Communicate! Communicate!
Getting Your Research Out of a Dark Hole through Social Media, Writing, and Working with Reporters

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American Educational Research Association 2013

April 28, 2013
Communicate! Communicate!   Writing

Ronald Dietel

American Educational Research Association 2013

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I used to hate writing assignments, but now I enjoy them.

I realized that the purpose of writing is to inflate weak ideas, obscure poor reasoning, and inhibit clarity.

With a little practice, writing can be an intimidating and impenetrable fog! Want to see my book report?

"The dynamics of interbeing and monological imperatives in Dick and Jane: A study in psychic transrelational gender modes."

Academia, here I come!
For example, one indication of the move towards the ikonic mode is shown when the child turns the sensorimotor “understanding” that an object exists regardless of his/her perception of it to an ikonic conception of it;

the sensorimotor skills of walking and grasping form the basis for the running and catching games of later childhood and early adulthood.

Most importantly, these sensorimotor skills will now be available to contribute to intermodal activity as the individual moves through other modes.
Lives on the Boundary—Mike Rose

We are a nation obsessed with evaluating our children, with calibrating their exact distance from some ideal benchmark. In the name of excellence we test and measure them...and we rejoice or despair over the results.

The sad thing is that though we strain to see, we miss so much...those most harshly affected...possess some of our greatest unperceived riches.
Before You Start

• What do you have to say?
• Who is your audience?
• What’s the best media?
• How will you find time?
• Collaboration or not?
Audience

- Researchers
- Policymakers
- News media
- Social media
- Teachers
- Parents
Getting Started

• Steal from others
• Length
• Outline
• Treatment
• Opening & closing must draw attention
• Launch into next section
As You Write

• Don’t fall in love with your prose
• Sentences less than 25 words
• Short paragraphs
• Dump Educationese
• Use active voice
APA Manual Recommends…

“Say only what needs to be said.”

“The author who is frugal with words not only writes a more readable manuscript but also increases the chances that the manuscript will be accepted for publication.”
Titles

• Auditing a Large-Scale Evaluation: The Quality of Evaluative Information for the Assessment of Program Impact and for Decision-Making

• Developing Academic English Language Proficiency Prototypes for 5th Grade Reading: Psychometric and Linguistic Profiles of Tasks - An Extended Executive Summary
Use Shorter Titles

• E.T.
• A Nation at Risk
• What Works in Performance Assessment
• Categories of Cognitive Skills
• Cost-Effectiveness of Instructional Programs
## Factor Analysis
Teacher and Student Reports of Opportunity to Learn

<table>
<thead>
<tr>
<th>Score Distribution</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>S</td>
<td>T</td>
<td>S</td>
<td>T</td>
</tr>
<tr>
<td>1. How often did you read literature?</td>
<td>3%</td>
<td>1%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>2. How often did your teacher read aloud to you?</td>
<td>6%</td>
<td>1%</td>
<td>5%</td>
<td>3%</td>
</tr>
<tr>
<td>3. How often did you write compositions?</td>
<td>3%</td>
<td>1%</td>
<td>11%</td>
<td>6%</td>
</tr>
<tr>
<td>4. How often did you take notes on your ideas before beginning to write a composition?</td>
<td>11%</td>
<td>1%</td>
<td>12%</td>
<td>7%</td>
</tr>
<tr>
<td>5. How often did you use information from books to support ideas in your compositions?</td>
<td>9%</td>
<td>3%</td>
<td>13%</td>
<td>20%</td>
</tr>
<tr>
<td>6. How often did you rewrite your compositions to make them better?</td>
<td>6%</td>
<td>1%</td>
<td>9%</td>
<td>13%</td>
</tr>
<tr>
<td>7. How often did your teacher explain how your compositions would be scored?</td>
<td>8%</td>
<td>5%</td>
<td>13%</td>
<td>23%</td>
</tr>
</tbody>
</table>
How to Make A Better Table

• Make the table, don’t copy from software
• Use the least number of possible cells
• Round numbers - two digits maximum
• Avoid decimal points
## NAEP Reading Achievement
### Grade 4

