



THE OHIO STATE
UNIVERSITY
COLLEGE OF
EDUCATION AND HUMAN ECOLOGY

VOLUME: 3

ISSUE: 1

2015

in REVIEW

OFFICE OF RESEARCH NEWSLETTER

FEATURED AWARD

WRITING FOR ENGLISH LANGUAGE LEARNERS (WELLS): EXPLORING THE RELATIONSHIP BETWEEN WRITING INSTRUCTION AND STUDENT OUTCOMES

Earlier this year, the Institute of Education Sciences (U.S. Department of Education) awarded Mileidis Gort and her colleagues \$1.4 million to explore the relationship between writing instruction and English language learners' (ELLs) writing outcomes in fourth grade. ELLs are students who come to school speaking at least one other language and are in the process of acquiring English. At this critical point of these young people's development, the demands of academic writing become increasingly specialized and complex. This project, a multi-university effort, includes co-investigators Mary Avalos (University of Miami), Maria Brisk (Boston College), Linda Caswell (Abt Associates), Elizabeth Howard (University of Connecticut) and Randy Penfield (University of North Carolina, Greensboro). The project focuses on Spanish-speaking Latino students, who comprise almost 80 percent of ELLs in U.S. schools.

Research on the schooling of ELLs suggests that their writing performance may be related to the instruction they receive. General education teachers - who now teach the majority of ELLs - often lack the expertise to address the special academic and language learning needs

of ELLs, including how to teach writing in ways that enable ELLs to expand their control of language. Academic language (AL) - the forms and functions of language necessary for participation in the academic contexts of schooling - is particularly difficult to master because it relies on different linguistic features than those typically encountered in nonacademic settings.

The goals of the project are to (a) describe the quality of writing instruction among participating teachers of ELLs, (b) explore both the global and AL-specific English writing outcomes of ELLs and determine the extent to which AL features predict global writing outcomes and (c) investigate the relationship between quality of instruction and writing outcomes, and the extent to which the relationship may be moderated by key student-level factors. This work is anticipated to provide preliminary evidence of potentially promising practices to improve ELLs' writing abilities. 🍷



For more information about this project, including volunteer research opportunities and apprenticeships for doctoral students, please contact Mileidis Gort at gort.4@osu.edu.

A MESSAGE FROM OUR ASSOCIATE DEAN

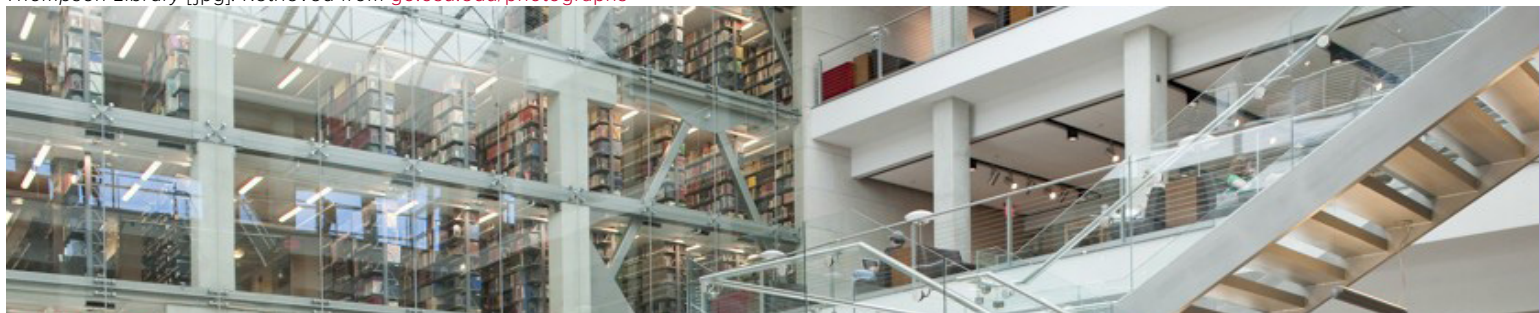
Happy New Year! The theme for this issue is literacy research. Here you will see how prolific our researchers have been in the field of literacy broadly defined (e.g., ELL, reading, writing, Reading Recovery, Literacy Collaborative, post-doctoral training, special needs). Much of my own research deals with literacy acquisition. EHE is certainly an exciting place to be right now.

