

Evidence about the Effectiveness of *Evidence-based Practice: A Workshop for Training Adult Basic Education, TANF and One-Stop Practitioners and Program Administrators*

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INTRODUCTION

In the ten years that NCSALL was in existence, those of us in charge of disseminating research discovered that one of the most misunderstood terms in our field was the term *evidence-based practice*. With the advent of the No Child Left Behind (NCLB) legislation, there has been intensive pressure on those in education, including the adult education and literacy community, to base instruction and services on evidence-based practices. Simultaneously, the U.S. Department of Education has strongly (some would say almost exclusively) promoted the idea of scientifically based research, which was defined under the NCLB legislation.

One would be hard-pressed now to find adult basic education practitioners or programs that don't know they are supposed to be basing their practices on evidence. At the same time, few can accurately define the term *evidence-based practice*, let alone understand how one employs such practices in classrooms and programs. The nervousness among adult educators, who somehow felt that every decision made in their lessons must be backed up by a randomized-controlled trial, has been a barrier to the very adoption of such practices in our field.

To address this situation, in 2006, the Institute of Education Sciences and the National Institute for Literacy funded NCSALL to develop a one-day workshop for adult basic education, TANF (Transitional Assistance to Needy Families), and One-Stop practitioners and administrators. The goal of this workshop was to help teachers and administrators understand the meaning of evidence-based practice and develop strategies for continuously accessing, understanding, judging and using research in their classrooms and programs.

The developers and presenters of the 6½-hour workshop were Beth Bingman (University of Tennessee, The Center for Literacy Studies/NCSALL), Cristine Smith (World Education/NCSALL), Lennox McLendon (National Adult Education Professional Development Consortium), and John Comings (Harvard Graduate School of Education/NCSALL).

In each of three pilot states—North Carolina (July 18, 2006), Texas (September 12, 2006), and Wyoming (October 19, 2006)—NCSALL /NAEPDC conducted a workshop with approximately 25 practitioners and program administrators (along with selected professional developers and state staff participating as observers) that was intended to enable them to:

- *Discuss their own attitudes about research* and its connection to practice and policy
- *Define some basic concepts and terminology* about research design and methodology

- *Describe the connection* between evidence-based practice and program/classroom improvement
- *Describe what empirical evidence looks like* and how it can be integrated with professional wisdom to make decisions about instruction and services for adult students
- *Implement a plan for improving reading instruction* in their programs utilizing evidence-based practices
- *Cite strategies they can use* to continuously access, understand, judge and use research to make decisions about practice in their classrooms or programs

The workshop guide is available to the field and can be found at www.ncsall.net/fileadmin/resources/teach/EBP_wkshp_guide.pdf, and the PowerPoint slides that accompany it can be found at www.ncsall.net/fileadmin/resources/teach/EBP_wkshp_PPT.ppt. A one-page summary of the workshop agenda can be found in Appendix A of this report.

As part of piloting this workshop, we conducted an evaluation of the participants' experience, the knowledge they gained, to both determine how to revise the workshop and to gauge its effectiveness. This purpose of this paper is to report on the findings from that evaluation.

EVALUATION METHODOLOGY

We constructed a simple pre- and post-workshop, one-page questionnaire, aligned with the workshop objectives presented in the previous section (pp. 1–2). The pre- and post-workshop questionnaires can be found in Appendix B of this report. Each included eight knowledge and practice questions about evidence-based practice, scientifically based research, types of research studies, research terms, as well as where and how often practitioners sought out research. The post-workshop questionnaire also included a question about the key concept practitioners would take away from the workshop.

We gave out the pre-workshop questionnaire to participants as they entered the workshop and asked them to fill it out. At the end of the workshop, we handed out the post-workshop questionnaire and asked participants to fill that out. In both cases, the questionnaires took between 10 and 15 minutes for participants to complete. We ended up with 68 usable questionnaires. (See Appendix C for results.)

We did not collect any demographic or background data from participants, since our goal with this evaluation was just to gauge what participants learned during the workshop.

FINDINGS

- Definition of Evidence-based Practice:** Overall, participants gained a better understanding of the term *evidence-based practice*. Most participants understood that it had something to do with basing their instruction on research, but few started the workshop understanding that it is “the integration of the best empirical evidence with professional wisdom in making decisions about instruction”, which is the definition put forward by the U.S. Department of Education (see workshop powerpoint slides for source). However, after the workshop, more participants understood that the basis of practice was not only research findings but *also* professional wisdom gained by the field. Examples of before and after follow:

PRE-WORKSHOP: DEFINE EVIDENCE-BASED PRACTICE	POST-WORKSHOP: DEFINE EVIDENCE-BASED PRACTICE
Instructional practices that have been proven effective by research	Integration of professional wisdom and scientifically based research to come up with best practices
Practice based on prior past experience of what works and what doesn't	Practice based on available research and professional wisdom
Practices that have been researched and have evidence	Integration of professional wisdom with the best empirical evidence
Using ideas/methods that have been tried by others that have given results from their practices	Employing professional wisdom with evidence
Research based on actual practice	Implementing practices which are based on both research and teacher knowledge

- Definition of Scientifically Based Research:** Very few participants could cite the criteria for *scientifically based research* before the workshop started; scientifically based research, as defined by No Child Left Behind legislation, must be published in a peer-reviewed journal or approved by a panel of independent experts; the results of the study must have been replicated by other scientists; or there is consensus in the research community that the study's findings are supported by a critical mass of additional studies. This concept was harder to grasp for participants than the term *evidence-based practice*; still, it is clear that at least some participants began to understand the difference between research and scientifically based research.

PRE-WORKSHOP: CRITERIA FOR SCIENTIFICALLY BASED RESEARCH	POST-WORKSHOP: CRITERIA FOR SCIENTIFICALLY BASED RESEARCH
Validity Reliability	Validity Reliability Random sample Peer reviewed
Control group Study group	Peer reviewed Replicated
Meta-analysis. Case studies have been performed	Published? Replicated?

PRE-WORKSHOP: CRITERIA FOR SCIENTIFICALLY BASED RESEARCH	POST-WORKSHOP: CRITERIA FOR SCIENTIFICALLY BASED RESEARCH
Been implemented in several settings. Placebos have been used so that research wasn't manipulated.	Been researched in more than one research. Published.
A control group. A need for the type of research done.	Published in an accredited journal. Have results of study been replicated by other scientists.

- Differences in Research Methodologies:** Participants' concepts about different types of research methodology—case studies, correlational studies, and true experiments—were somewhat “muddy” coming into the workshop. Most participants chose to define what a case study was in the pre-workshop questionnaire, but those definitions were confused with qualitative analysis in general. While only a handful tried (and succeeded) in defining what true experiments are at the start of the workshop, more attempted and succeeded at the end. However, correlational studies were still difficult for participants to describe and define, indicating that the workshop was not as successful at differentiating that type of methodology from case studies and true experiments.

PRE-WORKSHOP: DEFINE CASE STUDIES, CORRELATIONAL STUDIES OR TRUE EXPERIMENTS	POST-WORKSHOP: DEFINE CASE STUDIES, CORRELATIONAL STUDIES OR TRUE EXPERIMENTS
Case studies—specific study with hypothesis, procedures and outcomes.	Case studies: detailed description of individual or small groups: “What’s going on?”
Case studies: looking at groups in their natural settings to do the research.	True experiments: randomized tests that answer what works.
Case studies: people. Information on individuals recorded and studied over a period of time. Correlational: comparison of case studies.	Case studies: individual/group descriptions. Correlational: tests links between variables and outcomes. True experiment: randomized trials that answer “what works” questions.
Correlational studies: studies conducted to prove a theory.	True experiments: done with a control group and an intervention group.
In case studies, history and current practice are included and results are compared and controlled to other methods with comparable histories.	True experiments: Control group, participant group—measure results of methods used. Random selection of both groups.

- Definition of Experimental and Control:** About half of the participants came in understanding the difference between a *control group* and an *experimental group*. The workshop appears to have been successful both at clarifying some misconceptions about what a control group is and at helping more participants understand the basics of how a sample in research is constructed.

PRE-WORKSHOP: DIFFERENCE BETWEEN CONTROL AND EXPERIMENTAL GROUP	POST-WORKSHOP: DIFFERENCE BETWEEN CONTROL AND EXPERIMENTAL GROUP
Experimental: behaviors of study group are unbiasedly observed. Control: defined and managed study population with predicted outcomes.	Experimental: population exposed to enhancement variable. Control: population not exposed to “enhancement variable.”

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PRE-WORKSHOP: DIFFERENCE BETWEEN CONTROL AND EXPERIMENTAL GROUP	POST-WORKSHOP: DIFFERENCE BETWEEN CONTROL AND EXPERIMENTAL GROUP
Control group is monitored more. More rules about who can make up the group.	Control group remains same and experimental: group received additional aids/training to see if there's a difference.
(Left blank)	The experimental group receives the intervention strategies.
Experimental: an open-ended study. A control group is followed all the way through a study.	Control continues same mode. Experimental has intervention.
Experimental: you experiment with unknown variables. Control: experiment with known variables (you control the variables)	Experimental: group has interventions and control group does not.

- **The Importance of Random Assignment:** The majority of participants, at the start of the workshop, felt that random assignment was important in selecting a sample because it somehow “reduces bias”, but could not say more than this. At the end of the workshop, there was some evidence that more participants understood the true purpose of random selection, although many still confuse the terms *sample* and *population* and many still couldn’t completely state the rationale clearly.

PRE-WORKSHOP: IMPORTANCE OF RANDOM ASSIGNMENT IN CHOOSING STUDY SAMPLE	POST-WORKSHOP: IMPORTANCE OF RANDOM ASSIGNMENT IN CHOOSING STUDY SAMPLE
Research validity is based on a comparison to underlying variation in the population.	So that each group is equally representative of the total population.
Because it allows for a truer “picture.”	Because it provides for a wider distribution/comparison to the actual population.
This gives you a true outcome of how a new project would affect most other programs.	You get a true group that represents a general population.
It depends on what’s being researched.	Self-selected participants may have a bias or pre-determined ideas.

