**Research Article Analysis #1**

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| **Article Citation in APA format:**  Stover, D. L., & Pendegraft, N. (2005). Revisiting Computer-aided Notetaking. *Clearing House*, *79*(2), 94-97. |
| **Part I: Research Problem**   1. What is the best way to engage hearing impaired students in classroom discussion? 2. What are the benefits and pitfalls to each strategy for educating the hearing impaired? |
| **Part II: Literature Review**  This research study is within the field of assistive technology. The goal is to determine if the CAN system is a viable option to assist hearing impaired students. The article argues that this is an important area to study because:   1. Hearing impaired students tend to do worse in school that non-hearing impaired students (p. 94).   Ross, M. 2001. Performance of hard of hearing children: Academic achievement of our forgotten children. 3rd ed. Bethesda, MD: Self Helpfor Hard of Hearing People.   1. Hearing impaired students are being put into mainstream classes more regularly (p. 94).   Gutierrez, P. 1994. A preliminary study of deaf educational policy. Bilingual Research Journal 18 (3/4): 85–113.   1. Technology can help students learn more effectively and enjoy doing so (p. 94).   Huang, A. H. 1997. Challenges and opportunities of online education. Journal of Educational Technology Systems 25 (3): 229–47. |
| **Part III: Research Design and Data Analysis**  The research is mainly a case study of a single student and her experience with the CAN system. The researchers relied on parent, teacher, and student feedback as well as grades and standardized test scores to collect and analyze data. A smaller part of the research included a survey distributed to a list of special education administrators and specialists. The survey was voluntary. |
| **Part IV: Findings**  The student in the case study improved dramatically both academically and in attitude through the use of the CAN system. All parties noticed and commented on her improvement. She moved from the 74th percentile in math to the 91st percentile.  The CAN system is not well known amongst the survey respondents. Over 80% of the respondents indicated that they are unfamiliar with the technology. Although this system is less expensive and more effective than its competitors, it is neither widely used nor widely known. |
| **Part V: Limitations**  As a case study, the sample size was one student. It is always difficult to draw conclusions for a mass audience based on the results of a case study. Instead the article calls for further research based on their results. The survey given was voluntary and only had a response rate of 33%. There is no way to tell the views of the 67% of the sample who chose not to respond. |
| **Part VI: Validity and Reliability**  **I saw no evidence of the researchers providing credibility, confirmability, dependability, or validity in this work. The researchers realize these limitations and call for further studies and articles.** |
| **Part VII: Implications for Practice**  If I ever have a hearing impaired student in my class, I will consider asking administration to look into the latest CAN technology. One thing that I learned through this article is that assistive technology changes quickly and the most widespread and commonly used method is not necessarily the best. It is important to revisit old ideas that may have improved over time. |

**Part VIII: Article Quality Ratings**

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|  |  | Strongly Agree  5 | Agree  4 | Neutral  3 | Disagree  2 | Strongly Disagree  1 |
| A. | The title of the article is appropriate. |  | x |  |  |  |
| B. | The abstract provides an effective overview of the research article. |  | x |  |  |  |
| C. | The introduction establishes the importance of the study. |  | x |  |  |  |
| D. | The literature review establishes the context for the study. |  |  | x |  |  |
| E. | The research purpose, questions, or hypothesis is clearly stated. |  |  | x |  |  |
| F. | The method of sampling is sound. |  |  |  | x |  |
| G. | Relevant demographics (for example, age, gender, and ethnicity) are described. |  |  |  | x |  |
| H. | Measurement procedures are adequate. |  |  |  | x |  |
| I. | All procedures have been described in sufficient detail to permit a replication of the study. |  |  |  | x |  |
| J. | The participants have been adequately protected from potential harm. |  | x |  |  |  |
| K. | The results are clearly described. |  |  | x |  |  |
| L. | The discussion/conclusion is appropriate. |  | x |  |  |  |
| M. | Despite any flaws, the report is worthy of publication. |  | x |  |  |  |

