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EDG500: Educational Research and Statistics: OA

Research Lab 3 and 4

Lab 3: Research Question/Problem

The challenge in today's classroom is to improve summative assessment and higher-level structural thinking skills. Does using annotation in social studies content reading in upper elementary grades assist in reading comprehension, content retention, and academic achievement, as evidenced by summative weekly quizzes and unit test assessments?

Annotating is a cognitively engaging activity that promotes a deeper involvement and interaction in subject content and text complexity in reading and can be facilitated through consistent and disciplined instruction. In that case, it can provide a good resource for teachers and students to successfully increase academic achievement and metacognition in a relatively short period to assist the needs of struggling and proficient readers who are underperforming on academic achievement tests.

Lab 4: Literature

Ferri Susanto. (2021). Reading, Encoding, Annotating, and Pondering Technique As Learning Process In Pandemic Era to Improve Reading Comprehension Stability or Students. *International Journal of Educational Research & Social Sciences*, 2, 47–58.

The pandemic era of learning began as an uncharted territory in education yet evolved into an opportunity for crucial educational research development. The author presents a study

complete with techniques for the reading program REAP-reading, Encoding, Annotating, and Pondering as a relevant and instrumental approach during the coronavirus. The population of this study consisted of children learning by Zoom and students learning English as a New Language. The REAP technique is designed to help students connect text and their words to enable them to communicate their understanding, comprehension, and stability. (Susanto, F., 2021, p.49). The researcher developed a highly comprehensive activity plan beginning with the Zoom scheduling and including components such as the students' psychological capabilities for virtual learning, the development of the exercises, and teacher delivery. Throughout three sessions and four assessments, the mean scores increased from 55.14 to 75.65. The additional benefit recognized was the increased student's desire and interest to learn English.

Carol Porter-O'Donnell. (2004). Beyond the Yellow Highlighter: Teaching Annotation Skills to Improve Reading Comprehension. *The English Journal*, 93(5), 82–89.

<https://doi.org/10.2307/4128941>

“Annotating is much more than a yellow highlighter.” The author builds on her yellow highlighter experience and lack of annotating skills throughout her education to build, teach, and increase her student's level of involvement in reading and, as a result, their academic skills and reading comprehension. She discovered it ultimately benefited their writing skills. Teaching students to respond to the text by actively listening, examining, and analyzing led to engagement and dialogue in her classroom. Other studies have indicated that annotating can deter a love and enjoyment of reading. In open dialogue with her students, they shared it felt interruptive. Together they developed a strategy to overcome this challenge. It allowed creative problem-solving and ingenuity. While annotating teaches reading as a process, it also changes comprehension. This researcher found that the benefits to struggling readers are assumed; however, for a proficient reader, “ before annotating, he was only a surface reader; after learning to annotate, he understands reading as a process. He can

flexibly apply different thinking methods about the reading, changing his process and understanding.” (Porter-O’Donnell, C., 2004, p.86).

Brown, M. D. (2007). I’ll Have Mine Annotated, Please: Helping Students Make Connections with Texts. *The English Journal*, 96(4), 73-78. <https://doi.org/10.2307/30047169>

The purpose of this study by Matthe Brown was to provide further development of the skill and strategy of annotation for increased connection to text and improved reading comprehension. Coming alongside his students, the author seeks to empower them and foster awareness of the benefits of connecting to reading as a way to connect to their own lives, the world around them, and the problems inherent in society using the approach of “conversation.” with the text as the premise for the instruction and implementation of the process. Following a conversation with the text is a conversation with peers to obtain feedback. “Without allowing students to interact with text in a meaningful way, we miss the chance of allowing them to see the value of what they are reading and to form new ideas about who they are and how they fit into the world in which they live.” (Brown, M., 2007, p.74). The study does not provide summative assessments and data analysis but rather highly formative and interactive assessments. By personalizing his approach with the students, the ultimate goal is that some may love books and find meaning for themselves.

Zywica, Jolene & Gomez, Kimberley. (2008). Annotating to Support Learning in the Content Areas: Teaching and Learning Science. *Journal of Adolescent & Adult Literacy - J ADOLESC ADULT LITERACY*. 52. 155-165. 10.1598/JAAL.52.2.6.

The required and assumed skills for successful reading to learn in secondary education often need to be fully developed. The students must be fully formed in their abilities to utilize, critically evaluate, and apply what they read beyond a surface level. Zywica and Gomez provide a comprehensive annotation summary and how to train and instruct the students in 12 steps, complete with abbreviations, special notes, and teacher tips. When the students can complete

half of the steps, introducing the process into content areas is next. “Every time students are assigned an annotation, the answers need to be discussed in class. Through discussion, students not only become better at annotating and reading, but they also will have a more in-depth understanding of the science content presented in the reading.” (Zywica, J. & Gomez, K., 2008, p. 163). While the setbacks and limitations include a need to make copies and the difficulty for teachers to use new literacy strategies, the impact is a measure of the demonstrated effectiveness. Growth in reading achievement, as exhibited using the Degrees of Reading Power reading comprehension test, was significant. Furthermore, the degree of efficacy was related to the degree of intervention practiced.

Lloyd, Z.T., Kim, D., Cox, J.T., Doepker, G.M. and Downey, S.E. (2022), "Using the annotating strategy to improve students' academic achievement in social studies," *Journal of Research in Innovative Teaching & Learning*, Vol. 15 No. 2, pp. 218-231.

<https://doi.org/10.1108/JRIT-09-2021-0065>.

The premise of this study was to demonstrate the importance of not just using reading strategies which most do, but “rather, the challenge for teachers is to understand how to utilize purposeful reading comprehension strategies in their instructional settings.” (Lloyd et al., 2022). In this recent study, the investigated questions sought to discover the link between annotating historical text and academic achievement and the student’s perception of annotating. A mixed-methods design using both quantitative and qualitative data was implemented. The teachers also received one-hour training sessions. The average growth of students' test scores was significantly and demonstrably high than the control group. The feedback was also positive and constructive. In conclusion, “Educators must prepare students to use reading comprehension strategies such as annotating in all content areas and not only in a traditional academic setting.” (Lloyd et al., 2022, p. 228).

Chang, W.-C., & Ku, Y.-M. (2015). The Effects of Note-taking Skills Instruction on Elementary Students' Reading. *The Journal of Educational Research*, 108, 278-291.

10.1080/00220671.2014.886175

The instruction of note-taking [annotation] is accessible and relevant in secondary and higher education; however, primarily absent for children in elementary grades. This study aimed to discover the impact and effectiveness of instruction of note-taking skills for younger students on their academic achievement in reading comprehension and note-taking using a note-taking evaluation task and a comprehension test. Instruction for note-taking to increase learning performance focused on replacing incomplete note-taking with appropriate note-taking. The aim was to improve the note-taking process and reading comprehension. Meaningful integration of newly read material with relevant prior knowledge occurs during this note-taking process. (Chang & Ku, 2015, p. 279). After only five note-taking sessions, "The results indicate that note-taking is an effective strategy for elementary students in the reading context, and prove that students can be taught and internalize note-taking skills." (Chang & Ku, 2015, p. 289).