- **How to Access Research and Extent of Research Use in Practice:** The trend was for most participants to indicate that they would use research more frequently at the end of the workshop than at the beginning. One change the workshop clearly engendered was a broader understanding of where to find research. The handouts in the workshop about various websites and sources of research information appeared to be helpful to participants.
- **Key Questions to Ask about Particular Studies:** A good number of participants, pre-workshop, indicated that their main question was “Is this research relevant to the adult students with whom I work?” At the end of the workshop, some participants still cited this as a key question, which is legitimate, but a few others added questions they would ask about the validity and reliability of the study, about whether it had been published in a peer-reviewed journal, or whether it had been replicated.

PRE-WORKSHOP: QUESTIONS TO ASK ABOUT RESEARCH STUDIES	POST-WORKSHOP: QUESTIONS TO ASK ABOUT RESEARCH STUDIES
Who conducted, what controls.	Was it published? Was it replicated? Supported by other research (significant amount)?
Is it applicable to my students? Is it practical (in terms of cost, time, outcomes)?	Are the results valid, reliable and practical?
Is it applicable to our situation?	Accepted by colleagues (published).
Methodology. Relevance of research question.	Methodology. Support by other studies. Quality of data. Peer reviewed.

- **Key Concept or Strategy Gained from the Workshop:** This was the only question asked in the post-workshop questionnaire that was not asked in the pre-workshop questionnaire. The answers indicate a greater understanding of research, as well as a clearer knowledge of how to use research.

What key concept or strategy do you walk away with from today's training?

- *The importance of research and its validity.*
- *Much better understanding of scientifically based research principles and application.*
- *Be able to back up your professional wisdom with scientific research because it becomes more believable to others.*
- *Importance of knowing where to find research and how to use it to improve instruction.*
- *It's not as difficult to incorporate research into our planning to help us meet our needs.*
- *Using reliable research as basis for implementing change.*
- *Scientific research can improve programs and teaching.*
- *The need to keep sending research articles to staff and start discussion groups.*
- *Research is not the end all. Instructor experience counts! Yeah.*
- *Improved knowledge in analyzing data and research.*
- *We're doing things right, research is easily accessible on the web.*
- *Ways to implement better reading strategies.*
- *Mean, median, and mode! Using research better to help me improve program delivery.*
- *That research can make a difference in instructional practices.*
- *There is a lot of research out there that can help us do a better job, if we will use it.*
- *Accessing, understanding, judging and using research.*

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- *Align teaching with research.*
- *Alignment between research, instruction and assessment.*
- *Importance of moving from “by the seat of your pants” instruction.*
- *You can use research to make change.*

CONCLUSION

From the findings reported here as well as from our experiences and interactions with the participants and state staff members in the pilot states, we believe that the Evidence-based Practice Workshop was effective in reaching its objective to enable participants to:

- *Discuss their own attitudes about research* and its connection to practice and policy
- *Define some basic concepts and terminology* about research design and methodology
- *Describe the connection* between evidence-based practice and program/classroom improvement
- *Describe what empirical evidence looks like* and how it can be integrated with professional wisdom to make decisions about instruction and services for adult students
- *Implement a plan for improving reading instruction* in their programs utilizing evidence-based practices
- *Cite strategies they can use* to continuously access, understand, judge and use research to make decisions about practice in their classrooms or programs

Participants tended to leave the workshops sharing enthusiasm about implementing what they had learned about research utilization in their own programs.

However, we would be remiss if we did not point out the limits of this evaluation and the limits of the workshop. The findings reported here are based on a one-time, pre-post questionnaire administered on the day of the workshop. The questionnaire went well beyond asking for a response to the workshop by querying content knowledge, but we can only report on changes in content knowledge. We cannot really say anything about actual changes in practices made by participants in these workshops. A more extensive effort that examines program changes over time would be needed to assess implementation.

The workshop was designed to be completed in a one-day session. This design has its own limits. Professional development efforts that extend over time and have program change efforts built into and supported in the design are more likely to lead to change in practices. Each of the three pilot states had their own plans to follow up with the participants in the pilot workshops and to support them to some extent. Tracking the results of these efforts and taking the results into account in any redesign of this workshop could strengthen the results.

APPENDIX A: WORKSHOP AGENDA

- 1. Introductory Activity: Welcome, Objectives, and Agenda** (15 minutes)
A whole group activity where participants are introduced to each other, share a strength of their programs, and learn about the workshop as a whole.
- 2. Attitudes Toward Research: Discussion Activity** (35 minutes)
A whole group discussion activity to help participants understand that there are a range of existing attitudes towards research and its role in improving practice. Participants analyze their own attitudes towards research and the attitudes they think other practitioners might hold, and they think about what attitudes about research mean for promoting evidence-based practice.
- 3. Introduction to Research Design** (70 minutes)
An overview of the basics of research in experimental design and quantitative data analysis. Participants create their own data, explore how to analyze such data and learn basic research concepts such as random sampling, reliability, validity, means/medians/modes, standard deviation, findings and implications. The activity concludes with a group discussion of experimental, correlational, and case study research and when each might be useful to answer questions in adult education.
- 4. Understanding Research and Identifying Evidence-based Practice** (110 minutes)
An activity where the concepts of scientifically based research and evidence-based practice are defined. Participants analyze research related to adult reading instruction, and generate principles of evidence-based reading instruction.
- 5. Using Evidence-based Practice to Improve Your Program** (45 minutes)
A small group, program-specific activity where participants think about a recent change they made in their own program (and the steps involved), read a case study about a fictional program making a program improvement change based on an evidence-based practice about reading, and then compare their own change process with the case study to see how they might incorporate evidence-based practice in their program.
- 6. Next Steps: Action Planning** (40 minutes)
An action planning activity in which participants talk about specific problems that they are currently facing in their programs for which reading research might be useful, how they will take the information on evidence-based reading back to their programs.

7. Accessing, Understanding, Judging and Using Research On Your Own
(60 minutes)

A whole group discussion activity where participants consider a strategy for how they will continuously access, understand, judge and use research as part of their ongoing efforts to improve their programs.

8. Evaluation and Closure (10 minutes)

An activity to get feedback from the participants about the workshop.

APPENDIX B: EVIDENCE-BASED PRACTICE PRE-WORKSHOP QUESTIONNAIRE

First Name and Last Initial _____

1. How would you define *evidence-based practice*?

2. Name two features or criteria of scientifically based research.

3. Define one of these three types of research design:
 - case studies
 - correlational studies
 - true experiments

4. What's the difference between an experimental and a control group?

5. Why do you think random assignment is so important in selecting a research sample?

6. To what extent would you say you now *use* evidence from empirical research to inform your teaching and/or administration work in adult education?

Never						Daily
1	2	3	4	5	6	

7. How do you access research now?

8. What questions about a particular study would you ask to determine whether you should make a change in your practice based on the research findings?

APPENDIX B: EVIDENCE-BASED PRACTICE POST-WORKSHOP QUESTIONNAIRE

First Name and Last Initial _____

1. How would you define *evidence-based practice*?

2. Name two features or criteria of scientifically based research.

3. Define *one* of these three types of research design:
 - case studies
 - correlational studies
 - true experiments

4. What's the difference between an experimental and a control group?

5. Why do you think random assignment is so important in selecting a research sample?

6. To what extent would you *like to use* evidence from empirical research to inform your teaching and/or administration work in adult education?

Never						Daily
1	2	3	4	5	6	

7. How will you access research now?

8. What questions would you ask about a particular study to determine whether you should make a change in your practice based on the research findings?

9. What key concept or strategy do you walk away with from today's training?

APPENDIX C: EVIDENCE-BASED PRACTICE WORKSHOP QUESTIONNAIRE RESULTS

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
1	Define ebp	Practical “work” that derives structure and method from observation and assessment to define best method	Combo of professional wisdom
	2 features sbr	Controlled variables Observation of behavior	Data collection
	Define 1 type research des	Case studies: comparison and assessment of existing data	Case studies: written report on research for situational comparisons
	Diff exp & control group	Exp: behaviors of study group are unbiasedly observed Control: defined and managed study population with predicted outcomes	Exp: population exposed to enhancement variable Control: population not exposed to “enhancement variable”
	Random assign import?	About 10% of total	Allows unforeseen variables to be better digested into research results
	Now use/like to use eviden	4	5
	How access research	From books	
	?s ask about partic study	Does “it” work in my situation?	What are the inferences
	Key concept take away		All great
2	Define ebp	That the practice is backed up by empirical research that has been applied and show proof of ideas suggested by the study	Setting up practices based on scientific research
	2 features sbr	Validity Reliability	Peer-reviewed Data-backed
	Define 1 type research des	Case studies: follow people or situations over a specific period of time to record findings in empirical, real world settings that help describe and illustrate research and thinking	Correlational studies: determining relationships between variables
	Diff exp & control group	Exp gets a placebo and the real pill Control gets only the pill	Exp: gets to test different variables Control: remains the same
	Random assign import?	You are able to generalize to a larger population	Fair and impartial

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Now use/like to use eviden	6	6
	How access research	Internet, college/univ libraries, dissertations	Same way: internet, checking with practices of other similar programs
	?s ask about partic study	Is there a correlation between the results of the study and what you see in real world?	Is it valid and reliable? Is it backed by strong data? Has it been applied?
	Key concept take away		Much better understanding of scientifically based research principles and application
3	Define ebp	Uses research evidence to complement the educational situation	Teaching and learning based on evidence from research
	2 features sbr	Lack of bias Double blind research	Peer review Lack of bias
	Define 1 type research des	Case studies: helpful but less scientific in approach True experiments: double blind studies where both the research subject and examiner are not allowed to know who is receiving the “new” product	Case studies: soft data from questionnaires, classroom situations, testing
	Diff exp & control group	The control group is not part of the subject population which receives something added to regular situation	Exp group receives some added experience or product Control group is not receiving anything added
	Random assign import?	Reduces the chance of bias in the research	Essential for a non-biased research program
	Now use/like to use eviden	3	4
	How access research	Internet	Internet
	?s ask about partic study	Does the research meet the criteria I am working with? Will the results be positive for my classroom population?	Is there peer review? What is the method?
	Key concept take away		The ability to see the importance of research (even soft data) and education
4	Define ebp	Instructional practices that have been proven effective by research	Integration of professional wisdom and scientifically based research to come up with best practices

