

# The Science of Reading: Making Sense of Research

Timothy Shanahan

**T**hese days much is being made of the science of reading, but the term is contested territory. You may think it means one thing and I another, although we may be equally adamant about its importance.

The term *science of reading* is an old one, not much used nowadays, or at least that was true until Emily Hanford's (2018) documentary *Hard Words: Why Aren't Kids Being Taught to Read?* brought it, Lazarus-like, back from the dead. Hanford explored the lack of attention to the science of reading by educators—classroom teachers and the college professors who prepare them. Although she did not explicitly define this science, her report focused heavily on decoding and the lack of sufficient and appropriate phonics teaching. I have talked to her about this and she recognizes that a science of reading requires more than phonics instruction, but her documentary mentioned phonics, decoding, sounds, letters, and words 86 times and all other aspects of reading once.

Not surprisingly, given this imbalance, many who talk about the science of reading only mean decoding, and that is true both for those who embrace the term and those who use it sneeringly. Like Hanford, I think our field has dropped the ball with regard to the teaching of phonics. I see too little of it in many primary classrooms, and what is there is not necessarily consistent with research findings (Adams, 1991; Bond & Dykstra, 1967; Chall, 1967; National Early Literacy Panel, 2006; National Institute of Child Health and Human Development [NICHD], 2000), although in fairness, those gaps in thoroughness, explicitness, and quality are as obvious when it comes to reading comprehension, writing, and oral reading fluency.

Nevertheless, one thing everyone who praises the science of reading agrees upon is that instruction should be based on it; that teaching in ways that accord with science will provide students the greatest opportunity to learn. My purpose is not to explore variations in interpretations of the science of reading, but rather to provide guidance in applying research to practice.

I often hear from teachers and school administrators wanting to know what research says. Ours has not been a field centered on scientific research, and few teachers and principals have any research training at all. This article aims to clarify a few things about research, and it is written catechism-like, interspersing teacher questions and my responses. Many of these questions are authentic, and with others I have taken license, turning misunderstandings I witnessed (thanks, Twitter) into queries worth answering.

## Why Should We Depend on Research at All?

Over the past several decades, the importance of being literate has increased in our society because of globalization and technology (Murray, Binkley, & Shillington, 2016). High-paying, low-education jobs have diminished, and even blue-collar work now requires reading ability. Although the need for literacy has risen, reading achievement has languished (Kena et al., 2015). Reading performance of U.S. secondary students has barely budged in 50 years. (Kena et al., 2015)

We need to do better. Many instructional routines common in today's classrooms have been drawn from teacher lore, logic, ideology, and tradition rather than from a cold-eyed look at what actually benefits student learning. Classrooms might look a bit different than they did in the 1970s, with whiteboards, electronic tablets, and fewer textbooks, but they have not changed much with regard to the things that matter to learning.

Teachers, no matter how astute, are not in a position to evaluate the opportunity costs of their pedagogy. They can see the actual outcomes of their teaching, but they cannot evaluate the possibilities of doing it differently. This is where research comes

Timothy Shanahan is a Distinguished Professor Emeritus in the College of Education at the University of Illinois at Chicago, USA; email: shanahan@uic.edu.

