The 3Rs of Research

PRACTITIONER TOOLKIT

READ

REFLECT

REVIEW

A Resource of the
Literacy Network of Durham Region (LiNDR)

Funded by the Ministry of Training, Colleges and Universities

2008

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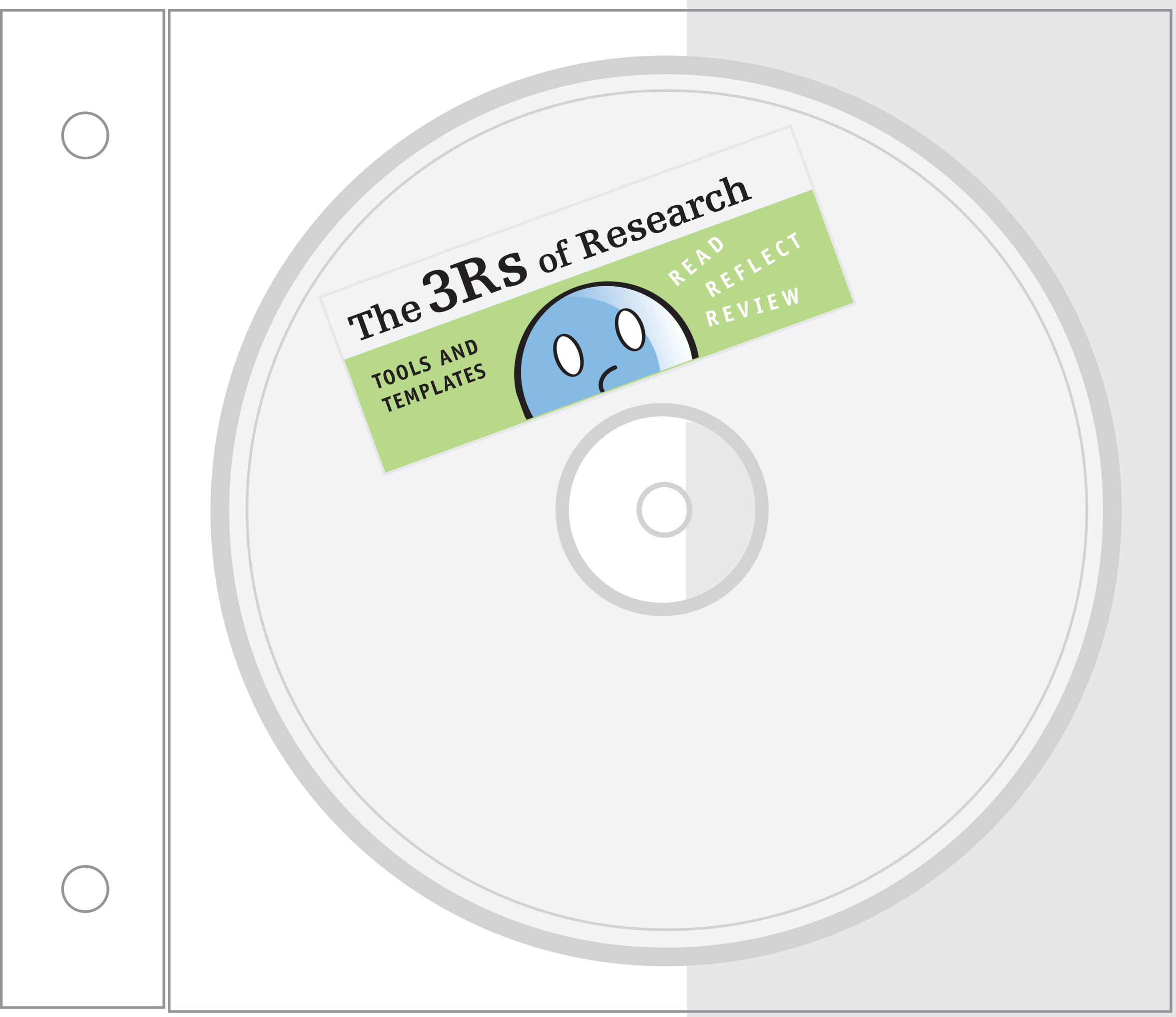
The 3Rs of Research

PRACTITIONER TOOLKIT



The 3Rs of Research Practitioner Toolkit
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Background & Acknowledgements

The 3Rs of Research Practitioner Toolkit was developed by the Literacy Network of Durham Region (LiNDR) to provide literacy networks and programs with ways to efficiently identify current field research that is relevant and train instructors on how to use research in the classroom. It is intended to contribute towards the practice of active reflection by literacy practitioners on current research, theory and the integration of project products in order to benefit the learner.