In addition, we welcome our new faculty members, list faculty and graduate students who have received seed grant funds for the academic year, as well as mention our EHE Student Research Forum in the Ohio Union on January 29th (with details forthcoming).

Upcoming are four more workshops sponsored by the EHE Office of Research. On January 20th is a workshop on post-award support. February 26th we will hold the EHE Center Expo, where you will hear from each of our College Center Directors about on-going projects as well as research opportunities that you may be interested in. Then on March 10th is a workshop on Qualtrics Use Cases, basically a discussion of more advanced Qualtrics applications. Finally on April 9th we will have a workshop on Data Management, the process of dealing with data from planning to analysis.

Hope to see you at one of our upcoming events and take care.

Richard Lomax
Associate Dean for Research and Administration



EHE HAS GREAT TRACK RECORD WITH THE US DEPARTMENT OF EDUCATION:

\$86M SINCE 2010 TO SUPPORT LITERACY RESEARCH

Faculty from EHE have been very successful in receiving awards from two US Department of Education programs – Institute of Education Sciences (IES) and Investing in Innovation (i3). Since 2010 more than \$86M has been awarded to the college across 12 literacy-focused projects.

AWARDS BY YEAR

2010 • Jerry D'Agostino (ES) and Emily Rodgers (T&L) were funded \$47M through the i3 program in 2010 to lead a partnership of 15 universities to scale up Reading Recovery across 40 states. The impact of the project includes training new teacher leaders and 3,750 teachers in Reading Recovery across the U.S. who will work with approximately 90,000 first graders struggling to learn to read and write over the course of the five-year grant.

Laura Justice (CCEC & T&L), Richard Lomax (ES), Ann O'Connell (ES) and Shayne Piasta (T&L) also received funding in 2010 through the IES program. The primary purpose of this \$20M, five-year project is to increase fundamental understanding of the role of lower and higher level language skills in listening and reading comprehension, and develop effective classroom-based approaches to increase language, general knowledge and comprehension skills in prekindergarten through grade three.

A third project funded for \$980K in 2010, focused on teaching and learning

argumentative writing in high school English language arts (ELA) classrooms. This three-year project was led by George Newell (T&L), David Bloome (T&L), Alan Hirvela (T&L) and Helen Marks (ES). The project identified predictive factors that can be used to develop an instructional model for teaching argumentative writing at the secondary school level.

Shayne Piasta (T&L), Laura Justice (CCEC & T&L), Ann O'Connell (ES) and Dennis Sykes (ES) were awarded almost \$6M in 2010 to evaluate the effectiveness of the Ohio Department of Education's literacy core curriculum for early childhood educators. This five-year project looks at both the core curriculum as well as the teacher leader program.

2012 • Three projects were funded in 2012, all through the IES program. Gwendolyn Cartledge (ES) and faculty from the Department of Computer Science and Engineering in Ohio State's College of Engineering were awarded almost \$1.5M to develop a voice-activated software intervention that has the potential to increase the oral reading fluency of young (first-and-

second grade) urban learners with or at risk for disabilities.

Four postdoctoral fellows will receive training focused on designing and testing interventions intended to strengthen the language and literacy skills of children through a \$607K, four-year IES project awarded to Laura Justice (CCEC & T&L), Ann O'Connell (ES) and Shayne Piasta (T&L). Fellows will work on grant projects, attend research groups, learn advanced methods for identifying malleable factors; develop instructional practices that are theoretically driven, empirically based and feasibly implemented; and rigorously evaluate the causal impacts of such practices when implemented under controlled conditions and under normal conditions.

Ian Wilkinson (T&L) was awarded almost \$1.5M to develop, refine and test a professional development program designed to promote dialogic teaching - an approach that relies on open discussion and supports student comprehension and formulation of arguments through speaking, listening, reading and writing. This three-year, IES-funded project aims to improve



teacher awareness of dialogic versus monologic techniques as well as their use of dialogic techniques.

2013 • Laura Justice (CCEC & T&L) and Shayne Piasta (T&L) were funded \$3.5M through IES in 2013 to examine the efficacy of an intervention called Read It Again! for children with disabilities enrolled in early childhood special education and their typically developing classmates over the academic year and during kindergarten. The research team will conduct a randomized controlled trial of Read It Again! over the course of four years by recruiting over 100 early childhood special educators and their students.