<table>
<thead>
<tr>
<th>Proficiency Level</th>
<th>1992</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td>Below Basic</td>
<td>38%</td>
<td>32%</td>
</tr>
<tr>
<td>Basic</td>
<td>34%</td>
<td>34%</td>
</tr>
<tr>
<td>Proficient or Above</td>
<td>28%</td>
<td>33%</td>
</tr>
</tbody>
</table>
NAEP Reading Achievement
Grade 4

1992
34% At Basic

2009
34% At Basic
Avoid Busy Models

Understanding the end game

- Account Booking & Funding Process
- Fraud Detection Process
- Anti-Money Laundering Process

SOA Grid

- Shifts focus from service re-use to process re-use
- Leverages domain expertise and provides autonomy to LOB
- Integration focus is on business and technology
- SOA Grid executes process model and provides persistence for long running processes
- Process defines data and semantics; abstracted and transformed from individual SORs

ESB1

ESB2

EAI

Batch

B2B

Hybrid Process Library
Simple Models

AUDIENCE

MEDIA

IMPACT
Design Tips

- Good design helps
- Start early
- Color and white space
- Steal heavily
Revision

• Read it aloud
• Have others read it
• Volunteer as a reviewer
Rejection

Thank you for submitting your manuscript, “Ten Tips for Better Presentations,” to *Kappan*.

*Kappan* editors have reviewed your manuscript. I regret that it does not meet our editorial needs at this time. Your manuscript deals with a significant topic of interest to educators but we found nothing compelling enough in the content to warrant publication in *Kappan*. I’m sorry that the volume of submissions prevents me from providing more detail about our decision.

I encourage you to consider other possible publication venues for your manuscript and, when appropriate, to consider *Kappan* for a future manuscript.

Sincerely, Joan
In Conclusion

The difference between a dream and a goal is a plan.

Dr. Phil
Ron’s 12 Top Media Tips

1. Become an expert in your field
2. Take proactive steps to reach media
3. Make reporter calls a high priority
4. Prepare in advance
5. Listen first, then talk
Media Tips

6. Don’t go beyond your expertise
7. Use local angle
8. Limits of study; balance
9. On the record
10. Quotes are short; sometimes nothing
Media Tips - After the Interview

11. Give thanks

12. Be proactive
National Center for Research on Evaluation, Standards, & Student Testing

UCLA | Graduate School of Education & Information Studies

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Share Your Research with Everyone through Presentations – Ron Dietel
Last February, I blogged here about fatherhood. It's time for an update. In that post, I mentioned the "daddy-daughter dance" at my daughter's school, which caused a young friend, the daughter of two moms, to leave school in tears. I am happy to report that my young friend requested a meeting with the school principal and shared her thoughts. The principal promised that the dance would be structured differently this year, and to a certain extent it is. This year, it has been renamed the "Sweetheart" dance. "Daughters" are invited, along with a parent/care-giver of their choice.
I am not so happy to report that further conversations about the fact that so long as a dance is girls-only it continues to perpetuate gender stereotypes AND THAT IS NOT OK were less welcome. Yesterday I lived out the recurring bad dream of many of us who once attended school: I walked into a school cafeteria filled with peers who did not want me sitting at their table. Having co-signed a letter to the PTO thanking them for their inclusion of diverse families but asking them to reconsider limiting the event to girls, I attended the meeting along with several co-signers in order to continue the conversation. After I talked about Title IX and the harm that comes to boys and girls alike due to the perpetuation of gender stereotypes, even fewer of them wanted me at their table. Although I have more self-confidence now than I did in high school, at that point part of me really wanted to grab some friends and go out for a pizza bagel. In fairness, although several of the mothers present shook their heads at me in irritated disbelief, others suggested that we work together to address the matter. The Assistant Principal said that change has to come slowly, which I thought was kind of silly since the dance has only been held for two years.
What struck me about the meeting was how quickly the PTO attendees and administration alike were willing to stop excluding diverse families and how reluctant many of them were to address gender stereotyping. It led me to the sad realization that Americans of my generation are willing to welcome single-sex marriage because in itself it poses no significant challenge to long-standing gender norms. If you open the dance to girls with two moms, you can continue to celebrate girls as princesses who are to be valued as sweethearts. You can also switch the "mother-son Cubs game" to a caregiver/son outing without questioning boys' commitment to professionalized sports and ritualized aggression. But if you encourage boys to value the arts as much as professionalized sports. . . . well, I don't really know what will happen (although I suspect it would involve a significant reorganization of values and commitments), and neither does the PTO (who are smart enough to have the same suspicions).
Did I mention that everyone at the meeting, with the exception of the male Assistant Principal, was a mother? As my post a year ago suggested, the demands we make of fathers qua fathers are pretty low. They certainly do not include unrewarding tasks such as baking hundreds of cupcakes, decorating the gym, and spending Wednesday mornings listening to the viewpoints of working women who have not volunteered this year because they are too busy earning salaries, traveling to conferences in foreign cities, and enjoying the esteem of peers in venues beyond the school cafeteria. When I apologized for needing to leave the meeting early to get to work, one mother wistfully commented "it would be nice to be going to work." Let it not be ignored that the flourishing of our children depends also on the work, the real work, done by her and others who dedicate themselves to the raising of children and the maintenance of institutions in which that flourishing can happen. As the Illinois Fatherhood Initiative essay contest reminds us once a year, there's a lot of behavior that needs to change.
The MET Extension project, funded by the Bill & Melinda Gates Foundation, is cataloguing and making accessible to researchers a large collection of videos of mathematics and English language arts teaching in U.S. classrooms.

