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EDLT 539
Summer 2014

EVALUATION MATRIX OF STUDIES INCLUDED IN THE LITERATURE REVIEW

Study Author/Year/Title	Focus	Methodology & Methods	Results	Conclusion/limitations
Introduction/Impact				
Camilli, G., & Wolfe, P. (2004). Research on Reading: A Cautionary Tale.	Choosing the appropriate reading instruction	The authors interpret data from a report of the National Reading Panel.	While direct instruction has its place in reading instruction, the authors suggest teaching to each child's needs.	The authors explain that there are many strategies available to teach reading; teachers may be overwhelmed. They suggest that teachers must understand the needs of the student and make curricular decisions regarding which reading strategy to implement.
Gambrell, L. B. (2011). Seven Rules Of Engagement: What's Most Important to Know About Motivation to Read.	Author gives seven examples and implementation suggestions for promoting a student's intrinsic motivation to read.	The authors base their conclusions on an extensive review of the literature as well as student surveys.	The researchers define reading engagement and explain that reading engagement is a better predictor of success than family background.	The authors conclude that those students who see reading as a highly desirable activity will sustain their reading activities and become better readers.
Scott, T. M., & Shearer-Lingo, A. (2002). The effects of reading fluency instruction on the academic and behavioral success of middle school students in a self-containeEBD classroom.	The authors hope to determine if effective instruction in reading will have any effect on the rate of academic as well as social success.	Study compares two different teacher-directed reading programs.	The researchers found that when progress is monitored and students are set up for daily success they are more likely to have positive social and academic outcomes.	The reading measures were limited to reading fluency. The program allowed the students to read and re-read passages. In addition, several of the students were absent during the study. Nevertheless, the study showed that facilitating reading fluency in students with behavioral and emotional disorders has positive effects on reading achievement and behavior.

Historical Studies				
A., Beschorner, B., & Schmidt-Crawford, D. (2012). Exploring the Use of the iPad for Literacy Learning.	The goal was to integrate the iPad into a fourth grade classroom along with print and digital literacy skills.	Over a three week period the teacher integrated iPads into her literacy instruction. She chose apps that would allow her students to reach their literacy goals using different approaches.	The teacher was able to introduce 21st century technologies as well as meet her literacy goals.	Through this study the teacher learned how to use iPads with her lessons, but also discovered ways that iPads are not useful. Students had difficulty editing word documents. The sensitive screen sometimes caused students to inadvertently choose the wrong function and the teacher had to spend some time troubleshooting. The authors note that a technology should be introduced only if it is going to enhance instruction, not just for the sake of having the students use technology.
Gardner, H., & Hatch, T. (1989). Multiple Intelligences Go to School: Educational Implications of the Theory of Multiple Intelligences.	Three research projects growing out of Gardner's theory of multiple intelligences are described.	The authors examine how MI has been put into practice in three different schools, each targeting a different age group and focus of intelligence.	The researchers have been attempting to create assessment instruments to judge the effectiveness of the programs. At the time of this report, only one of them had been field-tested.	The research and the development of the assessment instruments proved to be costly as well as time consuming. Since they are attempting to measure intelligences beyond the verbal linguistic intelligences that had previously been studied. At this point, they did have positive results, which supported some of the major claims of the theory. Young children do exhibit different strengths and weaknesses.
Guthrie, J. T. (2004). Teaching for Literacy Engagement.	The researcher describes engaged and disengaged readers and discusses instructional practices for reading engagement in the classroom.	The researcher collected data to determine how much engagement students need to gain expertise in reading.	The researchers found that time spent reading correlated with student reading scores. The more time spent reading, the more advanced the student's reading level.	The researcher concludes by proposing that although teachers can identify engaged readers and disengaged readers, not enough attention is given to making reading engagement a teaching goal. He suggests designing instruction that can enable a student to expand their reading engagement fivefold.