**Research Article Analysis #2**

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| **Article Citation in APA format:**  Pirbhai-Illich, F. (2010). Aboriginal Students Engaging and Struggling With Critical Multiliteracies. *Journal Of Adolescent & Adult Literacy*, *54*(4), 257-266. doi:10.1598/JAAL.54.4.3 |
| **Part I: Research Problem**  1. In what ways could a critical multiliteracies approach to literacy learning provide opportunities for these students to engage in becoming and being literate?  2. Could a critical literacy orientation offer these students opportunities to learn about how language and literacy are used to construct their identities and understandings of self? |
| **Part II: Literature Review**  The research focuses on literacy, specifically culturally relevant literacy. Three key points the author makes in regards to past research on the topic are:   1. Until recently, literacy was viewed as an autonomous learning process (p. 259).   Street, B.V. (1995). Literacy in theory and practice. New York: Cambridge University Press.   1. Literacy practices are, in fact, socially rooted and defined (p. 259).   Gee, J.P. (2000). The new literacy studies: From ‘socially situated’ to the work of the social. In D. Barton, M. Hamilton, & R. Ivanic‡ (Eds.), Situated literacies: Reading and writing in context (pp. 180–196). New York: Routledge.   1. Teaching methods need to be changed to reflect the way in which Aboriginal students learn at home (p. 261).   Grant, A., & Gillespie, L. (1993). Joining the circle: A practitioner’s guide to responsive education for native students. Charleston, WV:ERIC Clearinghouse on Rural Education and Small Schools. (ERIC Document Reproduction Service No. ED360117) Retrieved February 29, 2008, from clas.uiuc.edu/fulltext/cl00192/cl00192.html |
| **Part III: Research Design and Data Analysis**  The research design is classroom action research. The research is divided into three stages: conceptualization, implementation, and interpretation. During the first phase of conceptualization, the author observed the teacher on 21 occasions and also collected artifacts, lesson plans, journals, and interviews. During the first implementation phase, the researcher co-taught several lessons with the teacher using cultural literacy and attempted to engage the students in topics that would be relevant to them. In the first interpretation phase, the research relied on observations to conclude that their efforts had essentially failed. During the second phase of conceptualization, the author and teacher listened to what the students wanted to learn about instead of what the teacher and author thought would be relevant to the students. For the second implementation phase, the researcher used student created artifacts such as a final video project to collect data. The researcher also collected final student interviews and had students complete an informal reading inventory. The final interpretation phase involved analyzing student engagement, attendance, and the overall literacy abilities of the students. |
| **Part IV: Findings**  **When students are given choice to explore topics of their interest, engagement and learning increase. Students also benefited from relaxing school rules about appropriate language and discussion topics.** |
| **Part V: Limitations**  Being a classroom action research study, the sample was not random and was extremely small. This means that the results may be unique to this particular school, teacher, and students. While the overall strategies employed may benefit other groups of oppressed or minority students, this study does not provide adequate findings to implement such an application of the research. |
| **Part VI: Validity and Reliability**  **Although the author mentioned other studies that supported his general findings, I saw little evidence that the researchers established the credibility, neutrality, confirmability, consistency or dependability, and applicability or transferability of their findings.** |
| **Part VII: Implications for Practice**  The main take-away from this study is that students are more easily engaged when you allow them to study topics of interest to them. This is difficult in a standards based world, but can be adapted to fit most curriculums. Even if students cannot study a topic of interest to them, perhaps the methodology (technology, presentation, etc.) can be of their choosing. |

**Part VIII: Article Quality Ratings**

Directions: Indicate your level of agreement with each of the following statements by **BOLDING** an “**X**” in the space provided for each item for the number froms 5 for strongly agree (SA) to 1 for strongly disagree (SD). If you believe an item is not applicable to this research article, leave it blank. Be prepared to explain your ratings. When responding to criteria A and B, keep in mind that brief titles and abstracts are conventional in published research.

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|  |  | Strongly Agree  5 | Agree  4 | Neutral  3 | Disagree  2 | Strongly Disagree  1 |
| A. | The title of the article is appropriate. | x |  |  |  |  |
| B. | The abstract provides an effective overview of the research article. | x |  |  |  |  |
| C. | The introduction establishes the importance of the study. | x |  |  |  |  |
| D. | The literature review establishes the context for the study. | x |  |  |  |  |
| E. | The research purpose, questions, or hypothesis is clearly stated. | x |  |  |  |  |
| F. | The method of sampling is sound. |  |  |  | x |  |
| G. | Relevant demographics (for example, age, gender, and ethnicity) are described. |  | x |  |  |  |
| H. | Measurement procedures are adequate. |  |  |  | x |  |
| I. | All procedures have been described in sufficient detail to permit a replication of the study. |  |  |  | x |  |
| J. | The participants have been adequately protected from potential harm. |  |  | x |  |  |
| K. | The results are clearly described. |  |  |  | x |  |
| L. | The discussion/conclusion is appropriate. |  | x |  |  |  |
| M. | Despite any flaws, the report is worthy of publication. |  | x |  |  |  |

