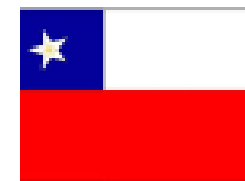


Randomized Evaluation of Reading Skills: an Opportunity for Systematic Literature Review



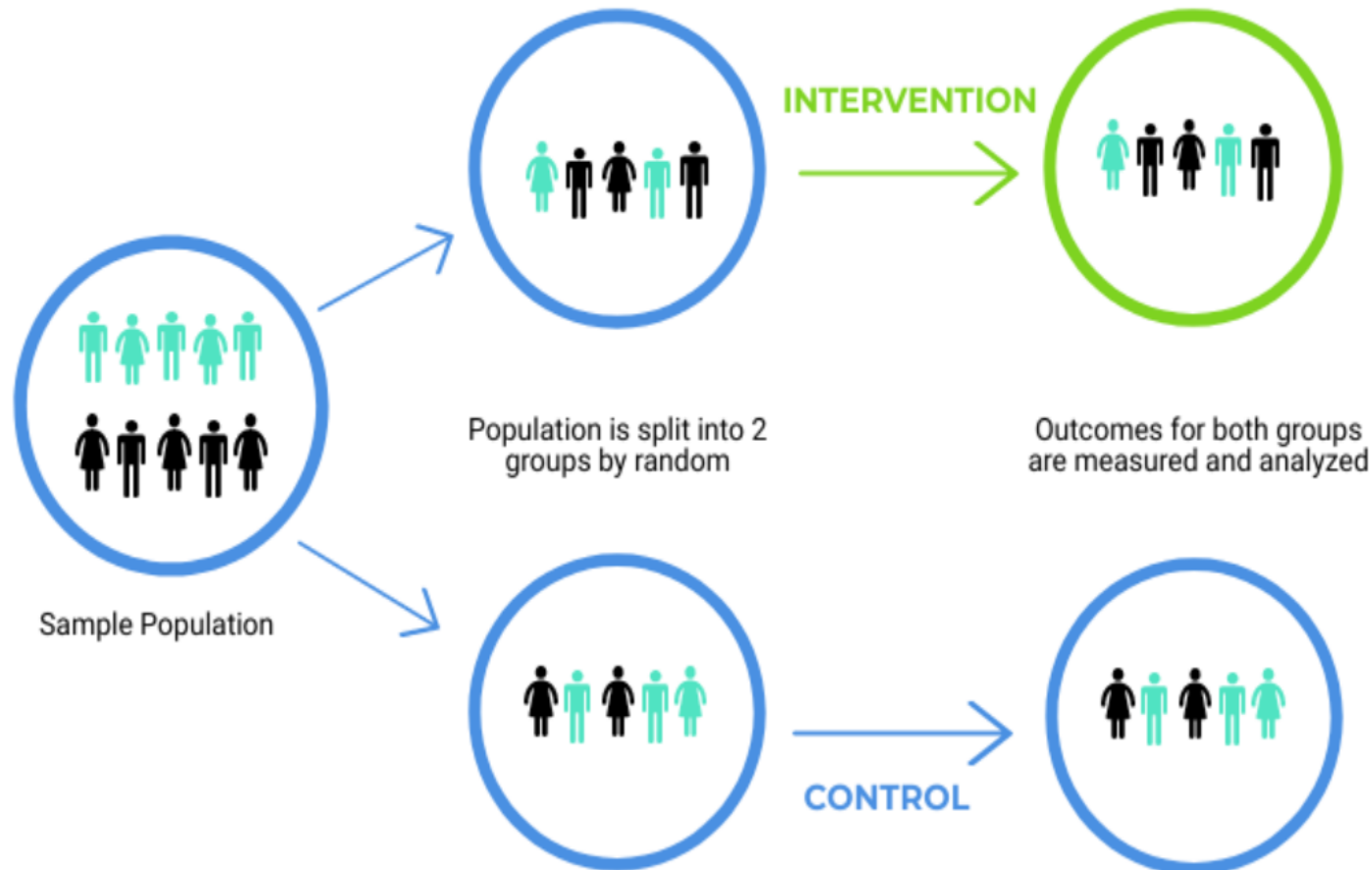
INTRODUCTION

Analyze the evidence published over the last four years (2015 and 2020) with respect to randomized control trials (RCT) for comprehensive reading programs that are of great interest to the educational system.

