Summer Reading Plus: Reforming Literacy Development through Evidence-based Practice

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What is the purpose of EBP?

Evidence of practice

Evidence for practice

Evidence in practice
• What is the problem?
• What is the solution?
• How do we get there?
• Action research: A tool of evidence-based practice
How can librarians support the emerging literacy of adolescents?
What’s the Problem?

Literacy is changing

What does it mean to be literate?
The “ecology of reading” may change as electronic formats diminish our abilities to engage in “deep reading” and as communication technologies continue to change our “values and sensibilities.” (Birket, S., 1994)
The role of librarians in literacy is changing
Why summer reading?

- Graded reading lists that emphasize the classics;
- Books are privileged;
- Reading in isolation;
- Curricular, not recreational

“Students who read more, know more.”
(Filback & Krashen, 2002)
Dive into cool genres

- Hot seat!
- History & Historical Fiction
- Horror

- Drama & Real Life
- For the Working World

- For Girls Only
- For Guys Only

- Fantasy
- Poetry
A THOUSAND SPLENDID SUNS
Khaled Hosseini
Khaled Hosseini's follow-up to the runaway bestseller THE KITE RUNNER is a worthy successor to that absorbing novel. Set against the turbulent and painful backdrop of recent Afghan history, A THOUSAND SPLENDID SUNS is the story of two remarkable women who endure persecution and violence.

THE KITE RUNNER
Khaled Hosseini
An epic tale of fathers and sons, of friendship and betrayal, THE KITE RUNNER takes us from Afghanistan in the final days of the monarchy to the atrocities of the present. The unforgettable, heartbreaking story of the unlikely friendship between a wealthy boy and the son of his father’s servant, it is a beautifully crafted novel set in a country that is in the process of being destroyed.

MY SISTER’S KEEPER
Jodi Picoult
Jodi Picoult is widely acclaimed for her keen insights into the hearts and minds of real people. In MY SISTER’S KEEPER, she tells the emotionally riveting story of a family torn apart by conflicting needs and a passionate love that triumphs over human weakness.

LUSH
Natasha Friend
It’s not easy being a 13-year-old girl. But it’s even harder when your father is a drunk. For Samantha, this has been going on for so long that she’s almost used to it. But, truthfully, you never get used to it. Especially when it starts to get worse.
Reading Reviews

You’ve reached the bulletin board of reading reviews... see what some of your favorite “peeps” recommend for your summer reading...

I love the Twilight Series by Stephanie Meyers. There are also so many great new books for young people in the library. It is hard for me to pick a favorite. For example, The Missing Girl, Back To Normal, Octavius Nothing, and the Sharon Draper Series are all very good choices. The Blufford Series are also very good reads. They keep you very involved in the lives of teens you can relate to. The Delaware News Journal;
http://www.delawareonline.com
Washington Post
http://www.washingtonpost.com/
Teen Rags
http://www.teenrags.com
The Twilight Book is a love story with many interesting characters and conflicts. It keeps you on the edge of your seat from page one. I have read the next three books because I have enjoyed the story so much. It is set in a high school and discusses real issues with teens and you feel a real connection to the students in the story. Bella and Edward start a relationship and he is a vampire. I love the writer’s style and the movement of characters and events. Give it a try...

Martha Stewart Living Magazine
The Shack Book:
The News Journal on Thursday High School Report, Delcastle Section
I love reading Martha Stewart Living... it has great recipes and gardening ideas. The Shack is about a man who lost his daughter and how he comes to terms with his religious beliefs (haven’t finished it yet... almost done!) I love seeing the names of our students in the newspaper every Thursday in the High School Report, Crossroads section.

Books: Twilight Series by Stephanie Meyers,
Nineteen Minutes by Jodi Picoult, The Last Lecture by Randy Pausch, Love You Forever by Robert Munsch (favorite children’s book)
Magazines:
What is action research?