The collection will include over 15,000 unedited videos of classroom teaching collected from more than three hundred teachers in grades four through nine during the 2011-2012 and 2012-2013 academic years. It will be a valuable resource for individuals and organizations working in education-related fields, including practitioners, teacher education institutions, professional development providers, educational materials developers, and researchers. When completed in late Fall 2013, the collection will be made available to researchers through the Inter-university Consortium for Political and Social Research (ICPSR) and to individuals and groups interested in other educational uses through the Brandon Center Digital Archive at the University of Michigan. Patrons of the digital archive will be able to search and browse the collection in flexible ways, create “virtual clips” to show others, produce their own playlists, tags, and comments, and also help to improve the collection over time through their feedback and shared work.
How Videos Are Accumulated and Prepared for the Collection

The teachers participating in this project started recording lessons in January 2012. They are using specially designed camera units that will allow for capture of the classroom, the board, and high-quality audio from both the teacher and the students. Researchers at Westat, an experienced data-collection firm, are working with districts, schools, and teachers to collect the classroom observation data and are creating video files that can be viewed and used online. Videos will then be “tagged” with meaningful labels allowing users to easily search and find relevant examples of teaching practice to match their interests and needs. National experts based at TeachingWorks have developed the tagging scheme based on high-leverage teaching practices and the Common Core State Standards, with input from teacher training institutions and other organizations.
Overview of Tag Scheme

TeachingWorks has developed a set of tags for use in labeling and cataloguing the MET Extension video collection. These tags will allow users to search the collection easily and to locate videos with specific content or characteristics. There are two kinds of tags:

Instructional practices tags, or tags related to specific instructional practices and strategies that are being used in a lesson, such as whole-class discussions, small group work, and particular classroom management practices. Many of these tags correspond to the TeachingWorks high-leverage practices, which are instructional practices that are fundamental to competent teaching.

Common Core State Standards (CCSS) tags, or tags related to the Common Core State Standards in English language arts or mathematics that are being addressed in the instruction in the video. Not included are tags that would apply only at grades K-1 or above grade 9 because the MET Extension videos are from fourth through ninth grade classrooms.
What the Tags Are and What They Are Not

It is important to note that the tags based on the Common Core State Standards differ from the actual standards. The CCSS comprise a set of learning goals for K-12 students. In contrast, the tags describe what students and teachers are working on together in the classroom in relation to those learning goals. They do not suggest that students have learned specific topics or practices. The tags are also not evaluative. That is, they do not indicate the quality or integrity with which a specific aspect of content is being taught or learned. They are descriptive markers indicating that a particular aspect of mathematics or English language arts is being worked on by the class, by either teachers or students.

The tags map to the CCSS but the tags are not always in one-to-one correspondence with the Common Core. In some cases, the items from the CCSS were reorganized to make better or more usable grain-sized tags, particularly in mathematics. For example, one of the mathematical practices items that is part of the Common Core is, “Students make sense of problems and persevere in solving them.” For the purposes of the MET Extension project, this practice was divided into two tags, one for making sense of and interpreting problems and the other for work on persisting with difficult problems. This allows the collection to be labeled more precisely.