# **Making Sense Of Research**

**Rasmus Dahlberg, Olivier Rubin, Morten  
Thanning Vendelø**



## **Making Sense Of Research:**

**Making Sense of Research** Pam Moule, Gill Hek, 2011-03-04 Hek's name appears first on the earlier edition *Making Sense of Research in Nursing, Health and Social Care* Pam Moule, 2018-01-27 What is research and how does it work in the context of nursing health and social care Now in its 6th edition this easy to read guide provides a concise overview of the different research methods and terminology helping students to understand how research is implemented in practice The new edition includes Case examples of real research from a variety of settings and countries Updates in light of the new NMC standards More on critical appraisal tools and service improvement Chapter learning outcomes and key points Free online resources including an interactive glossary reflective exercises and free access to SAGE journal articles for students as well as SAGE videos seminar notes and more for lecturers This is essential reading for undergraduate and postgraduate students of nursing and health in the UK and internationally **Making Sense of Research** Gill Hek, Pam Moule, 2006-08-07 The Third Edition of this introduction to research for students and professionals in health and social care now contains material on literature searching techniques meta analysis data protection and critical appraisal tools Many people find research concepts difficult to grasp but this book makes it easy by providing a straightforward guide to the basics Topics covered include the role of research in health and social care the research process quantitative and qualitative approaches how to develop critical skills and implementing research findings The book also features a glossary of research terms and a critical appraisal framework **Making Sense of Research** Elaine K. McEwan, Patrick J. McEwan, 2003-03-14 This book is for practitioners at all levels from teachers making site specific decisions to administrators making schoolwide and policy decisions **Making Sense of Research** Gill Hek, Maggie Judd, Pam Moule, 1998-04-17 This text aims to demystify research for nurses covering quantitative and qualitative methods of research and looking at issues such as ethics and the application of findings to patient care **Making Sense of Research** Martha Brown Menard, 2009 **Making Sense of Social Research** Malcolm Williams, 2003-02-24 What are the essentials for undergraduates and postgraduates engaged in quantitative and qualitative research How can the gap between formulating a research question and carrying out research be bridged This accessible well judged text provides students with a matchless introduction to generic research skills It is uncluttered direct and unpatronizing Key features of the book are Accessibility Clarification of key issues and problem solving guidance Demonstration of the importance of interplay between theory and research Realism in defining essential research issues and the problems that researchers encounter It is not the case that anyone can do social research most research requires training Here Malcolm Williams provides such training Helpful and often humorous Roger Sapsford University of Teesside **Making Sense of Social Research Methodology** Pengfei Zhao, Karen Ross, Peiwei Li, Barbara Dennis, 2021-01-04 Making Sense of Social Research Methodology A Student and Practitioner Centered Approach introduces students to research methods by illuminating the underlying assumptions of social science inquiry Authors Pengfei Zhao

Karen Ross Peiwei Li and Barbara Dennis show how research concepts are often an integral part of everyday life through illustrative common scenarios like looking for a recipe or going on a job interview The authors extrapolate from these personal but ubiquitous experiences to further explain concepts like gathering data or social context so students develop a deeper understanding of research and its applications outside of the classroom Students from across the social sciences can take this new understanding into their own research their professional lives and their personal lives with a new sense of relevancy and urgency This text is organized into clusters that center on major topics in social science research The first cluster introduces concepts that are fundamental to all aspects and steps of the research process These concepts include relationality identity ethics epistemology validity and the sociopolitical context within which research occurs The second and third clusters focus on data and inference These clusters engage concretely with steps of the research process including decisions about designing research generating data making inferences Throughout the chapters Pause and Reflect open ended questions provide readers with the space for further inquiry into research concepts and how they apply to life Research Scenario features in each chapter offer new perspectives on major research topics from leading and emerging voices in methods Moving from this dialogic perspective to more actionable advice You and Research features offer students concrete steps for engaging with research Take your research into the world with Making Sense of Social Research Methodology A Student and Practitioner Centered Approach

**Making Sense of Statistical Methods in Social Research** Keming Yang,2010-04-14 This is a critical introduction to the use of statistical methods in social research It aims to improve students statistical literacy with the ultimate goal of turning them into competent researchers It includes discussion of the conceptual foundation of statistical methods The logic of each statistical method or procedure is explained and statistical techniques and procedures are presented as a way of illuminating the underlying logic behind the symbols

Making Sense of Learning Norman Reid,Asma Amanat Ali,2020-08-25 This textbook brings together findings from global research on teaching and learning with an emphasis on secondary and higher education The book is unique in that the content is selected in an original way and its presentation reflects the most recent research evidence related to understanding The book covers and presents themes that are based tightly on worldwide research evidence scrupulously avoiding opinion or any dependence on the personal experience of the authors The book starts by reflecting on educational research itself The four chapters that follow relate the story of the research that shows how all humans learn and the variations within that framework These chapters offer a tight framework that underpins much of the rest of the text The next four chapters look at the way school curricula are organised and how the performance of learners can be assessed They summarise the research evidence related to thinking skills and consider the importance of practical teaching This is followed by two chapters that draw from the extensive social psychology research on attitude development as it applies in education and then by two chapters that summarise the research related to major issues of controversy the performativity agenda and

the issue of quality One chapter looks at the place of statistics in education The next two chapters look at the evidence that can support or undermine many typical education beliefs or myths and mirages Finally the last chapter brings it all together and looks into the future pointing to some areas where future research is likely to be helpful based on current knowledge