Reflection, Inquiry, Action

Question

Fieldwork

Reflect

New action

Analysis
Phase 1: Barnstable Study  
Reading Takes You Places (2007-2008)

- Action research to reform summer reading
- Creation and implementation of the website
- Journaling, pre- and post surveys for formal research
- Findings:
  - Reading attitudes, behaviors, reading preferences (pre-survey)
  - **High non-participation of low-achievers (post-survey)**
  - High use of public libraries (The role of the library)
  - Observations about the culture of literacy in schools (Change)
- Focus groups of low-achieving students who say they hate to read
  - Students do read alternative materials in summer
  - They do not hate to read; they hate to be told to read and to be told what to read
Phase 2: Delaware Study
desurfsup (2009-2010)

Identify contexts for studying literacy and EBP through literacy teams
Training: 4 workshops on reading research, action research, digital technology
Apply the reading research to state a literacy problem; design a study plan
Department of Education chose to replicate the Barnstable study
Reading attitudes, behaviors, reading preferences (pre-survey)

– **Reading Profiles:** attitudes, behaviors, reading preferences (pre-survey)
– **High non-participation of low-achievers** (post-survey)
– High use of public libraries
– Observations about the culture of literacy in schools

Action Research: Survey students; observation and journaling
Formal research: Surveys, journals, content analysis of website, Elluminate

Findings:

– **Profiles:** Reading attitudes, behaviors, preferences (pre-survey)
– High non-participation of low-achievers (post-survey)
– The role of school and public libraries
– Observations about the culture of literacy in schools
Phase 3: Delaware
Summer Reading Plus: (2010-2012)

The Plus = develop the technology for a transliteracy focus.

**Action Research 2010-2011**
- Training for literacy teams from three middle schools, one high school, one middle/high school
- Student/teacher authored websites in each school

**Formal Research** data: Project Wiki, Google docs, journals, websites, Elluminate sessions

**Preliminary Findings**
- Greater variety of Web 2.0 tools
- Emphasis of student as content provider
- Breakthrough for alternative media
- Broader participation of students through the library
- More active role for the school librarian in web site creation
- District level attention: YouTube
- Central office cold feet: Fear of book challenges:
Proposal: Replicate SR Plus 2010 to study with inter-school teams

Research questions:

- the struggling reader and alternative media;
- using technology to motivate and engage students in reading;
- examining the differences between reading in print and reading online; including reading support for these environments;
- developing a role for students in creating and revising the website;
- collaborating with teachers and administrators to develop, disseminate, and evaluate the Summer Reading Plus program;
- collaborating with public libraries and other community agencies to promote and sustain summer reading;
- developing or extending the website to support high interest reading related to curriculum and classroom instruction;
- building in reading support (strategic reading comprehension strategies, web 2.0 tools) into the website;
- create support for units of inquiry using Guiding Inquiry and the Information Search Process through the website, or a new website.
• Does evidence-based practice close the gap between research and practice?
• What is evidence?
• Evidence for practice: Research and theory? What is the role of theory?
• Evidence in practice: What is the role of practitioner knowledge and expertise and how do we value it?
• Evidence of practice: What are the outcomes? How do we evaluate them?
• How do we define evidence-based practice, or do we?
• What is its purpose? Why do we do it?
• How do we structure evidence-based practice, or do we?
• What can we learn from action research?
• What are the outcomes? What is the knowledge generated by evidence-based practice?
Reflective thinking is always more or less troublesome because it involves overcoming the inertia that inclines one to accept suggestions at their face value;

It involves willingness to endure a condition of mental unrest and disturbance. Reflective thinking means judgement suspended during inquiry; and suspense is likely to be somewhat painful.

To maintain the state of doubt and to carry on systematic and protracted inquiry – these are the essentials of thinking.

- John Dewey, 1910


Malach, D. A., & R. A. Rutter (2003) For nine months kids go to school, but in summer this school goes to kids. Reading Teacher, 57(1), 50-54.