**Research Article Analysis #3**

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| **Article Citation in APA format:**  Wang, C., Shannon, D. M., & Ross, M. E. (2013). Students’ characteristics, self-regulated learning, technology self-efficacy, and course outcomes in online learning. *Distance Education*, *34*(3), 302-323. doi:10.1080/01587919.2013.835779 |
| **Part I: Research Problem**  “The research hypotheses are:  (1) Students’ gender, education level, previous experience in online learning, self-regulated learning (motivation and learning strategies), and technology self-efficacy predict course outcomes (achievement and course satisfaction) in online learning settings based on the hypothesized model.  (2) Students’ levels of motivation, learning strategies, and technology self-efficacy in online learning settings are different based on their gender, educational level, and previous experience in online learning.  (3) (A) With higher levels of motivation and more effective learning strategies, students have higher levels of achievement and course satisfaction in online learning settings.  (B) With higher levels of technology self-efficacy, students have higher levels of achievement and course satisfaction in online learning settings.  (C) Students’ motivation, learning strategies, and technology self-efficacy interact.  (4) Students’ motivation, learning strategies, and technology self-efficacy are the mediators between students’ gender, educational level, previous experience in online learning, achievement, and course satisfaction.” (pp. 305-306) |
| **Part II: Literature Review**  The research focuses on the characteristics students need to succeed in an online course. The authors argue that this is important because:   1. The number of students taking online courses is rapidly increasing. (p. 303)   Arbaugh, J. B., & Duray, R. (2002). Technological and structural characteristics, student learning and satisfaction with web-based courses – An exploratory study of two on-line MBA programs. Management Learning, 33, 331–347. doi:10.1177/1350507602333003   1. Student satisfaction in an online course directly relates to dropout rate and learning outcomes. (p. 303)   Marks, R. B., Sibley, S. D., & Arbaugh, J. B. (2005). A structural equation model of predictors for effective online learning. Journal of Management Education, 29, 531**–**563. doi:10.1080/01587910701305319   1. Research has been inconsistent in determining what factors contribute to success. (p. 305)   Yukselturk, E., & Bulut, S. (2009). Gender differences in self-regulated online learning environment. Journal of Educational Technology & Society, 12(2), 12**–**22. Retrieved from <http://www.ifets.info>  Sanders, D. W., & Morrison-Shetlar, A. I. (2001). Student attitudes toward web-enhanced instruction in an Introductory biology course. Journal of Research on Computing in Education, 33, 251**–**262. Retrieved from http://www.editlib.org/p/94597 |
| **Part III: Research Design and Data Analysis**  This is a correlational research study designed to correlate student characteristics with success in online courses. Surveys were sent to all students who had been recently enrolled in an online class at a particular university. Responses were voluntary and the researchers had a 12.5% response rate. The researchers then used several research based scales to analyze the results of the data. |
| **Part IV: Findings**  Students with previous online course experience usually had better learning strategies, which lead to higher levels of course satisfaction and technology self-efficacy. These students typically preformed better in the online course than their peers. Many of the characteristics that led to better results are intertwined and dependent on each other. |
| **Part V: Limitations**  The survey was based on a self-reported survey with a low participation rate. However, it can be concluded that instructors should encourage good self-regulated learning practices. Students should treat online courses as they do traditional courses, setting aside specific times to work on the material. |
| **Part VI: Validity and Reliability**  **The research is valid and reliable because several statistical tests were used to create the final model. However, it must be considered that responses may not have been accurate since they were self reported and voluntary.** |
| **Part VII: Implications for Practice**  This year, I have been an online instructor for some students at our school. If I had read this article prior to that experience, I would have ran the class very differently. The students need more structure and need to be taught self regulatory and self efficacy practices. |

**Part VIII: Article Quality Ratings**

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|  |  | Strongly Agree  5 | Agree  4 | Neutral  3 | Disagree  2 | Strongly Disagree  1 |
| A. | The title of the article is appropriate. | x |  |  |  |  |
| B. | The abstract provides an effective overview of the research article. | x |  |  |  |  |
| C. | The introduction establishes the importance of the study. |  | x |  |  |  |
| D. | The literature review establishes the context for the study. |  | x |  |  |  |
| E. | The research purpose, questions, or hypothesis is clearly stated. |  | x |  |  |  |
| F. | The method of sampling is sound. |  |  |  | x |  |
| G. | Relevant demographics (for example, age, gender, and ethnicity) are described. |  |  |  | x |  |
| H. | Measurement procedures are adequate. |  |  | x |  |  |
| I. | All procedures have been described in sufficient detail to permit a replication of the study. |  | x |  |  |  |
| J. | The participants have been adequately protected from potential harm. |  | x |  |  |  |
| K. | The results are clearly described. |  | x |  |  |  |
| L. | The discussion/conclusion is appropriate. |  | x |  |  |  |
| M. | Despite any flaws, the report is worthy of publication. |  | x |  |  |  |