2014 • Our newest awards investigate English language learners, validate an instrument and leverage an earlier IES-funded project. **Mileidis Gort (T&L)** was funded \$1.4M to explore two key malleable factors that have the potential to improve English language learners' (ELLs) writing outcomes - the quality of sheltered instruction that is designed to provide additional support for ELLs and the quality of writing instruction. The project team will investigate the

relationship between instruction and both narrative and persuasive writing among Latino students in fourth grade. They will also investigate potential differences in these relationships for students with different levels of English and Spanish language and literacy proficiency.

Jill Pentimonti (CECC), Mileidis Gort (T&L) and Laura Justice (CCEC & T&L) have been funded \$1.5M through IES to expand and validate a new version of an observational measure called the Systematic Assessment of Book Reading (SABR). SABR measures the quality of teacher behaviors during shared book-reading sessions. In this four-year study, the tool will be revised for greater ease of use and accuracy by improving training materials and scoring protocols that will be disseminated at no cost via the Internet.

George Newell (T&L), David Bloome (T&L), Jerry D'Agostino (ES), Alan Hirvela (T&L) and Tzu-Jung Lin (ES) leveraged what they learned in their 2010-funded project and received almost \$1.5M in 2014 to develop an intervention targeting key teaching skills of 9th- and 12th-grade ELA

teachers. Those teaching skills include viewing argumentation as a way of learning, building consensus or creating new knowledge; gaining pedagogical knowledge for teaching argumentation; facilitating extended, in-depth, reasoned exchanges; teaching argumentation via integration throughout instructional units; and using specific rubrics for assessing argumentative writing.

Emily Rodgers (T&L) and Jerry D'Agostino (ES) were funded \$3M through the i3 program to lead a partnership of four universities to scale up Reading Recovery across four states. The impact of the project includes the development and initial evaluation of an instructional model to improve literacy outcomes for young students whose disabilities require them to receive their reading instruction in restrictive settings. 136 special education teachers will be part of this study and they will work with over 1,000 students. ♥

Details on the IES awards can be found at ies.ed.gov/funding/grantsearch. To find other awards that support literacy research, outreach and engagement, go to u.osu.edu/ehereawards.



EHE LITERACY OUTREACH PROJECTS AND CENTERS

The following projects and centers create new knowledge and bring together theory and practice in powerful ways that extend the college's core work to the state, nation and world.

UPCOMING EVENTS

EHE STUDENT RESEARCH
FORUM
JANUARY 29, 2015
OHIO UNION, 8:30AM

WORKSHOPS:

**YOU'VE BEEN FUNDED -
NOW WHO, WHAT AND HOW?**
January 20, 2015
College Commons, 10AM

EHE CENTERS EXPO
February 26, 2015
College Commons, 2:30PM

QUALTRICS USE CASES
March 10, 2015
College Commons, 1PM

DATA MANAGEMENT
April 9, 2015
College Commons, 1PM

DEADLINES:

**Graduate and Postdoctoral
Travel Grant Applications Due**
February 1, 2015

Faculty International Travel Grant
Applications are accepted year-
round.

*To apply, go to
go.osu.edu/ORfunding*

Columbus Area Writing Project

The Columbus Area Writing Project (CAWP) is an affiliate of the National Writing Project, a collaborative university-school staff development program to improve the teaching of writing education in the nation's classrooms. The CAWP Summer Institute is an intensive, professional development experience designed to improve the teaching of writing. Visit cawp.ehe.osu.edu for more information.

Crane Center for Early Childhood Research and Policy

CCEC is a college-level research center dedicated to conducting high-quality, empirical research on how to improve children's learning and development in the home, the school and the community focused on making new discoveries about child development and early education. Visit ccec.ehe.osu.edu for more information.

Literacy Collaborative

The Literacy Collaborative is a comprehensive school reform project designed to improve the reading, writing and language skills of elementary and middle school children. School-based literacy coaches are trained in research-based methods, provided with ongoing professional development as they continually implement research-based

approaches in their own classrooms and supported as they provide on site training for the teachers in their schools. Visit lcosu.org for more information.

Reading Recovery Training Center

Reading Recovery training centers (19 universities including Ohio State) prepare coaches who then train new Reading Recovery teachers across 30 states. Continuing contact sessions provide collaborative opportunities for teachers to question the effectiveness of their instructional practices, to get help from peers on particularly hard-to-teach children and to consider how new knowledge in the field may influence their field. Visit rrosu.org for more information.