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	2 features sbr	Random sampling Validity	Validity Reliability
	Define 1 type research des	Correlational studies: compare two dependent variables to see if there is a relationship between the two, such as higher IQ and higher SAT scores	True experiments require random sampling, dependent variables and independent variables
	Diff exp & control group	Control group is the “norm”; exp group is the one receiving “treatment” or a new method	Exp group is the group that receives the “treatment”. Control group is the “normal”
	Random assign import?	To make sure that groups are as similar as possible; to increase the internal and external validity	To ensure validity
	Now use/like to use eviden	4	6
	How access research	Reading articles on internet, Focus on Basics, articles provided by our department chair	Hopefully, I will take more time to visit websites such as NCSALL and NIFL to gain input
	?s ask about partic study	Are the participants or groups similar to ours? Was it a true experiment? Was it valid? Was it an experiment that can be generalized?	Are the results of the study generalizable to a broader population? Is it scientifically based?
	Key concept take away		Research can inform and encourage us to pursue best practices. Thanks
5	Define ebp	Practice based on prior past experience of what works and what doesn't	Practice based on available research and professional wisdom
	2 features sbr	Validity Reliability	Validity Reliability Random sample Peer reviewed
	Define 1 type research des	Case studies: studies of individuals	Case studies: intense observation of individual case history
	Diff exp & control group	Exp: try something different Control: stays the same	Exp: make a change Control: keep the same
	Random assign import?	Better makes the research apply to the general population	To make it valid across the whole population
	Now use/like to use eviden	2	5

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	How access research	Internet	Internet
	?s ask about partic study	Does it apply to our students/program?	How does it apply to me/my students?
	Key concept take away		Motivation to increase students' retention
6	Define ebp	Practices that have been researched and found to be factual	A "practice" that has met all basic principles of the methods of scientific; proven by scientific method of research
	2 features sbr	Non-biased Controlled without anything to make it invalid	Testable theory gives predictions that could be proven wrong Scientific knowledge has had to pass a test
	Define 1 type research des	Case studies: using actual "real life" criteria	Case studies: a sample study of real participants with specific criteria set
	Diff exp & control group	Exp: group has variation in participation Control: no ifs, ands or buts: everything is the same	Exp: given guidelines/extra guidance (group who practiced ball) Control: subjects given no help or guidelines (group who didn't practice)
	Random assign import?	A cross-section of the population is sampled, making the data reflect more than one segment of the population	To get an accurate selection
	Now use/like to use eviden	4	4
	How access research	On-line, educational magazines	Internet, working with other CC
	?s ask about partic study		
	Key concept take away		Principles of scientific methods applied to research
7	Define ebp	Research that has been validated and proven to work in the classroom	Integrated professional wisdom with scientific based (valid and reliable) research to bring about positive results in the classroom
	2 features sbr	Theory	Systematic Rigorous

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Define 1 type research des	Case studies: actual situations that have been written in narrative form for the purpose of discussion	True exp: randomly selecting a group and comparing the overall results from an experiment of those who were provided extended practice and those who were not to validate the scientific theory
	Diff exp & control group	Exp: randomly selected Control: selected specifically with much supervision	Exp: given the support of additional practice Control: stays as is
	Random assign import?	It provides more diversity to the study	So there is a diverse group in which to base the scientific research.
	Now use/like to use eviden	3	4
	How access research	Internet	Using internet links given in this training
	?s ask about partic study	Who was the research group? Who conducted the research? How long was the research conducted?	Who were the participants? How long was it conducted? Is there other research available in that area?
	Key concept take away		Be able to back up your professional wisdom with scientific research because it becomes more believable to others
8	Define ebp	Using research (evidence that it works) to improve/enhance teaching (practice)	Integrating professional knowledge with scientific research to make informed decisions
	2 features sbr	Collect accurate data (unbiased) Interpret data correctly	Random selection of control/experimental Systematic
	Define 1 type research des	Case studies: study of a particular practice/student to see how it works	Case studies: description of individual student or group
	Diff exp & control group	Exp: get the new (“stuff”) instruction. Control: does not get the new stuff/instruction	Exp: gets treatment Control; no treatment
	Random assign import?	Unbiased	Avoids biased results
	Now use/like to use eviden	5	4
	How access research	Internet, journals	Web, journals
	?s ask about partic study	Is it from a reputable source? How alike is the research sample/situation to my situation?	Is it from a reliable source?

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Key concept take away		Importance of knowing where to find research and how to use it to improve instruction
9	Define ebp	Using proven data to develop/inform program content and decisions	Professional wisdom and empirical evidence
	2 features sbr	Hypothesis Significant data	Panel/peer evaluation Rigorous analysis
	Define 1 type research des	Case studies: in-depth narrative and measurements that describe a particular organization/situation, etc.	True exp: random sampling, pre and post testing and other empirical data; 1 variable (to the extent possible)
	Diff exp & control group	Control group: does not have added intervention (or whatever the experiment is) so that you can compare what happens with and without intervention	Control group doesn't get intervention
	Random assign import?	To have true data, you can't select based on knowledge of individuals. Cohort must be widely representative and random sampling is most effective for that	To ensure validity of findings
	Now use/like to use eviden	4	5: want to be informed but not a slave to research!
	How access research	Relationship with ProLiteracy American, professional development opportunities (state and national conferences, SCALE)	Start with our existing database. Have recently recruited grad student for this, will have better direction now. Contact NIFL and NCSALL.
	?s ask about partic study	In what ways is the group studied similar to and different than our own organization?	What factors made the difference? What were the results for the exper. Group vs. control? How replicable is it?
	Key concept take away		Persistence study data: VERY useful!
10	Define ebp	Strategies that have research-based success	Integration of professional wisdom with best available empirical evidence to deliver instruction
	2 features sbr	Control group Study group	Peer reviewed Replicated

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Define 1 type research des	Correlational: proof that a strategy is aiding in student success, such as a class that requires supplemental instruction seems to have more student success than one without SI	Case studies: highly detailed descriptions on how an instructional strategy operates in classroom
	Diff exp & control group	The variable tested is withheld from control group	Exp group includes intervention
	Random assign import?	To provide diversity in the groups	To control study variability
	Now use/like to use eviden	4	5
	How access research	Internet and literature	Internet
	?s ask about partic study	Will this change provide student success and retention?	Has the study been peer reviewed? Has the study been replicated? Is there a consensus in research community that findings are supported by additional studies?
	Key concept take away		A program improvement plan
11	Define ebp	Employing classroom instruction that is based on research	Use of professional wisdom that is based on empirical research/combination of the two
	2 features sbr	# of people studied Amount of time study done (period of time covered in study)	Peer reviewed Data analyzed
	Define 1 type research des	Case studies: discuss a situation and resolve the problems	Case studies: various situations True exp: two groups, one controlled and one experimental under same conditions
	Diff exp & control group	Control group is monitored more. More rules about who can make up the group	Control group remains same and exp group received additional aids/training to see if there's a difference
	Random assign import?	It depends on what's being researched	Self selected participants may have a bias or pre-determined ideas
	Now use/like to use eviden	4	5
	How access research	Mostly internet from various sources. Also books when preparing workshops	Internet (have more sites to refer to), books

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	?s ask about partic study	How many people were involved? How many variations were included? How long was the research carried out?	Who participated? Were they randomly assigned? Was it reviewed by peers, and what peers?
	Key concept take away		It's not as difficult to incorporate research into our planning to help us meet our needs.
12	Define ebp	You have evidence based on research that it is an effective practice with student success	Research has been completed on and study groups done
	2 features sbr	Helps to expand student knowledge Proven to be effective and helpful	Has data to back it up Peer reviewed By investigating testable problems
	Define 1 type research des	Case studies: where you get a certain group of people to experiment what you are trying to prove to be effective	Case studies: you have information turned in and then a study was completed
	Diff exp & control group	Control group is the one you know the end result Exp group to test unknown variables	Exp group had time to practice. Control group no change.
	Random assign import?	So you will get "accurate" end results (if not random, you will not get a true end result)	So it is not fixed outcome
	Now use/like to use eviden	4	4
	How access research	Internet, books, newsletters, etc.	Internet, conferences
	?s ask about partic study	If it is helping them or not	Do you understand? What my outcome is, positive or negative
	Key concept take away		Research can be helpful
13	Define ebp	Practices that have been researched and have evidence	Integration of professional wisdom with the best empirical evidence
	2 features sbr	Individuals/subjects Study (illegible)	Empirical findings Peer review
	Define 1 type research des	Case studies: following an individual/subject in the research for results followed by narrative, more personal	Case studies: more narrative

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Diff exp & control group		Control: random and not exposed Exp: subjects specifically chosen for the research, exposed
	Random assign import?	Don't have a biased group	Prevent bias
	Now use/like to use eviden	3	4
	How access research	Computer, books, articles	Take you websites and begin searching
	?s ask about partic study	(Hope I have better answers for the post tests!)	
	Key concept take away		The importance of research and its validity
14	Define ebp	Practice (action-behavior-service delivery-instruction) that uses research findings (evidence) to direct it/support it	Combination of empirical research and professional wisdom: practice of instruction, etc.
	2 features sbr	Hypothesis Measurement-pre/post	Peer review Random sample
	Define 1 type research des	Correlational: studying variables in search of correlations, relationships, etc. Looking at two or more variables to gauge their interaction	Correlational: pursue relationship of variable and outcome
	Diff exp & control group	Exp: has variable(s) under study introduced Control: no variables controlled or introduced ("natural")	Exp: variable applied Control: no variable applied
	Random assign import?	So that effects/results are not controlled or affected and therefore "muddy up" the results (keep sample "pure" and unbiased)	To eliminate bias that affects (can effect) results
	Now use/like to use eviden	3	5
	How access research	Prolit publications conferences/ncsall conf and training team accesses	NCSALL sites and links you provided
	?s ask about partic study	Validity Relevance for our program	Valid? Reliable? Scientific?

