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

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References


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)
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
  – Worthy & Patterson (2001)
  – Theurer (2002)
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 typically examined over time and with single testing

Three patterns to investigations

1. Content knowledge
   – Carlsson, Fulop, & Marton (2001)
Knowledge

Metalinguistic knowledge
  – Mather, Bos, & Babur (2001)

Pedagogical knowledge and reasoning
  – Shefelbine & Shiel (1990)
  – Risko (1992)
2. Learn about teaching
   - *Massey (1990)
   - *Morgan, Gustafson, Hudson, & Salzberg (1992)
   - Wold, Young, & Risko, 2011
3. Pedagogical reasoning
   – 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
Congruence with beliefs
  • Fazio (2000)
    * Matano & 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, Younig, & Risko, 2011

Pattern of questions
• Congruence with sensitivity to cultural differences
  – Akiba, 2011
  – Kidd, Sanchez, & Thorp (2002)
  – 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

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  (Bourn, Scheunpflug, & Ramsey, 2009)