Current Studies				
McClanahan, B., Williams, K., Kennedy, E., & Tate, S. (2012). A Breakthrough for Josh: How Use of an iPad Facilitated Reading Improvement.	The teacher researcher used an iPad as .part of an intervention strategy for a 5th grade boy with ADHD who struggled with reading.	Over a six week period the researcher developed lessons that incorporated apps or uploaded material that would engage the student in the learning process.	The results of the students assessments show that he improved by one full year in 6 weeks. He also demonstrated an improved attitude toward learning. A six month follow up revealed that the student is still making noticeable progresss.	The researcher notes that the one-on-one tutoring factor could be construed as being a factor in his progress; however, in the student's first tutoring session without the iPad, he was unable to focus and participate in the lesson. The researcher believes that the interactive touch screen could have been a positive factor as well as was his ability to use the device to read and simultaneously record his own voice and play it back to check his progress. The use of the device may have meshed with his learning styles. Manipulating the device may have also given him a feeling of control. Limitations for repeating this study were mentioned to be the availability of the hardware and software as well as teacher training.
Gillispie, M. (2013). *From Notepad to IPad: Using Apps and Web Tools to Engage a New Generation of Students*. Florence, KY, USA: Taylor and Francis.	The researcher uses the iPad to differentiate instruction by developing lessons that utilize MI in his high school English classes.	The researcher utilizes pre assessments and independent reading projects that utilize various iPad apps.	The teacher/researcher notes that differentiating with the iPads has noticeably increased student engagement in course content.	The researcher noted that observing students and the apps that they prefer helps him to be more aware of individual students and their particular interests. This helps him to create personalized lessons. Since students come with different backgrounds in technology, it is important to model technology and create lessons with the complexity of an app in mind.
Swanson, L. C. (2013). *Impact of iPads on Reading Fluency in a Sixth-Grade Reading Classroom.*	This research examined the iPad's effect on improving reading fluency in a group of struggling sixth grade readers in conjunction with other reading interventions.	The study involved 8 students over a 10-week period who were surveyed before and after the study. Students were able to record and review themselves. Data from the study and rates of fluency gain were recorded.	The students had a positive experience using the iPads, although they did not increase their reading fluency significantly enough to show gain. All students showed some improvement.	Although there was not significant improvement in reading fluency the iPad did motivate the students and made them aware of themselves as readers. The iPad also gave students a sense of ownership of their own learning. The research was limited by the small number of students involved and also by the limited use of the iPads.

Theoretical Framework				
Miranda, T., Williams-Rossi, D., Johnson, K.A. & Mckenzie, N. (2011). Reluctant Readers in Middle School: Successful Engagement with Text Using the E-Reader	E-book readers were used to investigate the attitudes and responses to text using e-books. The subjects were reluctant middle school students from an urban middle school.	199 students read high-interest stories and books on a Kindle reader during their reading improvement class period over an 8-week period. The students were given 15-25 minutes with the readers each day. A random group of 26 students completed the motivation to read profile prior to and immediately following the e-reader usage.	The reluctant readers responded positively to the e-readers. They demonstrated motivation and engagement. They were highly satisfied with the e-readers.	The researchers would like to see the e-readers used throughout the school year as a choice during SSR. They understand that adding new technology into middle school classes needs to conform to internet usage policy and be monitored by the teachers.
Bloemsma, M. S. (2013). Student engagement, 21st century skills, and how the iPad is.	Student's engagement in learning with iPads was explored in this study. The study also sought to find out which types of activities led to transformative teaching and learning.	This study explored student engagement both with and without the iPad through self-reported student engagement surveys. The iPads were integrated into four content areas: English/Language Arts, Mathematics, Science and Social Sciences.	With the self-surveys, students reported a higher level of emotional engagement when using the iPads, but their level of behavioral engagement did not increase.	Many of the students requested more time with the iPads. Not being able to take the iPad home to continue their work was frustrating to several students. They also noted that their teachers needed more training on the use of the iPads. This would indicate that the school should consider offering a professional development series on the use of the iPad in the classroom.
Shaffer, C. L. (2011). The efficacy of multiple intelligences (MI) as an instructional planning tool in an elementary education environment.	This study sought to determine the effectiveness of MI as a planning tool for elementary instruction.	Five teachers and five administrators from two private schools participated in email interviews regarding MI and curriculum devlopment	The study found that MI has a place in elementary schools and those interviewed believed that MI expanded the range of a learners cognitive potential.	There were questions raised about whether or not MI had a place in secondary schools or in staff development. It was also recommended that MI be used more widely as a curriculum-planning tool.