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Key concept take away		Don't be afraid of research. Look for what's out there in areas of concerns/interests to us and then review for components that can inform and improve our work
15	Define ebp	Using ideas/methods that have been tried by others that have given results from their practices	Employing professional wisdom with evidence
	2 features sbr	Standardized rules Standardized equipment Fact based outcomes	Professional wisdom Evidence from research
	Define 1 type research des	Case studies: completed and reported on to enhance the (teaching or) use of information	Case studies: study of a problem that was set to steps in order to overcome the problem
	Diff exp & control group	Controlled is equal Experimental is random	Exp: gets practice added incentives Control: does not get added guidance
	Random assign import?	Because everyone learns differently. Therefore selecting research should cover all arenas	It gives a truer results
	Now use/like to use eviden	3	4
	How access research	Internet. Other instructors (colleges), pre-posting testing students	Internet/from other instructors/NCCCS office
	?s ask about partic study	Is this practice helping our students to complete their education? Is this practice retaining students in the program? What could we do to improve upon this study and research for our program?	Is it scientific research or non scientific?
	Key concept take away		The action plan for our college for one of the areas of concern.
16	Define ebp	Data obtained from studies and used as the focus or foundation of your teaching practice	Wisdom and empirical evidence
	2 features sbr	The variables used Length of study	Control group Variables

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Define 1 type research des	Case studies: to decide on what you are going to look at. Select the subjects to follow. Have a timeline for completion. Look to see if there are any common factors based on the established criteria/variables that were pre-determined	Case study: study of a specific topic or group
	Diff exp & control group	Control: the group you are trying to match Exp: the group that you are looking at to notice commonalities with the control group	Control group: chosen to have no change in materials Exp: chosen to use new materials
	Random assign import?	It gives a new perspective, opens up new questions	Because it helps the validity of the research. it gives a truer picture of the group to be studied
	Now use/like to use eviden	2	2
	How access research	Internet	Internet
	?s ask about partic study		Was it published? Has it been evaluated by peers? Is there any more research on the topic? Is this a new concept? Who was the population?
	Key concept take away		Limited adult ed research is available
17	Define ebp	Practice based on research which has shown this approach to be effective	Practice based on scientifically based research and professional wisdom
	2 features sbr	Random assignment Control group	Empirical methods Peer reviewed
	Define 1 type research des	Case studies: studies of individual students	Case studies: study of individual students
	Diff exp & control group	An experimental group is being exposed to the area of research and the control group is not	Exp group is exposed to variable and control group is not
	Random assign import?	To ensure that there is no bias	Important for validity and reliability
	Now use/like to use eviden	5	5
	How access research	On-line websites and literature	Recommended websites
	?s ask about partic study		I would be interested to know if more than one study had been done

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Key concept take away		Integrate scientific research with professional wisdom
18	Define ebp	A practice based on research that has been tested using the scientific method to measure an outcome	Use of strategy or method that you have utilized and found successful or useful
	2 features sbr	Use of control groups Follows scientific method	Control group Standard deviations
	Define 1 type research des	Case studies: anecdotal accounts of real situations used for comparative purposes	Case study: anecdotal account of a situation, what they were investigating and outcome without hard data for support
	Diff exp & control group	Control: variables are manipulated Exp: uncontrolled variables: let's observe and note	Control: group that has manipulated variable Exp: random group
	Random assign import?		To eliminate as many variables as possible
	Now use/like to use eviden	4	5
	How access research	NCSALL, NIFL articles in print and on web. Additional links or references from these sources	Web and journal articles
	?s ask about partic study	Is this comparable to our student population and program and can we implement this?	Did it follow scientific criteria and was it peer reviewed?
	Key concept take away		Using reliable research as basis for implementing change
19	Define ebp	As practicing methods/techniques that have been previously researched. The methods are evident that the research holds some validity	The integration of research completed by experts that is utilized in the delivery of instruction
	2 features sbr	Data and...	Data Empirical findings Peer-reviewed articles
	Define 1 type research des	Case studies: the study of a topic or issue over a certain period of time. the study comprises of various elements to be determined by the individual performing the study. However, the result is to examine if change has taken place.	Correlational: testing whether there are links between variables and outcomes

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Diff exp & control group	Exp: not controlled by researcher Control: is a chosen group that the researcher controls	Exp: is a group exposed to a new approach Control: group is not exposed to new approach
	Random assign import?	Get better results	You get a diverse group which allows one to examine the different variables presented in the sample group
	Now use/like to use eviden	4	4
	How access research	Library and websites	Library and web
	?s ask about partic study		Does the validity or reliability decrease if the research isn't scientific?
	Key concept take away		Research is not as daunting as introduced in graduate school.
20	Define ebp	Daily activities and program design informed by research	Practice based on a combination of research and professional wisdom
	2 features sbr	It begins with a thesis It tests the thesis	Peer review Rigorous statistical analysis
	Define 1 type research des	Case studies: evaluates a setting using primarily qualitative methods	Correlational: evaluate the relationship of paired variables
	Diff exp & control group	The experimental receives the method being evaluated while the control receives a method that may be typically used	Exp: receive the trial activity or teaching style Control: receives the standard or established activity against which to compare results with the experimental group
	Random assign import?	Research validity is based on a comparison to underlying variation in the population	So that each group is equally representative of the total population
	Now use/like to use eviden	6	6
	How access research	Internet, print	Internet, print
	?s ask about partic study	Is it relevant to my situation? Does it solve a problem in my setting/	Is it appropriate to my setting? Is the research valid?
	Key concept take away		Evidence-based practice

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
21	Define ebp	Instruction “practice” based on results of research, best practice, etc. of what is effective, results producing, and indicative of student and instructor growth	Practice based on combination of professional wisdom, research findings
	2 features sbr	Design based on accepted methodology	Peer review Replicable
	Define 1 type research des	True experiments carried out as a result of posed hypothesis, research of literature, structured design with outcomes measured against hypothesis	
	Diff exp & control group	Exp: typically is the “done to” group Control: no intervention related to research?	Exp: done to Control: not
	Random assign import?	Assures an unbiased or representative sample	Replicates to extent possible the “target population”
	Now use/like to use eviden	5	6
	How access research	Internet, publications, workshops, professional meetings	Internet, workshops, journals, classrooms
	?s ask about partic study	How are results similar to population and impact designed? What was research designed to do?	Does it match criteria needed to improve practice?
	Key concept take away		Integration of research to support best practices
22	Define ebp	Teaching and program implementation that is based on research findings that are relevant to the program	Employing professional wisdom with empirical evidence in making decisions on instruction
	2 features sbr	Population used Instrument used to assess finding	Research conducted meeting particular criteria Using a population assessed with statistics
	Define 1 type research des	Research based on the study and assessment findings on specific, particular events, actions	Research studies constructed with particular groups
	Diff exp & control group	Control: group that is the norm Exp: group that is used to test and present new and different information or actions	Control: the basic population group Exp: given new situation/matched against control
	Random assign import?		Finds better, more accurate evidence

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Now use/like to use eviden	3	3
	How access research	Pretest/post testing, internet, judgment of methods used to outcomes	Plan assessment, testing
	?s ask about partic study		Will this research improve my program or instruction?
	Key concept take away		Scientific research can improve programs and teaching
23	Define ebp	Using practices with instruction/retention/recruitment, etc. that has been proven through research to be effective	A method that is used that has been researched and accepted by professionals in the area
	2 features sbr	Quantitative data Pre-post assessments	Peer review of articles Control group/experimental group
	Define 1 type research des	Correlational: following two groups as they perform the same True: experimental and control groups	Case studies: studying of a group of people or single person in context True exp: control group/experimental
	Diff exp & control group	Exp: the one that is having something done to or changed Control: one that remains untouched	Exp: something is changed, added, etc. Control: stays the same
	Random assign import?	If you do not choose randomly, you will have biases and the research will not...	If random assignment is not used, exp will be skewed because person may know something about subject or be familiar with or want to do it for some reason
	Now use/like to use eviden	5	6
	How access research	Through staff development workshops, professional readings, and research done in classes for program use	Internet, articles in journals, NCSALL
	?s ask about partic study	I would ask to see what %...	Was it peer reviewed?
	Key concept take away		Professional wisdom/empirical evidence
24	Define ebp	Using results of research to guide practice	No post-test data (left early)

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	2 features sbr	Select theory or issue to study Sampling of universe (study smaller group)	
	Define 1 type research des	Case studies: look at in-depth descriptions of people, situations, etc., to make conclusions	
	Diff exp & control group	Exp: try something new with Control: do nothing different	
	Random assign import?	It is more like “real life”. You don’t get skewed results	
	Now use/like to use eviden	5	
	How access research	Internet, conferences, books	
	?s ask about partic study	Was the sample big enough to be effective? Will the implementation be cost effective? Will it produce the desired outcomes/	
	Key concept take away		
25	Define ebp	No pre-workshop questionnaire completed (arrived late)	Using informed instructional CR strategies so you read and judge research which you can use to make decision about what you do in the classroom
	2 features sbr		Requires data analysis Multiple tools for collecting data
	Define 1 type research des		Case studies: narrative which describes question, issue and what you did to address it
	Diff exp & control group		Exp: intervention Control: conditions remain the same
	Random assign import?		So you do not have as many variables
	Now use/like to use eviden		6
	How access research		I will look at statistics
	?s ask about partic study		Who did the research? description of protocol?
	Key concept take away		The need to keep sending research articles to staff and start discussion groups.

