



A Message from the Editorial Team

In the ever-growing and changing field of education, it can be challenging to navigate the great volume of research available to teachers. *Research in a Nutshell* seeks to support teacher candidates in the development of their teaching practice by connecting them to valuable and relevant research. In this publication, you will find the summarized findings of research articles directly related to topics in education as well as citations to the full articles should you wish to read them in their entirety. Our hope is that *Research in a Nutshell* will be a helpful road map as you build critical perspectives as educators.

Sincerely, Clarissa de Leon and Andrew Coombs (RiaN@queensu.ca)

Pedagogical Documentation: Is it Sustainable?

Agnieszka Chalas, PhD Student

Why is this important?

- Increasingly, early primary teachers are being tasked with integrating formative assessments into their instruction and parents are seeking more information about what their children are learning and how they can support their child's development.
- A Reggio Emilia style of pedagogical documentation has the potential to support kindergarten teachers' formative assessment practices and communicate students' learning to parents.

What did the article uncover?

- Teachers described pedagogical documentation as a useful method of formative assessment and parents thought the documentation process helped them to both better understand and be able to talk about their child's learning.
- Pedagogical documentation is difficult to implement in a traditional kindergarten context due to systemic constraints (i.e., a lack of time, resources and support).

Why does this matter?

- As teachers you need to be aware of both the value and limitations of any formative assessment strategy you plan to use in your classroom as well as the conditions under which their use is likely to be feasible.

MacDonald, M. (2007). Toward formative assessment: The use of pedagogical documentation in early elementary classrooms. *Early Childhood Research Quarterly*, 22(2), 232–242.

What is Assessment Literacy?

Gwan-Hyeok Im, PhD Student

Why is this important?

- Information collected from assessments is used to monitor and evaluate the progress of students' learning in their respective teaching subjects.

What did the article uncover?

- Assessment literacy has three components: 1) knowledge, skills, and abilities to design, maintain and evaluate assessments; 2) awareness of principles of assessment design and use; and 3) the ability to understand assessment practices within wider historical, social, political, and philosophical frameworks.

Why does this matter?

- Assessment literate teachers may be able to make valid decisions about their students in terms of progress and achievement, thus contributing to positive consequences through the use of assessment.

Fulcher, G. (2012). Assessment literacy for the language classroom. *Language Assessment Quarterly*, 9(2), 113–132.

What Influences Student Success in Math?

Adelina Valiquette, PhD Student

Why is this important?

- A variety of factors contribute to student success.
- Factors can be divided into those teachers can control (e.g. instructional methods) and those they cannot (e.g. home environment).

What did the article uncover?

- Ethnicity and parental educational levels has an impact on student math success.
- Assignment of homework and higher teacher expectations increased student math performance.

Why does this matter?

- There are controllable and uncontrollable factors that contribute to student success.
- Knowing the difference and their impact will help you understand your student and their needs.

Petty, T., Wang, C., & Harbaugh, A. (2013). Relationships between student, teacher, and school characteristics and mathematics achievement. *Science and Mathematics*, 333–344.

What do Assessment Standards Tell Us?

Danielle LaPointe-McEwan, PhD Candidate

Why is this important?

- Teachers are expected to use assessments to support student learning.
- Recent studies have highlighted a lack of assessment knowledge in classroom teachers.

What did the article uncover?

- Fifteen international assessment standards documents (1990-present) highlight eight key foci for teachers: (a) Assessment Purposes, (b) Assessment Processes, (c) Communication of Assessment Results, (d) Assessment Fairness, (e) Assessment Ethics, (f) Measurement Theory, (g) Assessment for Learning, and (h) Assessment Education and Support for Teachers.

Why does this matter?

- No matter where you teach, in Canada or abroad, you will be expected to be knowledgeable in assessment matters.

DeLuca, C., LaPointe-McEwan, D., & Luhanga, U. (2015). Teacher assessment literacy: a review of international standards and measures. *Educational Assessment, Evaluation and Accountability*, 1-22.

How Equitable is Targeted Test Preparation?

Jessica Rich, PhD Student

Why is this important?

- There is research suggesting targeted test preparation can improve students' performance and overall test score, even in 'uncoachable' areas (i.e. reasoning ability).

What did the article uncover?

- There were no significant differences in score gains based on coaching method for SAT preparation, but the time students invested in test preparation mattered.

Why does this matter?

- Test preparation is expensive and can disadvantage students of lower SES.
- As teachers, you need to be aware that SES factors will impact your students' performance on high-stakes achievement tests.

Montgomery, P., & Lilly, J. (2012). Systematic reviews of the effects of preparatory courses on university entrance examinations in high school-age students. *International Journal of Social Welfare*, 21, 3-12.

How do you Foster Self-Regulation in a Grade 2/3 Classroom?

Suparna Roy, PhD Student

Why is this important?

- We want learners who are aware of, and take responsibility for, the factors that influence their learning.

What did the article uncover?

- There are five interconnected features a classroom teacher should keep in mind: building a community of learners, involving students in complex and meaningful tasks, giving students opportunities to control the level of challenge, involving students in evaluating their work, and expecting a high level of instrumental support from the teacher.

Why does this matter?

- By June, you can have a class of independent and flexible thinkers who can tackle challenges and monitor and evaluate progress.

Perry, N., & Drummond, L. (2002). Helping young students become self-regulated researchers and writers. *The Reading Teacher*, 56, 298–310.