Effectiveness of researcher- and teacher-trained teachers in the domain of reading

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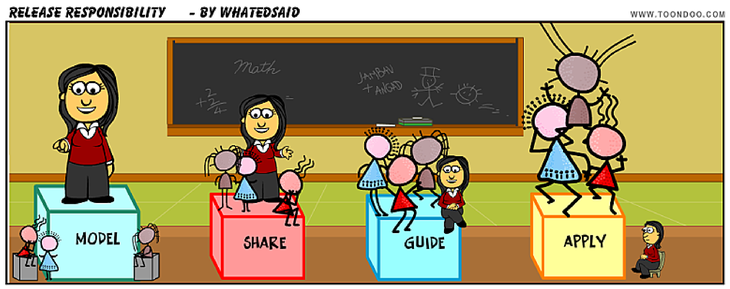
1. Introduction

- Gradual release of responsibility is necessary for effective learning (Fisher & Frey 2008)



- Observational learning is a successful pedagogy
  - in writing education for all kinds of participants (Rijlaarsdam et al. 2005);
  - in reading education for pre-university students (Keehnen et al. 2015).

Current research: application of observational learning in reading education for pre-vocational students

2. Research Questions

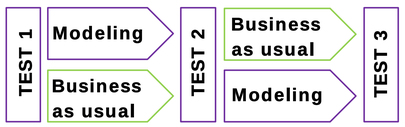
RQ1: Do teachers apply observational learning successfully in their teaching of reading strategies?

RQ2: How do researcher-trained (RT) and teacher-trained (TT) teachers differ in their application of teacher modelling in the domain of reading?

RQ3: How do pre-vocational students apply peer modeling during reading?

RQ4: What are the effects of observational learning on the reading comprehension of pre-vocational students, and do these effects differ per training condition?

3. Method: intervention study with switching panels design



234 **students** in pre-vocational education:
- grade 7-9
- 129 boys, 105 girls
- M age: 13.6 (1.1)

Teachers from 4 Dutch secondary schools:
- 9 researcher-trained teachers (RT)
- 9 teacher-trained teachers (TT)

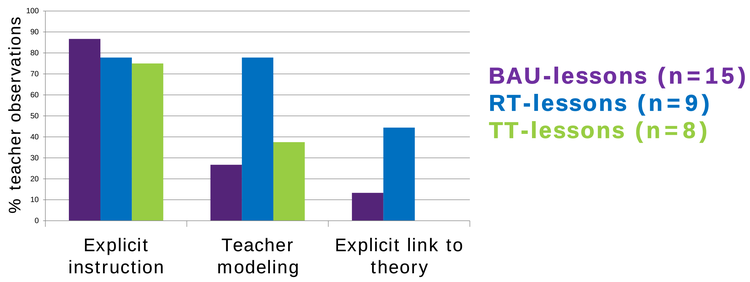
4. Materials

Teacher training
- theory on observational learning
- example of teacher modeling
- practicing teacher modeling
- introduction to the lesson series

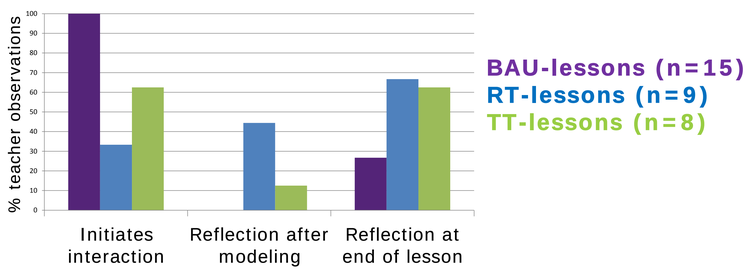
Lesson series
- 6 lessons with focus on text structur
- 5 reading strategies
- gradual release of responsibility:
  1. explicit instruction
  2. teacher modeling
  3. peer modeling while working in pairs

Measurements
- Lesson obervations: teachers and pairs of students
- Test 1-3: standardized reading tests (Cito, level 2F)

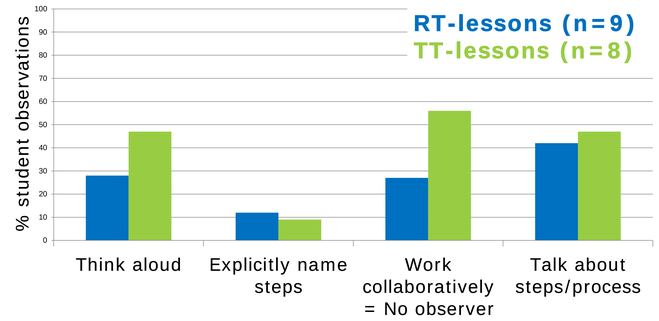
5A. Results teacher observations: Type of instruction



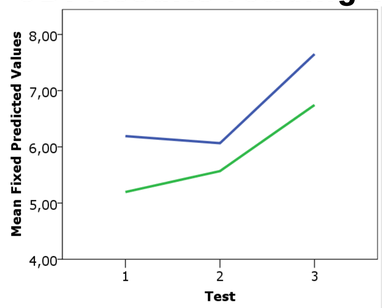
5B. Results teacher observations: Type of interaction



5C. Results student observations: Peer modeling activities



5D. Results reading tests



- Only main effect of Test: higher scores on Test 3 than on Test 2
- No differences between Training conditions, with Test 1 score as covariate

6. Discussion and conclusion

RQ1: Application of teacher modeling in reading lessons
- Compared to BAU-lessons:
  - more modeling in RT- and TT-lessons
  - less interaction
  - more reflection at end of lesson
- Teacher modeling can still be improved:
  - fewer interactions
  - more explicit links to theory
  - more coping model behavior instead of mastery model

RQ2: Differences RT and TT teachers
- Less modeling with TT teachers
- More improvements in execution of modeling possible

RQ3: Peer modeling by pre-vocational students
- Large differences in execution
- Big influence of classroom management (safety, work ethics)

RQ4: Effects on reading comprehension
- Increase in test results in both conditions, but in RT-group not immediately after RT-lessons.