The toolkit was developed after a thorough research stage, literature review, and consultation with stakeholders. It is hoped that the idea of reading, reviewing and reflecting upon research will seem less intimidating through the use of the information and tools developed.

The toolkit is comprised of:

- this manual which is divided into five sections addressing information about the value of research and research integration, strategies to address barriers to research integration, tool and templates, and a model for integrating research into practice effectively.
- a CD that contains many of the information found in this manual, including all the tools and templates.
- an online resource that replicates a majority of the information found in this manual and on the CD. The link for accessing it is: ***www.lindr.on.ca***.
- a desktop planning tool designed to keep many of the key tools and strategies about research integration in your line of vision and part of your daily practice.

Practitioners are encouraged to adapt the materials as they need to best fit with their work schedules and work styles. The key is to understand the value of research resources and the importance of integrating research into your program practice. The framework developed, and the strategies and tools provided, are meant to be a guide, not a prescriptive format. They were developed through direct input from literacy and non-literacy stakeholders who have successfully used research in practice principles.

This project was truly a collaborative endeavour and the Literacy Network of Durham Region would like to formally extend its gratitude to those individuals who tirelessly participated in the ongoing development of the enclosed materials.

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Literacy Ontario Central South

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QUILL (Quality in Lifelong Learning) **Learning Network**

This project was expertly written, facilitated and executed by **Cindy Davidson** and the success of the final result is credited to her with sincere thanks.

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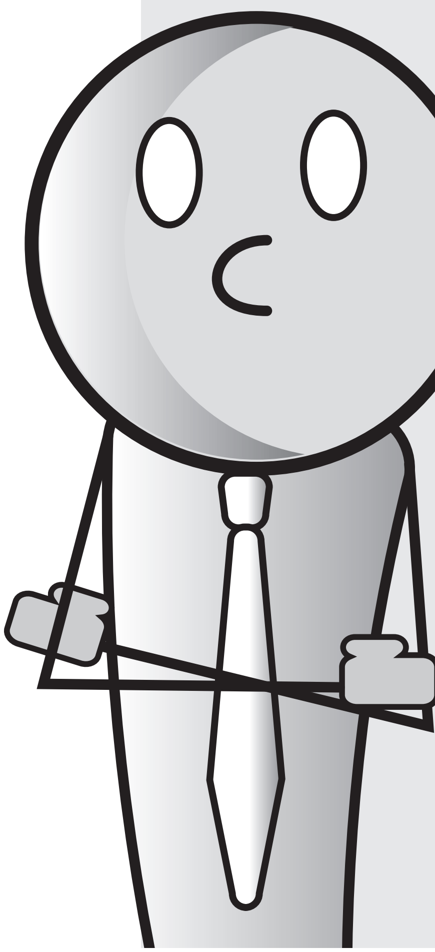
SECTION 1

Introduction



Making the Case

The term research may conjure up images of dry academic journals or reports that are hard to read through and harder to understand. Practitioners should not fear the term research. Using it within a program should be as commonplace as using learning activities and training plans.

Research in practice simply means using the evidence of research and applying it in some way to your own experience. It includes all the resources, products, tools, training and communication developed and linked to a subject area. Anything from a newsletter article on Essential Skills to a report on Learning Disabilities can be considered research. *Using* the knowledge of the research is *research integration*.

Key Benefits

The process of reviewing, reflecting upon and integrating research into a program is an important aspect of working within a Continuous Improvement Performance Management System (CIPMS). Using research effectively contributes to efficiencies, improvements and quality services being offered in a program.