That can contribute with other studies or practical experiences in public policies in order to accelerate the learning reading process.

LITERATURE REVIEW

RCT: Randomized controlled trials



- Innovative and effective Public policies : National reading program

- Innovative strategies using TECHNOLOGY in reading programs, including SOCIAL KNOWLEDGE APPROPRIATION

- Enriching IMPACT EVALUATION and RCT with other evaluation methods, mixed methods analysis

METHODOLOGY

RQ1: What are the theoretical postulates behind reading development?

RQ2: What are the theoretical assumptions behind the impact evaluation?

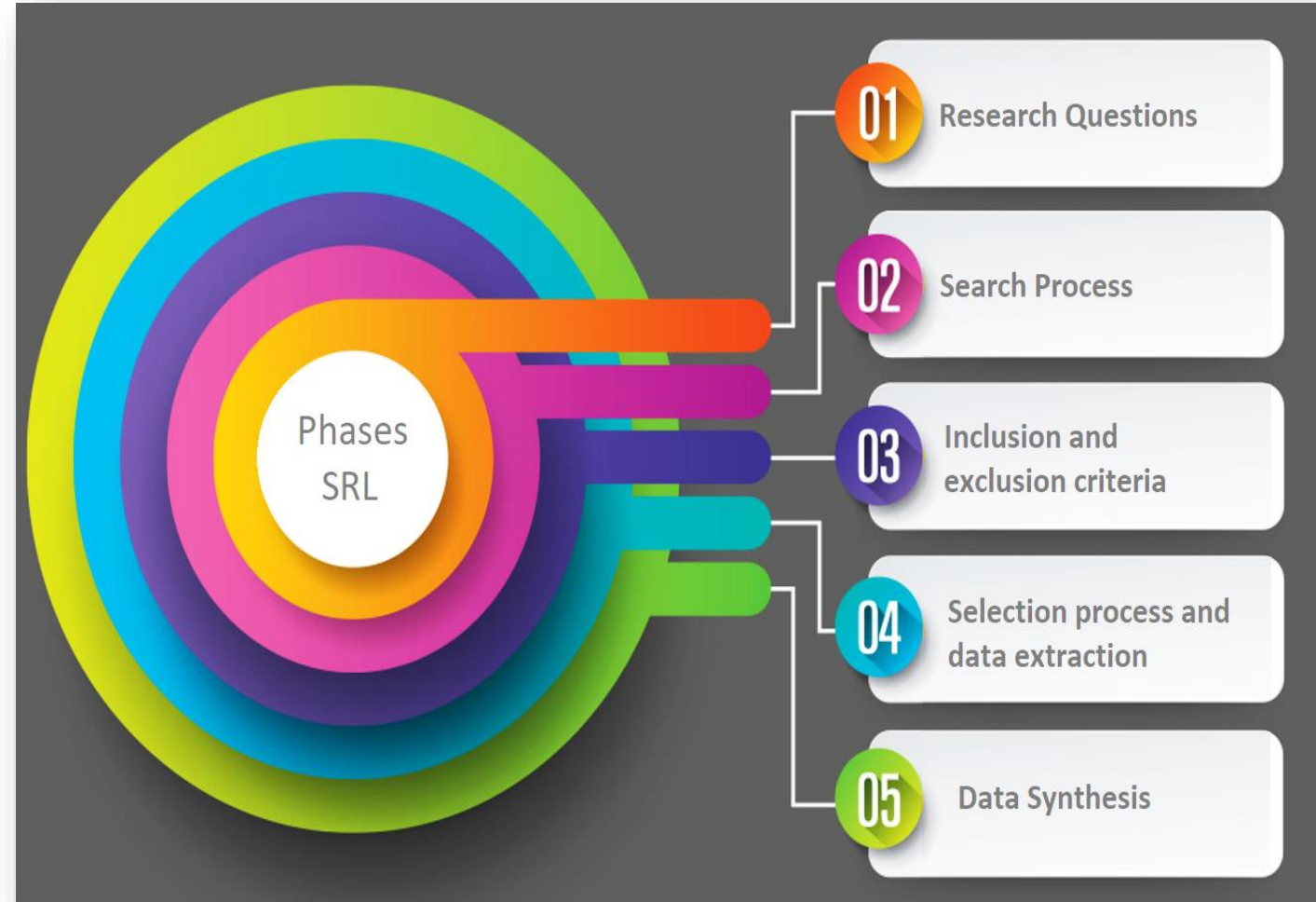
RQ3: What criteria or approach is behind the impact evaluation used?