Nursing Research Pam Moule, Margaret Goodman, 2009-02-18 This is a very welcome new book that will be of great value to those learning about research at all levels It will be particularly useful for students who have no previous research knowledge and will aid their understanding of process and theory greatly Dr Pat Colliety Senior Tutor Faculty of Health and Social Care University of Surrey Nursing Research leads the novice nurse researcher and student nurse through the main techniques and skills required of a practising nurse researcher The authors provide readers with key information to understand critically appraise and implement research in daily practice Written in an accessible and engaging manner the book encourages students and practitioners to think about the whole research process from reading the research of others to designing conducting and analyzing their own research Key features include coverage of all aspects of doing research from research design to data gathering and report writing key words chapter summaries and further readings in depth nursing based examples throughout an extensive companion website Nursing Research An Introduction is an invaluable resource to both students at upper undergraduate and graduate level as well practicing nurses undertaking research Using Social

Research for Social Justice Margot Rawsthorne, Emma Tseris, Amanda Howard, Mareese Terare, Alankaar Sharma, 2023-08-15 This book will inspire the next generation of social work and human service practitioners to integrate research into their everyday social justice practice Through highlighting the centrality of values to the task of research and the possibilities for enacting social justice through our research practice it argues for respectful meaningful and just relationships with the people with whom we do research and build knowledge acknowledges the ongoing impact of colonialism respects diversity and commits to working towards social change With First Nations Worldviews ways of knowing ways of being ways of doing weaved throughout the text this book seeks to both reclaim ancient knowledges and disrupt Western research traditions Divided into three sections this book provides a strong rationale for the importance of research skills to social work and human service practice a step by step guide on doing social research aimed at novice researchers a series of examples of applied social justice projects Bringing the authors passion for finding new ways of doing research and contesting traditional research paradigms of objectivity and the scientific it advocates for knowledge building that is participatory emancipatory and empowered It will be required reading for all social work and human service students at both the undergraduate and master s level as well as professionals looking to put research into practice Making Sense of Social Research Malcolm Williams, 2002-12-03 What are the essentials for undergraduates and postgraduates engaged in quantitative and qualitative research How can the gap between formulating a research question and carrying out research be bridged This accessible well judged text provides students with a matchless introduction to generic research skills It is uncluttered direct and

unpatronizing Key features of the book are Accessibility Clarification of key issues and problem solving guidance Demonstration of the importance of interplay between theory and research Realism in defining essential research issues and the problems that researchers encounter It is not the case that anyone can do social research most research requires training Here Malcolm Williams provides such training Helpful and often humorous Roger Sapsford University of Teesside

International Handbook of Research in History, Philosophy and Science Teaching Michael R. Matthews, 2014-07-03 This inaugural handbook documents the distinctive research field that utilizes history and philosophy in investigation of theoretical curricular and pedagogical issues in the teaching of science and mathematics It is contributed to by 130 researchers from 30 countries it provides a logically structured fully referenced guide to the ways in which science and mathematics education is informed by the history and philosophy of these disciplines as well as by the philosophy of education more generally The first handbook to cover the field it lays down a much needed marker of progress to date and provides a platform for informed and coherent future analysis and research of the subject The publication comes at a time of heightened worldwide concern over the standard of science and mathematics education attended by fierce debate over how best to reform curricula and enliven student engagement in the subjects There is a growing recognition among educators and policy makers that the learning of science must dovetail with learning about science this handbook is uniquely positioned as a locus for the discussion The handbook features sections on pedagogical theoretical national and biographical research setting the literature of each tradition in its historical context It reminds readers at a crucial juncture that there has been a long and rich tradition of historical and philosophical engagements with science and mathematics teaching and that lessons can be learnt from these engagements for the resolution of current theoretical curricular and pedagogical questions that face teachers and administrators Science educators will be grateful for this unique encyclopaedic handbook Gerald Holton Physics Department Harvard University This handbook gathers the fruits of over thirty years research by a growing international and cosmopolitan community Fabio Bevilacqua Physics Department University of Pavia *Making Sense of the Intercultural* Adrian Holliday, Sara Amadasi, 2019-11-19 In this book we wish to find a new way of talking about connecting and operationalising the third space narratives positioning and interculturality Our purpose is to shake established views in what we consider to be an urgent quest for dealing with prejudice We therefore seek to draw attention to the following How Centre structures and large culture boundaries are sources of prejudice How deCentred intercultural threads address prejudice by dissolving these boundaries How in everyday small culture formation on the go the cultural and the intercultural are observable and become indistinguishable How agency personal and grand narratives discourses and positioning become visible in unexpected ways How we researchers also bring competing narratives in making sense of the intercultural How third spaces are discordant and uncomfortable places in which all of us must struggle to achieve interculturality This book is therefore a journey of discovery with each chapter building on the previous ones While throughout there are particular

empirical events interviews reconstructed ethnographic accounts and research diary entries with their own detailed analyses and insights they connect back to discussion in previous chapters

