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Evidence-Based Practice in the Classroom and the School Library

"What's The Brady Bunch?" asked Maria as she interacted with the other members of her reading inquiry group in our ninth-grade English class. We were reading Seedfolks by Paul Fleischman, and the inquiry groups were finding and researching unfamiliar allusions they found in the novel. Their task was to discuss why the author used allusions to create meaning.

"Uh, I think it's a TV show," offered Kyle, a relatively new kid in the class who was quickly adjusting to life. "The Brady Bunch was this TV show that ran from 1969 to 1974 and was about this guy and girl who had six kids."

Kyle made eye contact with me as he said, "I think that's the only research I ever did on my own—AT HOME!"

"So does Gonzalo wish he had this big family?" asked Maria. She was making connections between Kyle's information about The Brady Bunch and a chapter in Seedfolks about a boy's relationship with his father.

Kyle sighed and put down his book. "No, he doesn't wish he had a big family. He wishes he had the perfect family, like the American Dream or something," he replied.

Was I hearing correctly? Did Kyle, who reads at a fifth-grade level, experience literacy insight? How could this happen? In thinking about Kyle and his motivation to research The Brady Bunch, I was struck by what he was able to read and understand. A high level of comprehension affected how he applied his new knowledge about The Brady Bunch to experience literacy insight. His work, along with that of his peers, became the foundation for my evidence-based practice in the classroom.
5. Developing Open Education Literacies with Practicing K-12 Teachers

By: Kimmons, Royce M. International Review of Research in Open and Distance Learning, v15 n6 p71-92 Dec 2014. (EJ1048226)
Full Text from ERIC, Database: ERIC

Subjects: Open Education, Learning Activities; Elementary Secondary Education; Elementary School Teachers; Secondary School Teachers; Teacher Education; Literacy, Professional Development; Institutes (Training Programs); Teacher Attitudes; Misconceptions; Copyrights; Expectation, Longitudinal Studies; Teacher Surveys; Pretests Posttests; Teaching Experience; Regression (Statistics); Qualitative Research; Statistical Analysis

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