RQ4: In which sector or context has the impact assessment been successful?

RQ5: What type of innovation is the article related to?

RQ6: What type of technology was used in the research?

RQ7: To which indicator of social appropriation of knowledge (SAK) does the article correlate?



Systematic literature review protocol

RESULTS

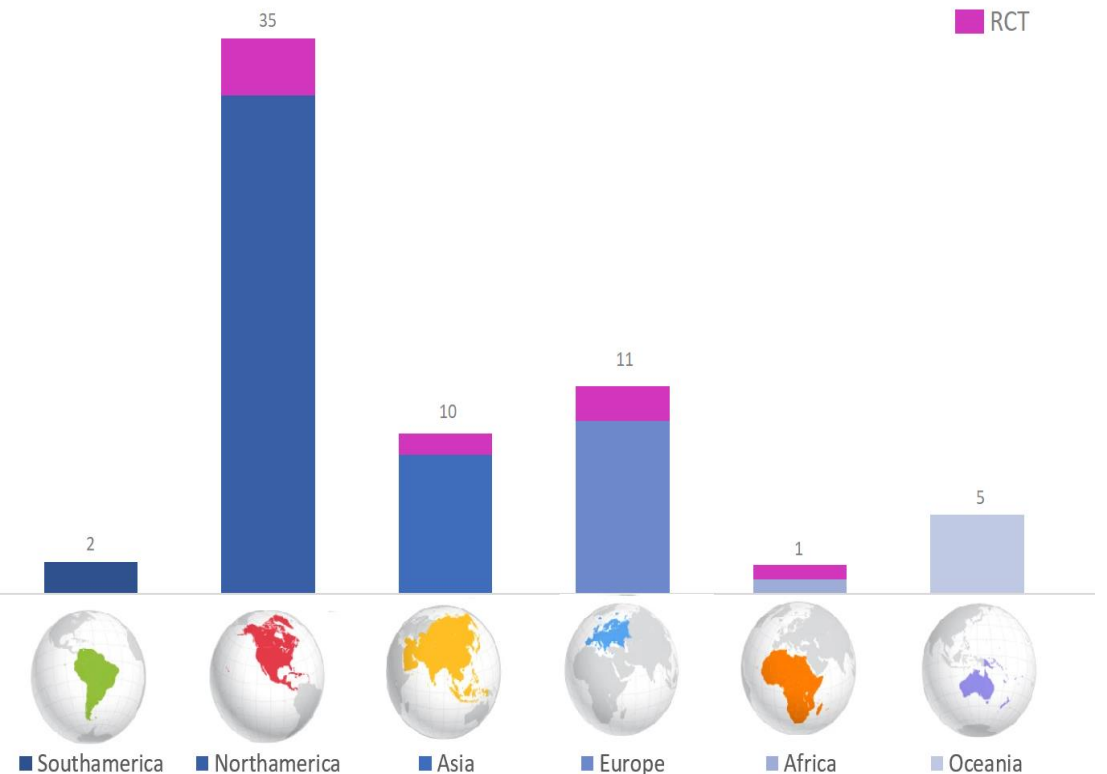
Geographical distribution of the authors who publish in the field of impact assessment and RCT and innovation and technology in public reading policies

Impact assessment

North America (56%)
United States (47%) Canada (6.3%)
Europe (17%)
Asia (16%)
Oceania (Australia 8%)
South America and the Caribbean 3.0%

NO RCT studies in WOS and Scopus on this subject between 2015 and 2019 in South America and Oceania

WOS AND SCOPUS BY CONTINENT AND RCT



RESULTS

RQ 1 What are the theoretical postulates behind reading development?