**Understanding Research in Counselling** Graham Bright, Gill Harrison, 2013-10-02 Many counselling courses have a strong research element built into the modules and students are expected to gain a thorough understanding of research issues early on in their studies This accessible and practical textbook will demystify research and make it relevant to counselling practice There are sections on linking clinical practice to research developing curiosity and engaging with the data The book uses clinical practice as a basis for understanding research and makes connections between the activity of therapy and the research process

**Research Methods for Public Administrators** Gail Johnson, 2014-12-17 As in previous editions this highly practical book is written with beginning MPA students and practitioners in mind It focuses on the interpretation and use of research findings not just number crunching It covers the entire research process from initial questions to final report in clear jargon free language and includes numerous easy to understand examples and exercises that provide opportunities for concrete applications of the concepts It is solidly grounded in public administration and recognizes both the promise and limitations of research within a political environment Key features of the book It is highly practical and written to accommodate a mix of readers those who want to become analysts managers who will oversee research contracts and citizens who need to know whether to believe the facts and data they read in today s news It minimizes the use of jargon and explains difficult concepts in clear language Plentiful end of chapter exercises provide opportunities for concrete application of the concepts Key points are highlighted as takeaway lessons so readers are reminded about what really matters The tough questions to ask are suggested in every chapter Examples and applications are used throughout the book to illustrate concepts and add topical interest It covers the entire research process from initial questions to the final report This book demystifies and makes practical the research every public administrator and policy analyst needs to do the job well Online instructor s materials including a Test Bank PowerPoint slides and a Survey and Documental Analysis SDA guide are also available to adopters

**Handbook of Research on Scholarly Publishing and Research Methods** Wang, Viktor, 2014-12-31 For faculty to advance their careers in higher education publishing is essential A competitive marketplace strict research standards and scrupulous tenure committees are all challenges academicians face in publishing their research and achieving tenure at their institutions The Handbook of Research on Scholarly Publishing and Research Methods assists researchers in navigating the field of scholarly publishing through a careful analysis of multidisciplinary research topics and recent trends in the industry With its broad practical focus this handbook is of particular use to researchers scholars professors graduate students and librarians

**International Research Handbook on Values Education and Student Wellbeing** Terence Lovat, Ron Toomey, Neville Clement, 2010-08-05 Informed by the most up to date research from around the world as well as examples of good practice this handbook analyzes values education in the context of a range of school based measures associated with student

wellbeing These include social emotional moral and spiritual growth elements that seem to be present where intellectual advancement and academic achievement are being maximized This text comes as values education widens in scope from being concerned with morality ethics civics and citizenship to a broader definition synonymous with a holistic approach to education in general This expanded purview is frequently described as pedagogy relating to values and wellbeing This contemporary understanding of values education or values and wellbeing pedagogy fits well with recent neuroscience research This has shown that notions of cognition or intellect are far more intertwined with social and emotional growth than earlier educational paradigms have allowed for In other words the best laid plans about the technical aspects of pedagogy are bound to fail unless the growth of the whole person social emotional moral spiritual and intellectual is the pedagogical target Teachers and educationalists will find that this handbook provides evidence culled from both research and practice of the beneficial effects of such a values and wellbeing pedagogy

**Disaster Research** Rasmus Dahlberg, Olivier Rubin, Morten Thanning Vendelø, 2015-09-07 Given the tendency of books on disasters to predominantly focus on strong geophysical or descriptive perspectives and in depth accounts of particular catastrophes Disaster Research provides a much needed multidisciplinary perspective of the area This book is structured thematically around key approaches to disaster research from a range of different but often complementary academic disciplines Each chapter presents distinct approaches to disaster research that is anchored in a particular discipline ranging from the law of disasters and disaster historiography to disaster politics and anthropology of disaster The methodological and theoretical contributions underlining a specific approach to disasters are discussed and illustrative empirical cases are examined that support and further inform the proposed approach to disaster research The book thus provides unique insights into fourteen state of the art disciplinary approaches to the understanding of disasters The theoretical discussions as well as the diverse range of disaster cases should be of interest to both postgraduate and undergraduate students as well as academics researchers and policymakers



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