning**
  - **abstract information**
  - **higher level reflective thinking**

Pedagogy

Issue of application of beliefs and knowledge
Pattern of questions

Congruence with beliefs
- Fazio (2000)
- Matanzo & Harris (1999)
- Wolf, Carey, & Mieras (1996)

Congruence with pedagogical knowledge
- Nierstheimer and colleagues (2000)
- Mallette and colleagues (2000)
- Maheady and colleagues (1996*, 1999*)
- Bean and colleagues (1990, 1992, 2001)
- Wold, Young, & Risko, 2011
-
-

Pedagogy

- **Congruence with sensitivity to cultural differences**
  - **Akiba, 2011**
  - **Kidd, Sanchez, & Thorp (2002)**
  - **Wolf, Hill, & Ballentine (1999)**
  - **Wolf, Ballentine, & Hill (2000)**
  - **Xu (2000)**

Findings

Under certain conditions (contextual coherence, guided applications) and within certain topic areas (e.g., theoretical orientation, struggling readers, content reading)

- *Learning and beliefs changed when applied to teaching or when collecting/analyzing pupil data*

- **Knowledge and beliefs most strongly affected within methods courses**

Findings

- **Stronger impact within "learning and doing" approaches to teacher education**

- **Several "tools" appear to be useful**
  - **Pupil assessment tools**
  - **Examining personal uses of reading strategies**
  - **Writing narratives about personal literacies**
  - **Writing pupils' family histories**
  - **Peer collaboration and coaching**

Across Studies: Pedagogical Knowledge Building and Explicitness

- **Apprenticeship and guided learning**
  - *Learning by doing* **is consistently associated with impact**
  - **Strong correlation between** *explicit teaching in methods course and applications to pedagogy*
  - **Explicitness involves developing shared knowledge of** *examples, demonstrations and thinking aloud, practice* **with peers and with students associated** *with (constructive) feedback*.

Across Studies: Pedagogical Knowledge Building and Explicitness

- Support for *prolonged engagement in authentic teaching situations* and *collaborative discussions*

- Support for *one-to-one teaching assignments* as part of the whole

- Support for importance of teacher educator as mentor with caring and supportive roles (*taking the time*) as related to working through beliefs, teaching in multicultural settings, when lack of congruence

Across Studies: Pedagogical Knowledge Building and Explicitness

- **Instructional tools**
  - **Pupil data collection and analysis**
  - **Narrative writing**
  - **Sustained, collaborative conversations**
  - **(Video) interactive case studies**
  - **Teacher inquiry (problem or issue-based) projects**

Recommendations for Future Research

- *Build on the research we have.*

- **Attend closely to issues we identified - quality controls, programmatic contexts, …..**
  - **Investigate further claims of researchers (e.g., scrutinize finding of *explicitness)***
  - **Conduct multi-site research studies**
  - **Apply an ecological approach to account simultaneously for multiple layers of events and settings**

Recommendations for Future Research

- *Expand and deepen the research agenda.*
  - More research to examine the level of intensity and explicitness of instruction that may be needed in reading teacher education programs
    - Unpack variables in "Learning and Doing" methods
    - Examine conditions accelerating and inhibiting learning

Recommendations for Future Research

- **What types of "guided practice formats" are best? Is there a "best" or do we expect formats to be situated and responsive?**

  - **Do prospective teachers learn to implement a particular strategy in such a way that they can become independent and flexible in its use?**

  - **Does "direct, explicit instruction" followed by "carefully scaffolded guided practice" with "specific, contextualized feedback" lead only to a mechanistic approach to teaching?**

Recommendations for Future Research

- *A crucial need for future research in the area of diversity, with*
  - Studies to inform our decisions about teaching diverse students: culture, ethnicity, language, and socio economic diversity

  - Studies to describe, inform and respond to inequalities

Global Agenda

- **Attend to globalization, transcultural understandings, and cosmopolitanism**
  - **Reconciling global and multicultural perspectives**
  - **Examining international citizenship**
  - **Providing international perspectives on the arts, sciences, and humanities**

    (Bourn, Scheunpflug, & Ramsey, 2009)

Victoria.j.risko@vanderbilt.edu