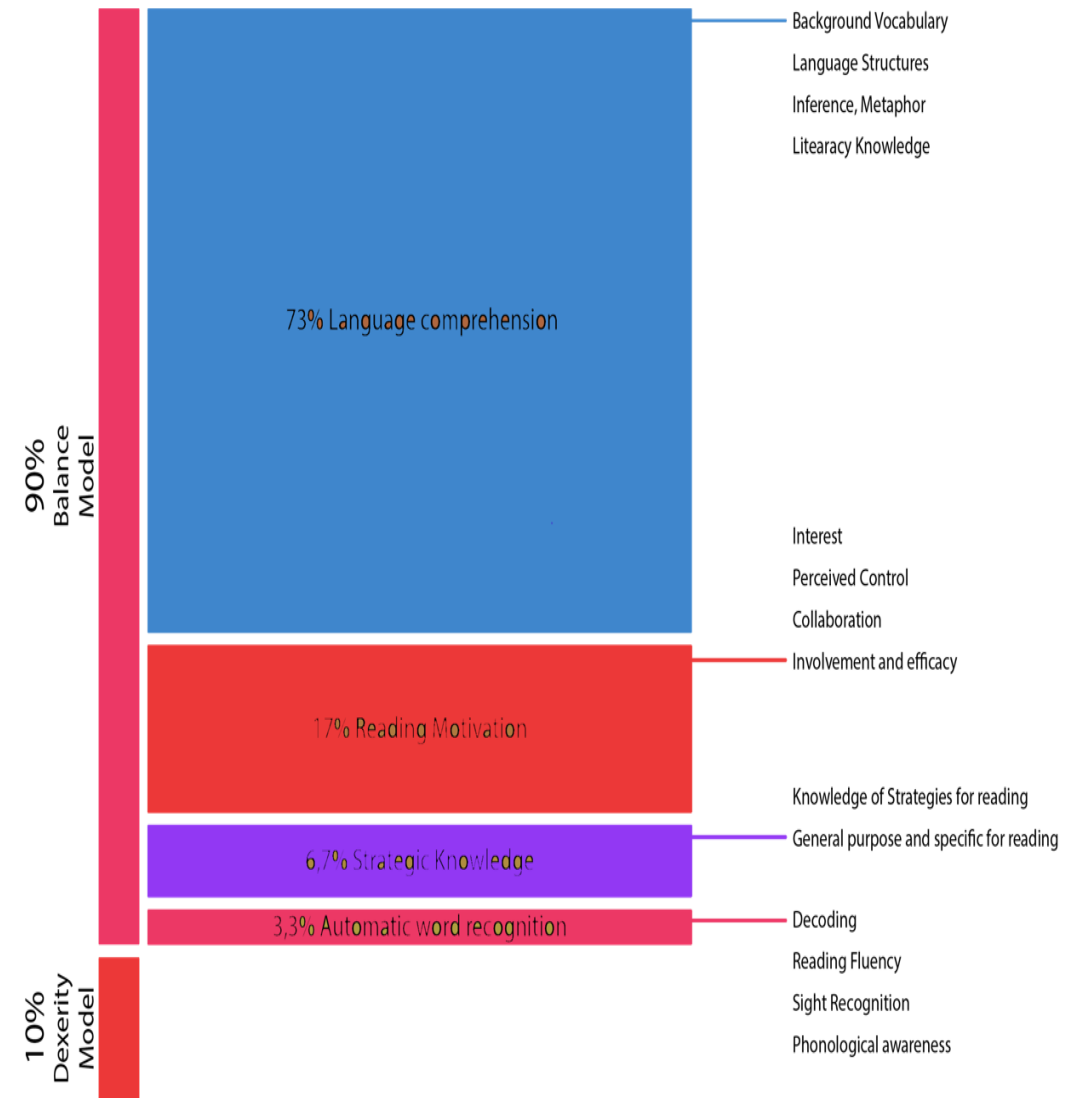
Strategies within the balanced or interactive model

Reading Comprehension (73%)

Motivation for reading strategies (17%)

Knowledge of reading strategies (6.7%)

Automatic word recognition (3.3%)