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
26	Define ebp	No pre-workshop questionnaire completed (arrived late)	Practice that is rooted in proven methods, not just common wisdom
	2 features sbr		Clear research design, including questions, methodology, data analysis, results/findings Peer reviewed
	Define 1 type research des		Case studies: qualitative research method involving close study/analysis of subject(s), often analyzed for themes or against qualitative findings True exp: exp and control group, introduces a dependent variable, random sampling, sample size
	Diff exp & control group		Control group does not receive an intervention/dependent variable. It's a baseline basis for comparison. The experimental group receives intervention; hypothesis is applied (illegible)
	Random assign import?		Because self-selection biases the results of experiments by confounding results. Random sampling eliminates or reduces the bias people have when they choose to enroll in a study
	Now use/like to use eviden		5
	How access research		University and college libraries, Google scholar, professional publications (TESOL and NCSALL)
	?s ask about partic study		Is it GENERALIZABLE? Is it reliable? Does it specifically address the needs of my program? Is it a well-designed study?
	Key concept take away		That I'm not a "nerd" for always referring back to research. I'm glad NC supports this behavior.
27	Define ebp	Program design, delivery, eval and modification based on research-derived evidence that is relevant to the program (continuous...process)	Integration of empirical results from scientific research with "professional wisdom" in program practices

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	2 features sbr	Formulate a hypothesis Use of controls Emperical observations	Random sampling, hypothesis and testable design, quantitative analysis
	Define 1 type research des	Case studies: assessment of particular population and time frame and study problem and results Correlational studies: attempt to relate 2 or more trends, characteristics, or outcomes—in relational results—not limited to cause and effect True experiments: testing a hypothesis	Case studies: descriptive study of actual individuals, populations or events, designed to look at/answer “what’s going on here”?
	Diff exp & control group	The control group is not subjected to the experimental regime but is assessed carefully by same measures	Control and experimental groups are the same/have same characteristics but experimental group is subjected to changes/interventions and compared with control
	Random assign import?	Avoids “self-selected” cases or populations; essential for statistical validity (a foundation)	Avoid biases in the results
	Now use/like to use eviden	4	6
	How access research	Google, prof. trainings, books and lit	Same way (google, books/journals/prof. mtgs)
	?s ask about partic study	Is it relevant, feasible to apply, result in improved outcomes? Plus resource prioritization/allocation	Sample size, degree of statistical significance, methodology and limitations re: validity
	Key concept take away		Refer to the websites more often for review/reinvigoration of evidence-based practice strategies
28	Define ebp	Outcome by tasks studied	Instructor experience/observation AND research
	2 features sbr	Analysis, compiling results-evaluation	Control group/experimental group
	Define 1 type research des	Case studies: examples of studies in your area of interest	LEFT BLANK
	Diff exp & control group	A control group is part of an experiment	One is acted upon; one is not.
	Random assign import?	Cover larger segment for study	Random says it all! No collection or grouping of like samples
	Now use/like to use eviden	2	5

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	How access research	Staff workshops	Journals, conference
	?s ask about partic study	Participation success	Why? Who are your subjects? How were they selected?
	Key concept take away		Research is not the end all. Instructor experience counts! Yeah.
29	Define ebp	The way of doing “something” which is defined/designed by the results of studying the success and unsuccessful practices	EBP has some science (research) behind it plus evidence of best practice
	2 features sbr	Controlled studies, observations	Data driven
	Define 1 type research des	Case study: descriptive analysis of a situation	Case studies: answers “what’s going on” Correlational studies: answers “what works”
	Diff exp & control group	Experimental group is “acted upon”, while the control group is not	Control group is not “acted upon”
	Random assign import?	Prevents skewing results	Prevents skewing data/results
	Now use/like to use eviden	4	5
	How access research	Computer (google; library; literature; professional data)	Pay more attention to journals; utilize links provided for suggestions
	?s ask about partic study	Who conducted, what controls	Was it published? Was it replicated? Supported by other research (significant amount)?
	Key concept take away		Utilize the NIFL and NCSALL websites
30	Define ebp	Reviewing the literature, understanding the data, and implementing into current system.	Taking one’s own wisdom and research-based material and implementing a goal-oriented plan.
	2 features sbr	(1) A goal or directive for the research, (2) system to study the goal to produce outcomes	(1) goal, (2) data
	Define 1 type research des	Case studies-DFS; Correlational-Pavloff’s dog; True experiments-drug studies	Case studies-DFS
	Diff exp & control group	The research is using control as the baseline (placebo); experimental do not know what is being given or studied	Experimental group has an intervention; control group has no intervention

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Random assign import?	Then the researcher doesn't know who is receiving what and the sample doesn't know. Truer data collection	You have a variety of people: age, sex, knowledge
	Now use/like to use eviden	Daily	Daily
	How access research	Internet, networking	Internet, journals
	?s ask about partic study	(1) Does the study give a good representation of the goal of our program? (2) How long ago was the study? (3) Does the study provide a good narrative about the findings?	Is it relevant? What is the goal of the research?
	Key concept take away		To keep reading and focused on making improvements.
31	Define ebp	Teaching practices based on research	Practices that are arrived at by practice, knowledge of the students, experiences
	2 features sbr	Control group, hypothesis	Control group, random sampling, consistency
	Define 1 type research des	(No Answer)	Case studies—following or studying several cases; correlational—studies that compare or find a correlation or connection
	Diff exp & control group	A control group?	Experimental group—changes are made and then compared to control group, which no changes are performed on.
	Random assign import?	In order to get true and accurate scientific results.	In order to not skew or contaminate the research outcome
	Now use/like to use eviden	2	(No Answer)
	How access research	Seminars	Websites
	?s ask about partic study	Size of group or population study. How big was the study?	Was the research a true experiment?
	Key concept take away		Evidence-based research and empirical research are both important. Evidence-based, in education, is cheaper and probably very good in helping implementation.

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
32	Define ebp	Teaching practices that are based on research that's "proven" effective	Practiced based on both research and own experiences
	2 features sbr	Meta-analysis. Case studies have been performed	Published? Replicated?
	Define 1 type research des	Correlational—seeing how a variable change will create a drop or increasing in learning	Correlational—seeing if a variable correlational changes an outcome of a random sample
	Diff exp & control group	Exp group includes the variable. Control group remains the same	Control group doesn't change variables. Experimental group does.
	Random assign import?	We deal with "random" students in our classrooms	No prior experience specific to the study is expected
	Now use/like to use eviden	4.5	4.5
	How access research	Library, internet, books, other research	Web/periodicals/own/peers
	?s ask about partic study	Is what were doing working? Do we see positive changes?	Has it worked for others? Does it make sense to our population?
	Key concept take away		Sites/ideas from others/charged again
33	Define ebp	Classroom instruction that mirrors what current research says works in a given curricular areas	Professional knowledge and empirical evidence that drives instruction
	2 features sbr	Meta-analysis. ?	Peer Review, replication
	Define 1 type research des	Correlational—studies that look at similar interventions or practices, compare and contrast	Correlational--studies that compare what to what
	Diff exp & control group	Control group—no intervention. Experimental—intervention	Experimental—intervention. Control group—no intervention
	Random assign import?	It gives "true" results. Prevents "setting up" a group to succeed or fail. Anonymity.	Takes away bias, gives more "true results".
	Now use/like to use eviden	3	4+
	How access research	Web, library, UW	Connect research to school improvement goals—GREAT resources given!!
	?s ask about partic study	Who, what, why, results	Who is being studied, why? What are the research questions? Outcomes? Implications?
	Key concept take away		Connecting research to data leading to effective intervention

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
34	Define ebp	Research that proves or disproves the use of instructional strategies	Professional experience + research-based practices = interventions and strategies
	2 features sbr	Hypothesis. Conclusion based on data	Experiment, hypothesis, conclusion
	Define 1 type research des	Case studies—track individual. Correlational—compare two studies. True experiments—have experiment and control group	Case studies—individual studies. Correlational—discover external, internal influences in a study. True experiments—control and experimental group.
	Diff exp & control group	Exper—change is introduced. Control—status quo.	Exper—implement a change. Control—no changes
	Random assign import?	Reduces bias in data	Eliminates bias
	Now use/like to use eviden	5	5
	How access research	Conferences, internet, books	Internet: provided on handout. Books
	?s ask about partic study	(1) what is the agenda of the research? (2) size of group? (3) valid conclusions? (4) where published, (5) studies to support this one?	(1) type of study, (2) results, (3) group, (4) # in study
	Key concept take away		Improved knowledge in analyzing data and research.
35	Define ebp	How things are done in classroom using empirical evidence gathered by legitimate sources concerning best ways to present materials	Integrate professional wisdom with good, empirical evidence to make decisions on material delivery
	2 features sbr	?	Random sample, control group
	Define 1 type research des	Correlational—do your research and compare to similar studies	Correlational—outside studies for comparison
	Diff exp & control group	Exper—changing way of delivering services. Control—maintain current standards of delivery	Experimental—experience the changes being incorporated. Control—everything stays same
	Random assign import?	So as not to hand pick clients which could skew results	So sample will not be skewed by a certain characteristic
	Now use/like to use eviden	3	3
	How access research	? I don't think we do. We let Betty do it.	Use web sites, journals
	?s ask about partic study	Who? When? What? Where? Population make up	Who, what when, where, why?
	Key concept take away		Use “(illegible) look” of wisdom being presented

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
36	Define ebp	To use what has been professionally proven	Something I may use
	2 features sbr	Scientific studies over a period of time with changes in study to prove facts	Number. Proven
	Define 1 type research des	True experiments will use a new drug (vs) placebo	Case studies are watched and monitored.
	Diff exp & control group	Control group will have guidelines. Experimental will figure out a way to make it work	Control group needed to practice. The experimental group skunked them after practice.
	Random assign import?	It's unknown. However, many people will have the mental feeling of wellness simply by suggestions.	Keeps the odds even.
	Now use/like to use eviden	5	5
	How access research	Internet, educational outreaches	Internet or educational facility
	?s ask about partic study	What are the proven facts?	Outcome, who are researchers
	Key concept take away		I can help to prove my thoughts.
37	Define ebp	Teaching based on research	Based on research, professional wisdom, experience
	2 features sbr	Methodology and replication	Research question, data
	Define 1 type research des	Case studies—looking at individuals whole self before, during and after applying or using a variable to create change	Correlational—telling what is going on
	Diff exp & control group	Control group is the comparison group. One would use after applying a variable to an experimental group	The experimental groupu has an intervention done to it; the control group does not.
	Random assign import?	A better generalization of the population as a whole can be made with the outcome. Accounts for a variety of factors with less bias from researcher.	Random assignment accounts for limitations in the general population and “evens the odds”.
	Now use/like to use eviden	4	5
	How access research	Google, Focus on Basics, MPAEA journal	Through all the websites and their links
	?s ask about partic study	Who—the researcher and participants. What—what is the variable and action done to the participants?	Is it valid, is it relevant to our situation, did that research suggest program help or improvement?