Tutoring and Clinical Programs

Serving a large, diverse group of Columbus area children, adolescents and adults, the Tutoring and Clinical Programs at the college's Literacy and Learning Center offer high-quality, research-based support for all aspects of learning. It builds foundations, enriches and challenges students from pre-K to adult learners. Instruction is individually designed, based on assessments, observations and consultations with parents and teachers. Visit tutoring.ehe.osu.edu for more information. ♥

WELCOME NEW FACULTY

EHE ADDS 16 NEW FACULTY MEMBERS

"We are welcoming scholars whose extensive contributions to their disciplines have made them national and international leaders. We also are proud to introduce a cohort of emerging researchers who will bring a fresh perspective to our programming," said Cheryl Achterberg, dean of the college.

EDUCATIONAL STUDIES:

KAREN STANSBERRY BEARD



Interests: Educational administration, positive psychology (flow and academic optimism), organizational theory,

school and community relations, and educational policy

MATTHEW BROCK



Interests: Improving practitioner implementation fidelity of evidence-based practices for students with developmental disabilities, peer-mediated intervention

ROGER GODDARD



Interests: Collective efficacy; school leadership; social psychology; characteristics of successful schools;

experimental design and hierarchical linear modeling

YVONNE GODDARD



Interests: Connections between leadership, collaboration, efficacy, teacher practices and student achievement;

effective instruction in inclusive settings; early and adolescent literacy

HUMAN SCIENCES:

MILOS BUJISIC



Interests: Customer behavior and customer experience in the hospitality industry; restaurant and foodservice management; revenue management;

research methodology and experimental designs

DREW HANKS



Interests: Behavioral economics; health economics; behavioral nutrition; field research; empirical methods

IRENE HATSU



Interests: Food security issues among low-income HIV patients

WILLIAM KRAEMER



Interests: Resistance training; women's health; sports medicine, nutritional supplementation, tissue repair and recovery

for improved performance; apparel ergonomics, aging, muscle physiology, endocrine biology

CARL MARESH



Interests: Physiological responses to different environmental stressors; Hormonal and metabolic responses to exercise;

Optimum methods of hydration; Exercise science

KELLY PURTELL



Interests: Factors shaping development of low-income children and adolescents; public policies enhancing

the developmental trajectories of vulnerable, low-income youth

JEFF VOLEK



Interests: Ketogenic diets; health and disease; sport performance

TEACHING AND LEARNING:

TAMI AUGUSTINE



Interests: Middle childhood education and secondary social studies

THEODORE "TEDDY" CHAO



Interests: Image-based technology for teacher education; critical pedagogy and equity-based mathematics

education; mathematics teacher identity

RUTH LOWERY



Interests: Students' responses to literature, the incorporation of multicultural literature in schools' curricula, West

Indian immigrant populations and their adjustment in American, Canadian and British schools, and preparing preservice teachers to teach diverse student populations

KATHY MALONE



Interests: Interdisciplinary and cross-disciplinary curricula

ARNULFO PÉREZ



Interests: Analysis of large-scale assessment data; conceptual challenges of functional representation; equity and agency in

mathematics teaching and learning; development of technology to capture real-time data on student reasoning

For additional information on new faculty, please visit
go.osu.edu/2015newEHEfaculty

GRADUATE STUDENT TRAVEL AWARDS

The following students received up to \$250 for Graduate Student Travel Grants for travel related to conference presentations. These grants were awarded in October 2014. For more information on applying for travel awards, visit <http://go.osu.edu/ORfunding>.

EDUCATIONAL STUDIES

Lauren Bailes
Zak Foste
Marie Hurt
Royel Johnson
Veronica Pecero
Lauren Porter
Zhiru Sun
Kari Taylor
Hillary Tindall
Pamela VanHorn
Gregory VanHorn

HUMAN SCIENCES

Lauren Altenburger
Elizabeth Balk
Kyle Bartholomew
Chelsea Blackwell
Jihee Choi
Valerie Heiss
Eun Sol Her
Elizabeth Palmer
Megan Parietti
SangHee Ryu
Anupama Sukhu

TEACHING AND LEARNING

Tanja Burkard	Min Young Kim
David Bwire	Jungmin Lee
Moonsun Choi	Kimberly Murphy
Ashley Dallacqua	Kathryn Nelson
Juhyun Do	Carlotta Penn
Rob Drewry	Theodoto Ressa
Monelle Gomez	Jamie Schiff
Arianna Howard	Larkin Weyand
Heon Jeon	Yanty Wirza
Hwewon Kim	

FACULTY INTERNATIONAL TRAVEL AWARDS

The following faculty received up to \$500 for Faculty International Travel Grants for travel related to conference presentations. These grants were awarded in July - October 2014.