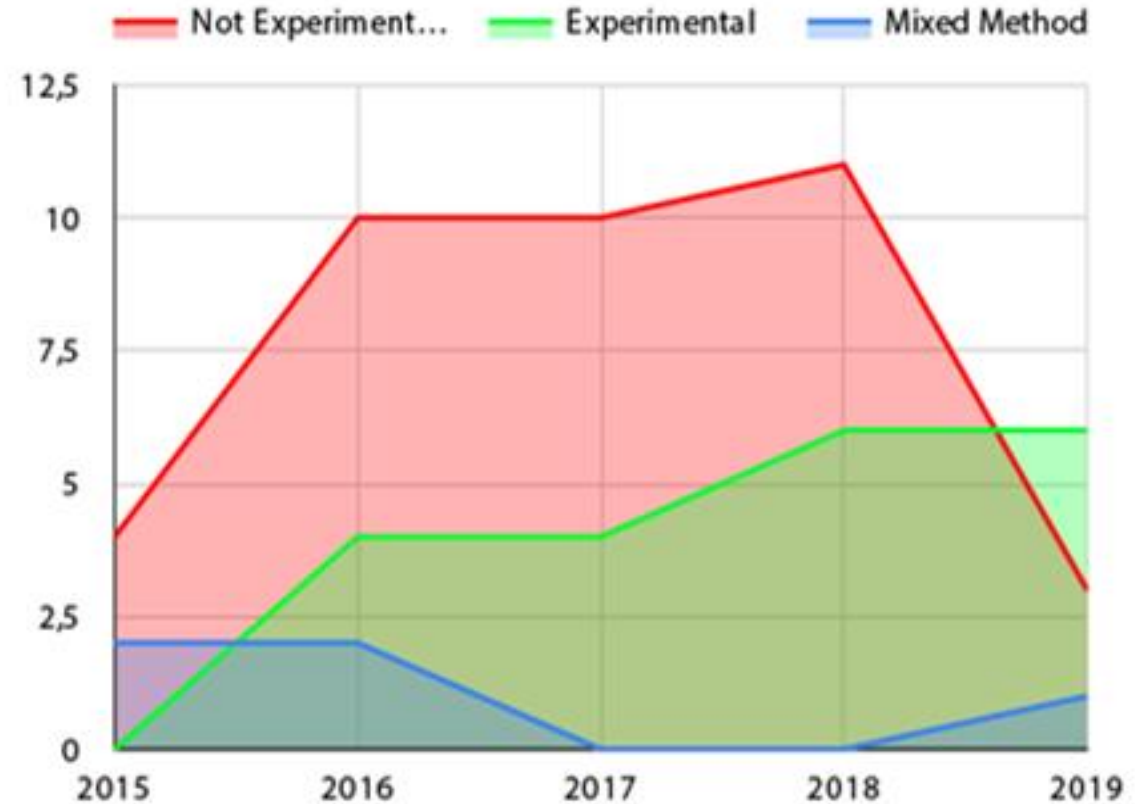


RESULTS

RQ 2 What are the theoretical assumptions behind the impact evaluation?

44% Experimental
55% Not experimental
4.8%. mixed type

While non-experimental studies were the most prevalent until 2018, these decreased significantly in 2019.



Research method in articles with impact assessment, and complementary evaluation in RCT studies