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Key concept take away		We're doing things right, research is easily accessible on the web.
38	Define ebp	Evidence-based practice is use of research proven strategies to improve instructional practices	Professional wisdom combined with scientific evidence on how to deliver instruction
	2 features sbr	Proven research with case studies—results/outcomes. Control group as defining group	Believe that new evidence critical to work effectively with students. Integrate what have learned with previous knowledge
	Define 1 type research des	Case studies—specific study with hypothesis, procedures and outcomes	Case studies: detailed description of individual or small groups: “What’s going on?”
	Diff exp & control group	Experimental group—large group. Control group—specific cohort (average diversity)	Experimental group learns through experience and practice. Pre- and post-assess to determine gains as result of practice. Control group is static group—not influenced.
	Random assign import?	So that “truer” results are achieved across a population	Gives a better cross-section of general population without bias or pre-conceived experience. Truer results.
	Now use/like to use eviden	3	3
	How access research	NIFL, NCSALL, LINCS, conferences	NIFL, NCSALL, LINCS, abstracts/research
	?s ask about partic study	Feasibility, practicality, and demonstrated outcomes	(No answer)
	Key concept take away		Use evidence-based research and practice to guide program improvement
39	Define ebp	Research based on actual practice	Implementing practices which are based on both research and teacher knowledge
	2 features sbr	(1) statistics, (2) examination and/or inclusion of other research	(1) control group vs. experimental group, (2) stats
	Define 1 type research des	Case studies—research designed around and with a specific set of criteria (i.e., with a control group)	Case studies—examines/studies a particular group/individual and reports on observed characteristics

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Diff exp & control group	Control group is a “group” in which the experimental group results are compared to`	Experimental—group which “experiences”/participates/tests hypothesis. Control—group which “maintains status quo”.
	Random assign import?	Because it allows for a truer “picture”	Because it provides for a wider distribution/comparison to the actual population
	Now use/like to use eviden	4	4
	How access research	Through the internet and journals	Utilize links given
	?s ask about partic study	How the research was set up: methodology used; statistics: was random sampling used?	Was it published and recognized? Was it replicated?
	Key concept take away		Utilize concepts/websites, etc., given
40	Define ebp	Practices that have been proven to work	Scientifically based research using scientific method
	2 features sbr	Scientific method; follow up	Practice; control group
	Define 1 type research des	Case studies: numerous comparisons about the same topic	Case studies: look at different studies to see if a correlation can be made about the outcomes.
	Diff exp & control group	Experimental: use of the e xperimental object. Control: not using the thing, given a placebo	Control group doesn’t use any remediation or change. Experimental group practices or changes something
	Random assign import?	So that the research is not biased	There is no bias; the group is better representative of the population
	Now use/like to use eviden	3	3
	How access research	Reading, computer	By looking at other research out there and trying new methods
	?s ask about partic study	Outcomes? Cost. Ease of use	How long has this practice been in use; findings?
	Key concept take away		Ways to implement better reading strategies
41	Define ebp	A practice that is developed based on research	A practice based on research or “evidence” that has been tried/proven
	2 features sbr	Valid. Tested	Validity and reliability

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Define 1 type research des	Case studies are research based on a specific item or group. The study would have a research question and then explain the process used	Correlational studies compare the effect of different “interventions” on a subject
	Diff exp & control group	The experimental group is exposed to whatever you’re researching. The control group is not exposed.	The experimental group receives an intervention. The control group does not.
	Random assign import?	Random assignment helps to keep the results more valid. Someone could “stack the deck” if they “choose” the sample	Allows for a more accurate representation of the population
	Now use/like to use eviden	4	5
	How access research	Journals, meetings, and the internet	Through specific websites/journals
	?s ask about partic study	Is it applicable to my students? Is it practical (in terms of cost, time, outcomes)?	Are the results valid, reliable and practical?
	Key concept take away		That research can be valuable.
42	Define ebp	Putting into practice, implementing procedures that have been proven to work	Integration of research and professional wisdom. Then make decisions about services and practice.
	2 features sbr	Been implemented in several settings. Placebos have been used so that research wasn’t manipulated.	Been researched in more than 1 research. Published.
	Define 1 type research des	Case studies: look at particular groups and gathering information	Case studies: study specific case; not broad.
	Diff exp & control group	Experimental: the variables aren’t taken into account. Where control they try to account for variables that might be present.	Experimental implement the change to compare to the control group.
	Random assign import?	If not random selection, you could prove anything by manipulation	So can’t manipulate outcomes.
	Now use/like to use eviden	3	3
	How access research	Internet: literacy materials and information. Training, conferences. From ABE/Ged leaders and industry	NCSALL, NIFL, CAL, TESL, ETS.org

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	?s ask about partic study	How many groups and where were the groups studied that “prove” this works?	How many projects/people have proven this to be true?
	Key concept take away		Websites with research.
43	Define ebp	Practice that is based on good research and proven to get the results needed	Integrates professional knowledge with research practices to determine the best way to do things.
	2 features sbr	Statistical analysis. Reliability.	Reliability and validity
	Define 1 type research des	Case studies: study individuals and how they respond to programs/intervention	Case studies: study of indiv to determine effect of practices on outcomes
	Diff exp & control group	Control group is randomly selected and does not receive/participate in intervention. Experimental one does.	Exp: participants in intervention. Cont: doesn’t part
	Random assign import?	So the study is not biased and provides better data	Gives you an unbiased selection
	Now use/like to use eviden	5	5
	How access research	Journals, internet, Dept Ed	Same way
	?s ask about partic study	Was group similar to mine? Was the study conducted in a reliable scientific manner? Is it something we can mimic and implement with success based on what we know now.	How was it done and does it apply to corrections?
	Key concept take away		Mean, media and mode! Using research better to help me improve program delivery.
	44	Define ebp	A practice that has been put into use because research has shown that it works.
2 features sbr		A control group. A need for the type of research done.	Published in an accredited journal. Have results of study been replicated by other scientists.
Define 1 type research des		Case studies: looking at groups in their natural settings to do the research	True experiments: randomized tests that answer what works
Diff exp & control group		A control group is a group where no new practices are applied or tried, whereas an experimental group is subjected to different or new practices.	A control has no outside influences whereas an experimental group has some new or different aspect to it.
Random assign import?		So that there is no bias	So that there is no bias or predisposition

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Now use/like to use eviden	1	3
	How access research	N/A	Online
	?s ask about partic study	Whether the results of the research are significant and if they apply to my situation.	Whether there is a useful aspect from the results of the research
	Key concept take away		That research can make a difference in instructional practices
45	Define ebp	Statistics that show what really works in classrooms	Promotes teaching/learning in a fashion that has been tested.
	2 features sbr	Outcome. Using same text/time factor	Research that is credible and useable.
	Define 1 type research des	Correlational studies: determine how different types correlate as studies unfold	Correlational: collecting data, studying outcomes and connecting the data for instructional practices
	Diff exp & control group	Experimental: all parties know. Control group: one group is being observed/one isn't.	Exp: performance with no control. Control: is controlled by instructor.
	Random assign import?	Yes, because of fairness. Less bonding, less becoming emotionally involved	Random sampling addresses a more accurate conclusion while...
	Now use/like to use eviden	4	5
	How access research	Based on past successes	Research, evaluate and apply to classroom setting
	?s ask about partic study	How does one conclude the true learning success of non-English speakers?	Would this be applicable to our region? How might we implement this with the time factor of part-time teachers?
	Key concept take away		Involvement-interaction with groups.
46	Define ebp	Practice that has been proven to work	Using personal wisdom with empirical evidence to make decisions
	2 features sbr	Surveys. Control group. Factual data.	Systematic. Rigorous data.
	Define 1 type research des	Case studies: people. Information on individuals recorded and studied over a period of time. Correlational: comparison of case studies.	Case studies: individual/group descriptions. Correlational: tests links between variables and outcomes. True experiment: randomized trials that answer "what works" questions
	Diff exp & control group	Control group: specific gender, age, etc., regimented	Experimental group is random group

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Random assign import?	Random assignment will include variables to...(not finished)	Needed for comparison
	Now use/like to use eviden	Left blank	4
	How access research	Internet	Internet with specific given addresses: ncsall.net, NIFL
	?s ask about partic study	Will this change be relevant for my students?	Size of group, gender ,age
	Key concept take away		Use common sense in applying research to students. Use what is relevant to them or what is a “good fit” to help students improve.
47	Define ebp	Practice based on evidence/research	Practice based on research
	2 features sbr	Well researched—based on, grounded in previous research/plus actual happenings. Tries to remove research biases. Findings similar to other studies.	Same answer.
	Define 1 type research des	Case studies: individual studies, thorough findings based on correlations, can’t show cause and effect	True experiments: based on scientific method, control on variables, and strongly based on former research
	Diff exp & control group	Exp: receive the orange drink/poison. Control group: does not receive the orange drink/poison	Exp: receives treatment. Control: does not.
	Random assign import?	Minimize bias	Minimize variables/other factors
	Now use/like to use eviden	2	4
	How access research	No. We had really the best workshop recently that brought in research	Adult ed research/NCSALL
	?s ask about partic study	Try to find out how similar the exp group is to my population and conditions. Also how sig finding are.	How similar population is to my population
	Key concept take away		Research locations: where to find it.
48	Define ebp	A practice based on evidence which would be a step further than the “research” based	Personal wisdom and best available evidence. “What should drive practice”
	2 features sbr	Needs lots of time. Needs lots of participants.	Systematic. Rigorous data.