Teaching and Learning: Laurie Katz

2014-2015 SEED GRANT AWARDEES

The following individuals were awarded seed grants for the 2014-2015 academic year.

OFFICE OF RESEARCH FACULTY SEED GRANTS

FRANCIS TROYAN (TEACHING AND LEARNING), ALAIN BENGOCHEA (CCEC). Investigating ideologies and responsive practices in language immersion education for emergent bilinguals: A pilot study.

IRENE HATSU, NATASHA SLESNICK (HUMAN SCIENCES), ERINN HADE (MEDICINE). Micronutrients deficiencies and mental health among homeless youth.

TZU-JUNG LIN (EDUCATIONAL STUDIES), ERIC ANDERMAN (EDUCATIONAL STUDIES). Promoting the social and cognitive competence of early adolescence.

WEIDONG LI (HUMAN SCIENCES), OULIANA ZIOUZENKOVA (HUMAN SCIENCES), LEI CAO (MEDICINE). Impact of overtraining on hippocampal neurogenesis and potential mechanisms: Establishing a mice model.

CCEC FACULTY GRANTS

KEELEY PRATT, CAROLYN GUNTHER, JACKIE GOODWAY, KELLY PURTELL (HUMAN SCIENCES). School-based health clinic utilization and barriers to participation: Improving the health-related quality of life and SFC parents and youth.

MIHAIELA GUGIU (CCEC), P. CRISTIAN GUGIU, MICHAEL BARNES, MARGARET SANDERS (EDUCATIONAL STUDIES). Poverty and education: Estimating the impacts parents have on their children's early educational performance.

CCEC STUDENT GRANTS TO SUPPORT MENTORED RESEARCH PROJECTS

EMI TSUDA, RURI FAMELIA (HUMAN-SCIENCES), JACKIE GOODWAY (MENTOR). Who is sitting on the playground: Examining the underlying mechanisms associated with being physically active during free play on the playground?

For more information, visit go.osu.edu/EHESeedGrants.

Faculty and staff in the college received 24 new awards between July 1, 2014, through October 31, 2014. The anticipated total award amount for all 24 awards is **\$9,990,307**. For additional information on these and previous awards, go to u.osu.edu/ehereearchawards.

PI/Co-I	Department	Sponsor Name
ABATE, MICHELLE	Teaching and Learning	American Library Association
BIRD, AMANDA; Foster, Mark P.	Human Sciences	National Institute of General Medical Sciences
BLACKBURN, MOLLIE	Teaching and Learning	National Council of Teachers of English
BOONE, BARBARA; Mahlman, Robert	CETE	Ohio Department of Education (2 awards)
BRUNO, RICHARD	Human Sciences	Oregon State University, DSM Nutritional Products, Inc.
BUETTNER, CYNTHIA	Human Sciences	National Institute of Food and Agriculture
GORT, MILEIDIS	Teaching and Learning	Institute of Education Sciences, US Department of Education
GUNTHER, CAROLYN; Kennel, Julie	Human Sciences	American Dairy Association Mideast
JULIAN, DAVID; Mahlman, Robert; Ross, Melissa	CETE	Ohio Department of Job and Family Services
JULIAN, DAVID; Mahlman, Robert	CETE	Columbus Medical Association Foundation
JUSTICE, LAURA; Lawton, Kathy; Logan, Jessica	Teaching and Learning/ CCEC	National Institute on Deafness and Other Communication Disorders, National Institute of Health
KATZ, LAURIE; Day, Kristall; Gort, Mileidis; Konrad, Moira; Malone, Helen; Troyan, Francis	Teaching and Learning/ Educational Studies	University of Dayton
MAHLMAN, ROBERT; Lepicki, Traci	CETE	Ohio Board of Regents
MAHLMAN, ROBERT	CETE	Ohio Department of Education
MAHLMAN, ROBERT	CETE	National Association of State Directors of Career Technical Education Consortium
NEEF, NANCY; Joseph, Laurice	Educational Studies	Office of Special Education & Rehabilitative Services, US Department of Education
NEWELL, GEORGE; Bloome, David; D'Agostino, Jerome; Hirvela, Alan; Lin, Tzu-Jung	Teaching and Learning/ Educational Studies	Institute of Education Sciences, US Department of Education
PAUL, PETER	Teaching and Learning	University of Dayton
PENTIMONTI, JILL; Gort, Mileidis; Justice, Laura	CCEC	Institute of Education Sciences, US Department of Education
SHIVERDECKER, TERESA; Yu, Shirley	ORC	Ohio Department of Education
SLESNICK, NATASHA	Human Sciences	Community Shelter Board
ZIRKLE, CHRISTOPHER	Educational Studies	Shanghai International Vocational Training Development Center
ZIRKLE, CHRISTOPHER	Educational Studies	Ohio Department of Education