RESULTS

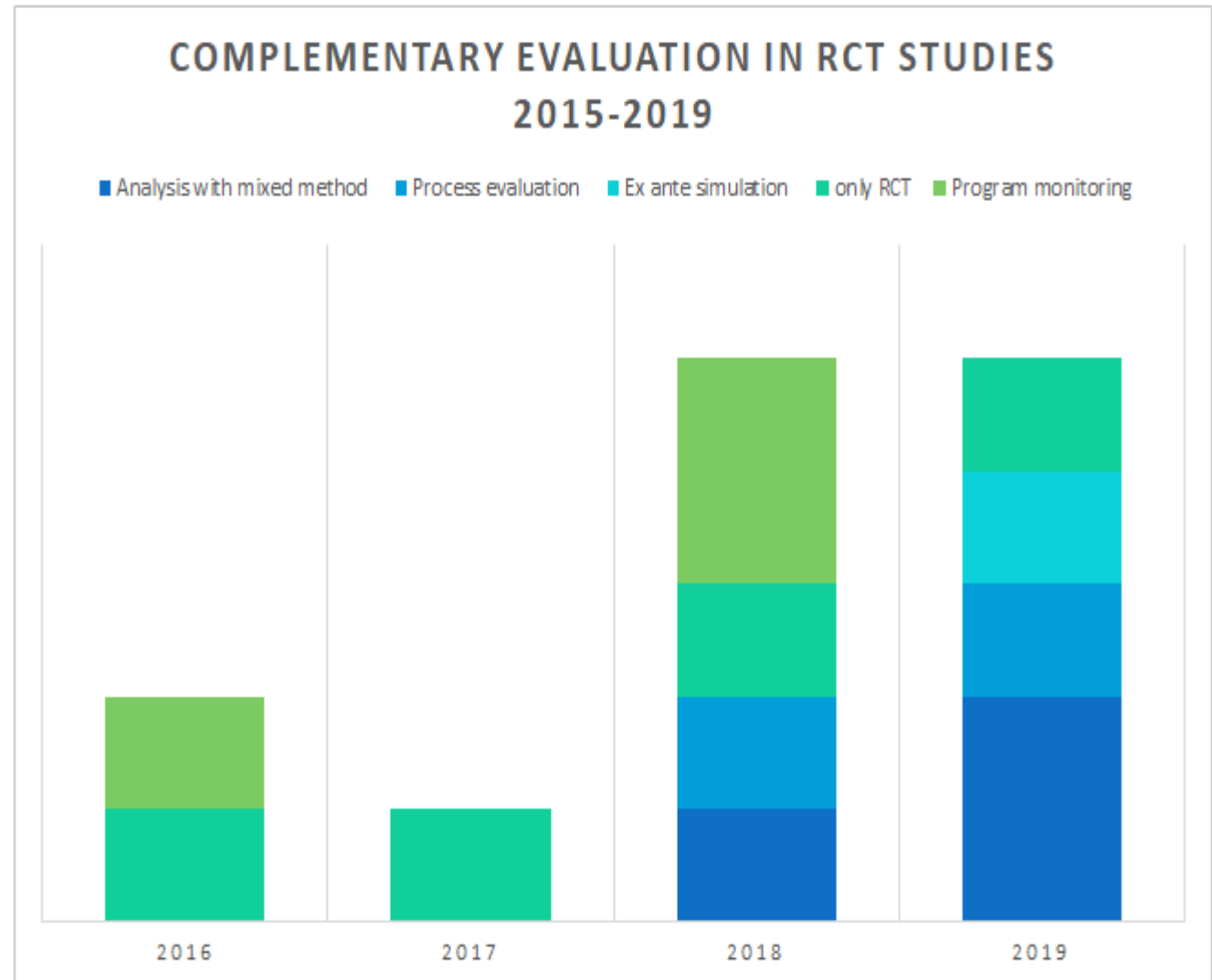
RQ3 What criteria or approach is behind the impact evaluation used?

In recent years, there has been an increase in the number of studies on this subject that complement the RCT with other types of evaluations:

23% with mixed-method analysis and monitoring programs

8% with process evaluation and ex-ante simulation.