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Define 1 type research des	Case studies: studies of particular cases for a particular reason/research	Case studies: “What’s going on” – detailed description of individual/small groups
	Diff exp & control group	Exp: not assigned. Control: assigned.	Exp: random. Control: not random
	Random assign import?	So you can get a more accurate reading	You get a better cross-section.
	Now use/like to use eviden	2	3
	How access research	Left blank	Web; given sites
	?s ask about partic study	In what particular cultures does this seem to work? Age group? Socio-eco?	What were the findings? Will they work with/in my areas?
	Key concept take away		Left blank
49	Define ebp	Practice that is conducted which is based upon current research findings	Practice that grounded in the theory of the field.
	2 features sbr	Use of inductive research. Use of deductive research	Has a question that is researched for an answer. Involves the systematic review of literature.
	Define 1 type research des	Case studies: qualitative methodology where a group is studied according to the parameters established by Merriam, Lincoln and Denizen. Includes triangulation for the establishment of firm controls and gives credence to findings.	Case study: study of a collection of subjects for the study of thoughts, feelings and perceptions in a structured format (Lincoln, Guba, Merriam, Denizen)
	Diff exp & control group	Exp: has treatment performed on them. Control: no treatment	Exp: receives the treatment. Control: does not receive treatment.
	Random assign import?	Random assignment is important to establish the measurable variable. I also believe that a purposeful sample is valid for case study research.	The results are more likely to reflect the population sample.
	Now use/like to use eviden	4	4
	How access research	Books and periodicals in the field, research reports form NCSALL and NIFL, National on-line discussion lists, discussion with others in the field.	Through books and periodicals in the field, online searches, professional organizations, national listserves, TCALL, NCSALL, NIFL, LINC
	?s ask about partic study	Is this something that can help the teachers and students with in my region?	What will the benefit be to the students and/or teachers?

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Key concept take away		Better understanding of how to get a pilot research project started and subsequent follow-up. Thanks! Great workshop.
50	Define ebp	Evidence-based practice is the use of things that “work” for one and have been show (evidence) to “work”	Same as before
	2 features sbr	You have an experimental group and a control group. In a controlled setting.	Same as before
	Define 1 type research des	Case studies: provide documentation of research from start to finish. Correlational: study whether this variables covary with each other. True experiments: (science based) contain a control and experimental group in a controlled setting are closely monitored.	A correlational study is a study that provides evidence that two variables co-vary together.
	Diff exp & control group	Exp: is introduced the independent variables. Control: is not introduced to the independent variable.	Whether you introduce the independent variable or not.
	Random assign import?	It is important because you do not want your research sample to be contrived. You really want a true representation of your population.	To be able to be sure your sample is representative of the population and generalizability
	Now use/like to use eviden	5	5
	How access research	Through various resources- library, TCALL, various databases	Same as before: TCALL, NCSALL, etc., and Academic Search Premier
	?s ask about partic study	Were the findings significant? Were there any significant findings relevant to my particular study?	Is it a true research-based study? Are the findings valid?
	Key concept take away		Accessing, understanding, judging and using research.
51	Define ebp	Research that has been applied and evaluated in the classroom	Practice based on solid evidence that it will work. Evidence gathered methodically and analyzed appropriately.

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	2 features sbr	Identify an area of investigation. Apply findings to real situations.	Left blank
	Define 1 type research des	Case study: observation and study of a specific research situation	Case study: indepth study of a particular subject (individual)
	Diff exp & control group	Left blank	The experimental group receive the intervention strategies.
	Random assign import?	Left blank	To get a true picture of the reality.
	Now use/like to use eviden	4	3
	How access research	Through publications, internet, conference presentation, and from researchers in the field	Through the various alphabet soup sites: TCALL, NCSALL, NIFL, etc.
	?s ask about partic study	Who conducted the study, how was it implemented, what were the results, what follow-up was done after the study was completed, will there be ongoing study?	Is it pertaining to what I am trying to achieve?
	Key concept take away		Left blank
52	Define ebp	Teaching practice which a foundation in research theory (sic). Teaching based on what research has demonstrated “works”.	Practice based on research and professional wisdom both.
	2 features sbr	That it is objective and based on verifiable data.	Random sampling. Reviewed by a peer journal and accepted as viable.
	Define 1 type research des	Case studies: studying one segment of a field, for example, one adult ed program in order to learn more about what practices work.	Case studies: detailed study of a limited group of people can be quantitative or qualitative.
	Diff exp & control group	With a control group, variables are fixed and you know exactly who you are researching. With experimental, there is no known “control” to base your variances on.	Exp group is “put to the test” and then results are compared to control group who is not being evaluated.
	Random assign import?	So as to not skew or favor an outcome. Random assignment =objectivity	For purposes of objectivity and unbiased dta.
	Now use/like to use eviden	2	Left blank

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	How access research	Reading materials	Left blank
	?s ask about partic study	Who were the participants and how many were there?	Left blank
	Key concept take away		Left blank
53	Define ebp	NA	NA
	2 features sbr	NA	NA
	Define 1 type research des	Case studies: the life and experience of a followed individual within a time frame, whether it is a short or a long time frame. Correlational: two factors are evidence and reveal a correlation that is parallel and impacts one another.	Same as before
	Diff exp & control group	Experiment is not an exercise; it is usually an empirical approach that monitors cause and effect. A control group is a group is exposed (sic) and has no tampering with material while other group is exposed and a certain level of control is maintained.	Whether you introduce an independent variable or not.
	Random assign import?	So that you can have a healthy range of participants from various backgrounds impact the research instead of a specific gender, ethnic group, educational exposed. This instead allows an accurate range of reality-based evidence.	It takes a range of various backgrounds and places them in an experiment that can be controlled or uncontrolled/blind or double blind.
	Now use/like to use eviden	6	6
	How access research	I use empirical research.	There are a number of different websites out there that we can look and evaluate information from.
	?s ask about partic study	NA	Can it be replicated? Is there sufficient evidence that support these findings or can it be researched further?
	Key concept take away		What are you going to look at, how is it going to be implemented, and understanding/assessing.

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
54	Define ebp	Practice in teaching where choices for instruction are founded in evidence of effectiveness for students.	Same as before
	2 features sbr	Theory. Control groups.	Control group. Pilot projects.
	Define 1 type research des	Case studies detail the background and experience of an individual participating in research.	Same as before
	Diff exp & control group	Exp: tries the new procedure. Control group follows procedure practices previously.	Same as before
	Random assign import?	So that a research sample represent as wide a range as possible of student characteristics, needs.	Same as before
	Now use/like to use eviden	3	4
	How access research	Through professional development workshops	Internet websites. Thank you for these!
	?s ask about partic study	Whether participants were native speakers of English. Whether results of the study had impact on retention.	Thank you for handout on evaluating research.
	Key concept take away		The availability of research findings on the internet, as with www.ncsall.net . Thank you for a very informative, well-organized presentation.
55	Define ebp	Practicing or re-defining your actual practice in the classroom based on evidence we discover to meet the students' needs.	Working to make changes through research evidence.
	2 features sbr	Left blank	It is well documented. The sample group is large.
	Define 1 type research des	Case study: looking at all aspects of a particular situation.	True experiments are like seeing if the little ball can be popped into the cup.
	Diff exp & control group	A control group is a separate group from the actual one we are studying to help us maintain perspective.	For purpose of comparison.
	Random assign import?	So as not to be personally prejudiced as a researcher	So there is no bias.
	Now use/like to use eviden	2	4

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	How access research	Not on a formal basis but we as teachers are constantly evaluating and making changes.	I will look at things differently, thinking how we can improve. Research can help us.
	?s ask about partic study	Is it applicable to our situation?	Accepted by colleagues (published).
	Key concept take away		There is a lot of research out there that can help us do a better job, if we will use it.
56	Define ebp	Practice that results in valid and reliable data that support or represent change in student skills/knowledge/abilities	Practice based in empirical research
	2 features sbr	Replicable. Valid.	Replicable. Valid.
	Define 1 type research des	Case study: based in qualitative data and represent actual or couples. Correlational: that relate data from one group to that of another.	Case study: qualitative data
	Diff exp & control group	Experimental gets the “treatment” exposure. Control gets status quo.	Exp: treatment. Control: no treatment
	Random assign import?	Depends on type of research. If an experimental design, it tends to assure that results are due to some intervention other than chance.	Allows researchers to lower probability of change driven by variables other than the treatment or by chance.
	Now use/like to use eviden	4 (but I’m primarily a qualitative researcher)	3
	How access research	Peer reviewed journals, research reports. Listserve announcements/discussions	Same as before
	?s ask about partic study	Did the methodology choice math the research question? How was the methodology process applied? How were the data analyzed? Did the researcher draw reasonable conclusions from the data? Are the results/conclusions/generalizations applicable to my practice?	Same as before
	Key concept take away		Good idea to use in my grad intro to research analysis course.
57	Define ebp	Something that has supportive evidence to back it up.	(Wrote “same as before” on the top). True experiences and highly detailed
	2 features sbr	Demographics. Size of sample. Controlled or not.	Evidential research. Control groups.

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Define 1 type research des	Correlational studies: studies conducted to prove a theory.	True experiments: done with a control group and an intervention group.
	Diff exp & control group	Exp: an open-ended study. A control group is followed all the way through a study.	Control continues same mode. Experimental has intervention.
	Random assign import?	If you pick your assignment then results may be more biased.	Because it is less likely to be biased.
	Now use/like to use eviden	4	5
	How access research	Internet, TCALL, PP	NCSALL, TCALL websites etc.
	?s ask about partic study	Learning disabilities.	Does it work? How was it done?
	Key concept take away		Group work. Exercises 7.2
58	Define ebp	In reference to GED programs (one of which we have), it means a practice that we use because we have seen good fruits from in the past.	Scientific basis for the practice.
	2 features sbr	A control group and a group you change modes on	Assessment. Judgment
	Define 1 type research des	Correlational: a study that illustrates something like this: studies have show there is a direct correlation between the # of people who eat oatmeal regularly and who die within 20 years.	Correlational: certain aspects of a group correspond to other aspects.
	Diff exp & control group	The control group have not had unusual change modes applied to them.	One has change introduced; the other does not
	Random assign import?	If you select a related group, you run the risk of error due to factors that relate them	Cleaner data or results
	Now use/like to use eviden	4	5
	How access research	In-house mostly.	According to how it is collected
	?s ask about partic study	How does it apply to your program?	Is it case studies, correlation, true exp?
	Key concept take away		How to assess and collect research.
59	Define ebp	The application of a practice based on tested and proven effectiveness of this practice	The implementation of practices in your program based on research that demonstrates or substantiates its efficacy.