ASN HONORS BELURY, BRUNO FOR ADVANCEMENTS IN NUTRITION



In 2014, **Martha Belury** (left, top), the Carol S. Kennedy Professor of Human Nutrition, and **Richard Bruno** (left, bottom), bionutrition program leader, both of the Department of Human Sciences, have received Investigator awards from the American Society of Nutrition. Belury is known internationally for her study of specific dietary fatty acids and their ability to prevent or treat metabolic diseases, mood disorders and cancers. Bruno is recognized for his articles about the benefits of green tea in fighting the growing problem of nonalcoholic fatty liver disease.



Belury received the Robert H. Herman Memorial Award for a senior investigator, and Bruno received the Mead Johnson Award for a young investigator. For more information, visit go.osu.edu/ASNHonors

SAVE THE DATE

FIFTH ANNUAL STUDENT RESEARCH FORUM

JAN. 29, 2015

The fifth Annual Student Research Forum presented by the EHE Office of Research will take place on January 29, 2015, at the Ohio Union from 8:30AM to 2:30PM. Lunch will be served. For information on how to participate, including volunteer opportunities, please contact Rebecca Chacko at chacko.9@osu.edu.

To RSVP for the event, go to:
go.osu.edu/2015ForumRSVP

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UPDATES FROM CETE

Staff members at CETE are beginning their second year directing the Professional Development Network (PDN) for the Ohio Adult Basic and Literacy Education (ABLE) program sponsored by the Ohio Board of Regents. Through a collaboration of content experts, trainers and researchers, CETE delivers and supports evidence-based, high-quality, effective inservice professional development in areas of importance to Ohio's ABLE professionals - administrators, support staff and teachers. For more information about this project, visit cete.osu.edu/projects/able.

A new project for CETE is the Physicians Leadership Academy (PLA). The PLA is a development program designed to increase the leadership capacity of physicians. Our role in this project is to evaluate the academy in order to provide insight into anticipated changes that may occur over time within the first cohort of physicians during the first year of the program.

For more information on these projects as well as others at CETE, visit cete.osu.edu.

STRAIGHT A FUND SUPPORTS COLLEGE RESEARCH EFFORTS



The \$8.4 million, five-year EDCITE: Evaluating Digital Content for Instructional and Teaching Excellence project will help Ohio school districts transition from printed materials to digital learning by finding products that improve student achievement while providing more personalized, customized learning opportunities.



With the funding from the Ohio Department of Education Straight A Fund, Ohio State experts are engaging 162 teachers in five districts to evaluate free and fee-based digital learning materials for their classes. The Westerville City Schools district leads the consortium that includes the South-Western City, Licking Heights Local, Fairbanks Local and Buckeye Valley Local districts.



"Not only is it challenging to make those decisions, but given the number and variety of products on the market, it takes a completely different approach than a traditional curriculum adoption process," said principal investigator **Nicole Luthy** (left, top), director of the Ohio Resource Center (ORC). The teachers will use evaluation rubrics developed by ORC to vet more than 1,600 products in the first year. ORC will compile teacher reviews and implementation data in a searchable database available to all Ohio school districts.

Co-principal investigator **Kui Xie** (Educational Studies), associate professor of learning technologies, and his team in the Research Laboratory for Digital Learning, will lead the research and evaluation for the project. Using both quantitative and qualitative approaches, the team will evaluate the impact of the EDCITE project. **Dorinda Gallant** (Educational Studies), associate professor of quantitative research, evaluation and measurement, is leading the validation studies for the evaluation of digital content for the project.

For additional information, visit go.osu.edu/EDCITE.