80% enrich their design process evaluation,

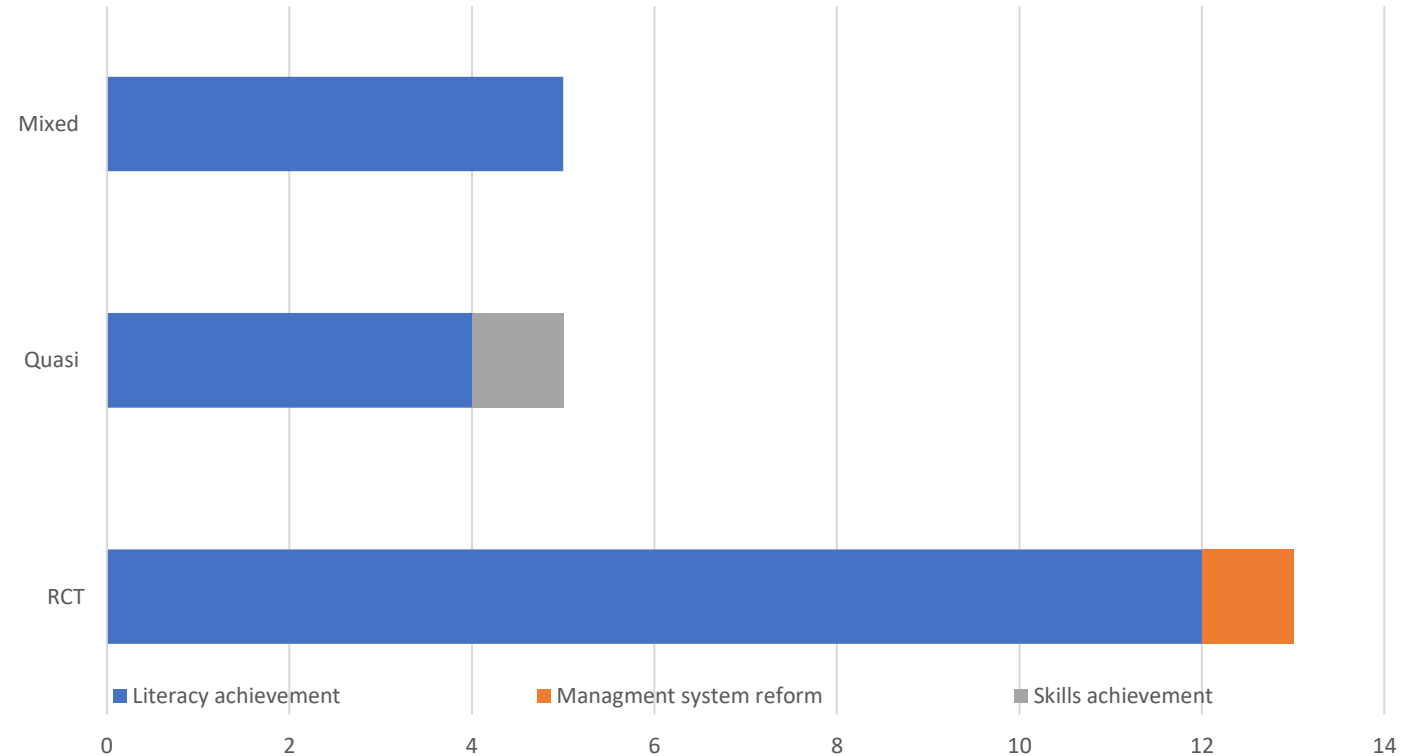


RESULTS

RQ4. In which sector or context has the impact assessment been successful?

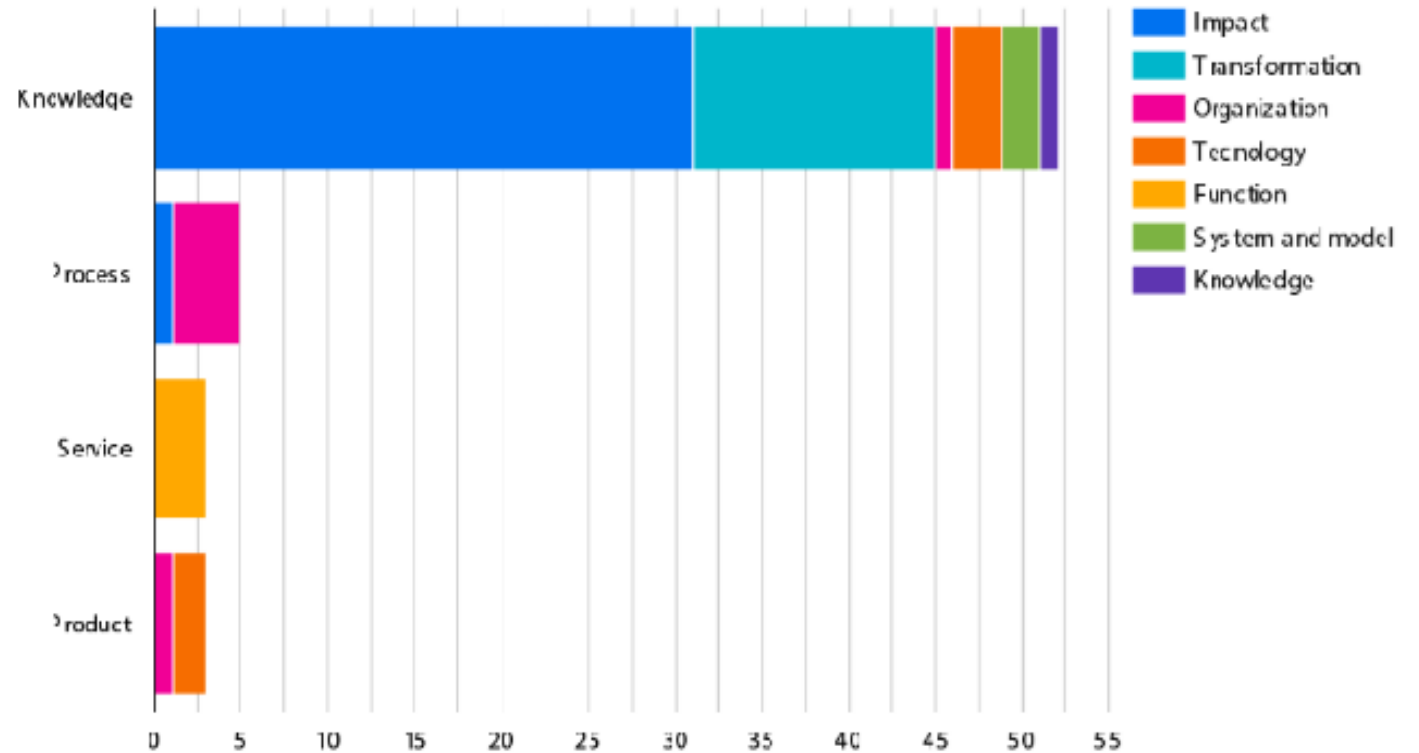
Within the context of RCT:
62% of the studies in reading have been conducted with struggling readers
38% considers the whole regular group of students [e.g., 50, 54].