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	2 features sbr	Must not be biased. Must be based on a large enough random sample to support conclusion.	It is structured and systematic
	Define 1 type research des	Correlational: evidence indicates strong support for a conclusion based on cause and effect.	Correlational studies: answers the question, what are the similarity or differences?
	Diff exp & control group	Exp: the cohort actually tested. Control: the cohort not in test but used for comparison with the experimental cohort	Exp: tests the new idea or practice by putting it into effect. Cont: does nothing.
	Random assign import?	To exclude bias from the results	It keeps the results “clean”
	Now use/like to use eviden	3	4
	How access research	ERIC articles, NCALL and NIFL and my own research	I’ll go to websites: NCSALL, NIFL, TESOL, CAELA
	?s ask about partic study	Does the suggested practice fit into our program? Is the suggested practice compatible with what we want to do? Is it at cross purposes in any way with our prog purposes and goals? Does it help or hinder?	What does professional wisdom indicate we ought to do or not do?
	Key concept take away		Handout 7.2 is very useful!
60	Define ebp	Evidence-based practice is based on aligning teaching with research.	Instruction aligned with research
	2 features sbr	Validity.	Reliability. Validity
	Define 1 type research des	A case study explores an actual individual or group of individuals involved in a controlled research study.	True experiments: answers “what works” questions
	Diff exp & control group	Exp: variable, changes. Control: stays constant, no variables	Control: no variable. Exp: variable
	Random assign import?	It allows for a valid sample of subjects.	Validity
	Now use/like to use eviden	4	5
	How access research	Eric. Take classes. Member IRA	ERIC, school, TESOL
	?s ask about partic study	Is it applicable to my students and their needs?	Is it applicable to my students?
	Key concept take away		Align teaching with research

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
61	Define ebp	Putting into practice something that is proven	Basing what you do (practice) on proven research
	2 features sbr	Must follow a specific “method”	Validity. Reliability.
	Define 1 type research des	Case studies: researching “real life” events/people and reporting the findings	Case studies: answers “what’s going on”
	Diff exp & control group	Exp group lacks pre-arrangement modifications	Control group must follow different guidelines under more control
	Random assign import?	Must include all types of the sample	So as to have validation
	Now use/like to use eviden	6	5
	How access research	Internet	Different web sites
	?s ask about partic study	Who was the researcher?	Who was asked; what were findings
	Key concept take away		Research is important and should be incorporated into instruction along with past experience
62	Define ebp	Something that you do “a practice” because you see that it works (successful)	Integration of professional wisdom with the best available empirical evidence in making decisions
	2 features sbr	Experimenting with a new way of doing something. Coming up with ideas or new ways to do something.	Research and conclusions
	Define 1 type research des	Correlational: studies done with a group of people that have certain needs and how your idea relates to their needs	Correlational: test links between variables and outcomes that answers “what influences what”?
	Diff exp & control group	A control group does not change or do anything new or different than previously. The exp group tries new ideas and you can compare the results to the control group	Control group: doesn’t change. Exp group undergoes a change.
	Random assign import?	This gives you a true outcome of how a new project would affect most other programs.	You get a true group that represents a general population.
	Now use/like to use eviden	2	5
	How access research	If something worked and students are successful, then I do it again. If not, I don’t.	Utilizing the different sites.

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RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	?s ask about partic study	What are the students doing now? Did this help their family also?	Who does this help? How does it help them? What is the cost?
	Key concept take away		Pay more attention to research-based studies and let other people's research help my program.
63	Define ebp	Something you do that is successful	The integration of both empirical evidence and professional wisdom in making decisions
	2 features sbr	? Experiment	Employ systematic, empirical methods that draw on observations. Involves rigorous data analysis.
	Define 1 type research des	?	Case studies: highly detailed descriptions of individuals or small groups that answer "what's going on"
	Diff exp & control group	Exp=you experiment with unknown variables. Control=experiment with known variables (you control the variables)	Exp group has interventions and control group does not.
	Random assign import?	? you have different people doing the same work and getting the same answer.	Different people, different backgrounds
	Now use/like to use eviden	1	5
	How access research	?	Visit the different sites that were given to us.
	?s ask about partic study	?	Left blank
	Key concept take away		SSR
64	Define ebp	Instructional practices which may not have scientifically based randomized studies behind them, but at least have some systematic research and are widely accepted by researchers in adult education	Instructional or programmatic changes based on scientifically based research or best available research supported by community of researchers in field.
	2 features sbr	Large, robust samples. Random assignm,ent to experimental and control groups ideally. Double-blind	Randomization. Validity. Reliability. Sample size.

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Define 1 type research des	Case studies: qualitative research that can provide an impressionistic and holistic understanding of problem, but not a definitive/ Correlational: statistical correlation between phenomena does not necessarily imply a causal relationship between them. True exp: under ideal conditions, allows a more confident determination of causality	Corelational: relationship between variables, ex-post facto not causal. True experiments: randomized
	Diff exp & control group	An exp group is randomly assigned to the particular condition or practice that is being tested. The control group does not.	Exp receive the intervention; the other doesn't/
	Random assign import?	To avoid self-selection. People who choose to be in a study are very likely different than the general population.	Avoid self-selection that can create differences in groups being tested.
	Now use/like to use eviden	4	4
	How access research	NCSALL, NIFL	NCSALL, NIFL, CAELA
	?s ask about partic study	Methodology. Relevance of research question.	Methodology. Support by other studies. Quality of data. Peer reviewed.
	Key concept take away		Importance of promoting research within programs. Innovation comes from within.
65	Define ebp	Practices based on research data.	Supporting data that supports a concept or idea
	2 features sbr	Tested over time (reliable). Implementable (valid)	Empirical.
	Define 1 type research des	Case studies: based on actual situations	Case studies: based on actual situations
	Diff exp & control group	Exp; no common elements. Control: some elements are.	Control group will be observed with specific common elements to evaluate results or change
	Random assign import?	To provide a "fair sampling" of a large group	Helps understand a larger group.
	Now use/like to use eviden	4	4
	How access research	Through our Far West Great Center and other conferences	Different websites.

Evidence about the Effectiveness of Evidence-based Practice: A Workshop for Training Adult Basic Education, TANF and One-Stop Practitioners and Program Administrators

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	?s ask about partic study	What impacts student learning most? Other than purposeful and meaningful, what keeps adult learners engaged in learning?	Recognize the needs of the center or community.
	Key concept take away		Alignment between research, instruction and assessment.
66	Define ebp	Practice based on prior research	Practice supported by prior research
	2 features sbr	Experiments. Methodology.	Examples. Percent of success rate.
	Define 1 type research des	Case studies: research based on previous cases with its own set of methods	True experiments: experiments that answer the question “How does it work?”
	Diff exp & control group	Control group: one has set rules, methods, criteria, participants. Experimental: there is not an already established criteria.	Control group has set of controls, whereas an exp group is more open.
	Random assign import?	Provides different views, ideas, perceptions. Gives a much broader and realistic result.	Given a better view of the perspective of all participants.
	Now use/like to use eviden	3	4
	How access research	Through internet, administration, other instructors.	Through websites, instructional coordination and newsletters.
	?s ask about partic study	Success rate? Population used in research study?	Type of research. Type of population. Success rate. Resources needed.
	Key concept take away		Silent reading strategy, evaluation and assessment
67	Define ebp	Practice that is based upon observed or anecdotally reported results of strategies.	Practice based upon research findings providing evidence of success.
	2 features sbr	Control group data is included. Statistics are garnered through accepted research-based method	Published in peer journal. Rigorously data-based.
	Define 1 type research des	In case studies, history and current practice are included and results are compared and controlled to other methods with comparable histories.	True experiments: Control group, participant group—measure results of methods used. Random selection of both groups.
	Diff exp & control group	Exp is included in the method or strategy being studied. Control is not included in the method.	Exp: receive the method/item, etc. Control; does not receive the method/item

RESP.	QUESTION	PRE-WORKSHOP	POST-WORKSHOP
	Random assign import?	It mirrors real-world situations.	No personal bias or other generally occurring “skews”.
	Now use/like to use eviden	6	6
	How access research	Internet! Library, co-workers, referral, periodicals	Websites provided, trusted sources primarily
	?s ask about partic study	Do our students have needs that can be met through these findings and are not currently being met? Do we have the capacity to make this change?	Does this address a local need? Is it reasonable within this structure?
	Key concept take away		Importance of moving from “by the seat of your pants” instruction
68	Define ebp	Utilizing teaching techniques based on research	Utilizing techniques based on research and professional wisdom
	2 features sbr	Scientifically calculated. Research/experiment	Left blank
	Define 1 type research des	True experiments: set up experiment with control group and experimental and compare results	True exp: random selected group with both exp and control groups. The group (n) must be large enough to have statistically true readings.
	Diff exp & control group	Exp is given the “instruction/medicine” and control group hasn’t	Exp: receive the modification. Control group: blind, no
	Random assign import?	Take out bias; make it objective	Take out, reduce bias and increase objectivity.
	Now use/like to use eviden	2	4
	How access research	Texts, periodicals, sharing stories with other teachers	TCALL and all resources on handout
	?s ask about partic study	Can you teach an adult a language or to read if they never went to school and had limited communication throughout childhood? Does the brain atrophy?	None at this time.
	Key concept take away		You can use research to make change.