Impact assesment context



RESULTS

RQ 5 What type of innovation is the article related to?



In the 63 studies, the type of innovation focuses primarily on the generation of knowledge the impact of this type of innovation on society to produce transformations generating new systems and models and using technology in some cases. Innovations also appear in educational processes, services, and products to a lesser extent.

RQ6: What type of technology was used in the research?

Technology is present in 27% of the studies
65% corresponds to intelligent technology, including smart tools and devices, cloud computing , e-learning
35% reinforcing school practices
40% building capacity for the social appropriation of science and technology
5% learning from Science

RQ7 To which indicator of social appropriation of knowledge (SAK) does the article correlate?

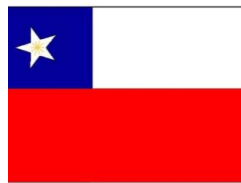
The 63 articles of this study evidence initiatives that allow identifying the presence of appropriation indicators;
40% building capacity for the social appropriation of science and technology
35% reinforcing school practices
20% inclusion of groups in vulnerable situations
and 5% learning from Science

- ❖ Impact evaluation is present in studies researching primary reading programs; it is increasing through the years with the RCT design. We found a control group and randomized sample selection with an ex-ante approach. In recent years, an approach emerged that complements impact evaluations with other assessments such as process evaluation and mixed-methodology. The latter has emerged as an opportunity for research.
- ❖ Reading programs have always been indispensable in public policies; now, these are needed to counter losses caused by the pandemic.
- ❖ Innovation is present especially concerning knowledge. The evidence of innovation has increased in primary education, but not in using technology, and even less when looking for the social appropriation of knowledge. This constitutes a challenge for future research and public policy programs on reading.
- ❖ Social appropriation of knowledge (SAK) requires the participation of all stakeholders, knowledge of the program and monitoring of the teaching and learning process. The most abundant indicators of SAK in the studies are capacity building, reinforcement of school practices, and inclusion of vulnerable groups.
- ❖ Latin America and the Caribbean present a substantially lower level of research with RCT in reading, constituting an opportunity when thinking about public policies to curb the impact of the pandemic on learning. Today, more than ever, policies are needed to develop reading in children from early childhood to the primary levels of schooling..

End of presentation. Thank
you for listening..!!

Jesús Honorato-Errázuriz
Ministerio de Educación
Santiago Chile

mariajesus.honorato@gmail.com



María Soledad Ramírez-Montoya
Tecnológico de Monterrey
Monterrey México
solramirez@tec.mx