Other benefits of putting research into practice:
- helping practitioners improve day-to-day program practice, including developing more effective learning activities and designing new teaching methods and curriculum.
- enabling program planners and instructors to deal with specific problems in a program, such as learner motivation and attendance.
- prompting further studies and research in a particular area of interest and helping to support or justify grant applications.
- validating existing program practices.
- providing evidence of quality programming (politicians, funders, management, etc. look to research to demonstrate that programs work).

While some may interpret research integration as having to replicate exactly a program or process, in reality, it often needs to be adapted to fit into a local context. The key is in finding a balance and applying a 'what works' lens that can be applied, tested and adjusted as required.[1] There are countless studies and articles that show this is something sectors in all parts of the world are looking at closely. In particular, in recent years, evidence of successful research integration has been seen in the health, law and business sectors.

[1] *Using Evidence: How Research Can Inform Public Services.* The Policy Press, Bristol, UK. 2007

Research – Just Part of the Job

Literacy practitioners are professional educators. More and more practitioners are seeking ways to improve their own skill level through professional development opportunities and through reviewing and reflecting on program practices. Reading and reviewing research is as much part of a practitioner's job description as lesson-planning. It can encourage practitioners to reflect on their own practices and not only alter practitioner knowledge and understanding, but also shape attitudes and directly influence decision-making.

> ***The role of practitioners is to become critical consumers of [the production of academic research], which implies the ability to read, reflect upon, and apply research findings to their realities"***
> *(Schugurensky, 2002).*

It is not uncommon to see that research in practice often happens in small, local 'hand-crafted' programs under strong leadership and research influences, or in single classrooms of individual outstanding teachers. Educational studies across the United States support this scenario and also show these programs rarely survive after the withdrawal of the key research and teaching personnel.

Practitioners change the way they use research across the course of their professional careers.

- Early in their careers they look at research on an individual basis as it relates to their values.
- At mid-career they start to extract research and apply it to their own contexts.
- In the final stages of their career they are more likely to experiment with the findings from research.[2]

Getting Directly Involved

Regardless of how they use research, most practitioners agree that research needs to relate to their reality and practices and be something they can learn from as well as be able to use. For this to happen, practitioners benefit from being engaged in the research process. Evidence shows that the transfer and communication of the research, as well as the development of the research itself, should be done in conjunction *with* practitioners in structured but flexible forms that recognize the constraints on practitioners of access, time and incentive.

Practitioners need to be involved in the integration practice. There needs to be a balance between strict replication of research and adapting it to local needs. In this context, one needs to draw on his or her own 'professional wisdom' when using research in decision-making.

[2] *Using Evidence: How Research Can Inform Public Services.* The Policy Press, Bristol, UK. 2007

Using Research the Right Way

It's easy to get overwhelmed by the amount of new research, resources and products that practitioners are exposed to. Some experts support the use of standards to determine whether research is worth reviewing and exploring further.[3]

Quality Standards

When presented with research, determine if:

- The research has been published and has gone through a peer review process.
- There is duplication or support of results by other researchers.
- There is consensus within a community toward the particular conclusion(s).

Making good decisions about applying research findings also means understanding individual learners, groups and classroom settings. Judgment acquired through experience enters the decision-making process. This is 'professional wisdom'.[4] Most research in LBS is experimental in that if a teacher does 'x' then the learning result is 'y'. Applying logic, or 'professional wisdom', allows the practitioner to rule out other possible causes for the result.

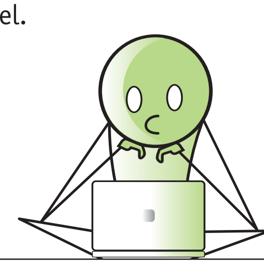
Useful research may include a literature review, validation by stakeholders, and information that can have a practical application. Some researchers will say that no single study carriers enough weight to support a claim about an instructional practice.[5]

Misuse vs. non-use

Research can play just as an important role in a program through its 'non-use'. In other words, practitioners can spend time reviewing, reflecting and analyzing research only to determine it is not valid or appropriate for their program, either due to a lack of resources or a mismatch between the research and the program's area of interest.

In these instances, even though the research wasn't used, it still had value as it enabled the practitioners to examine and evaluate their program practices. The 'non-use' of this research should still be documented and used as evidence in a continuous improvement model.

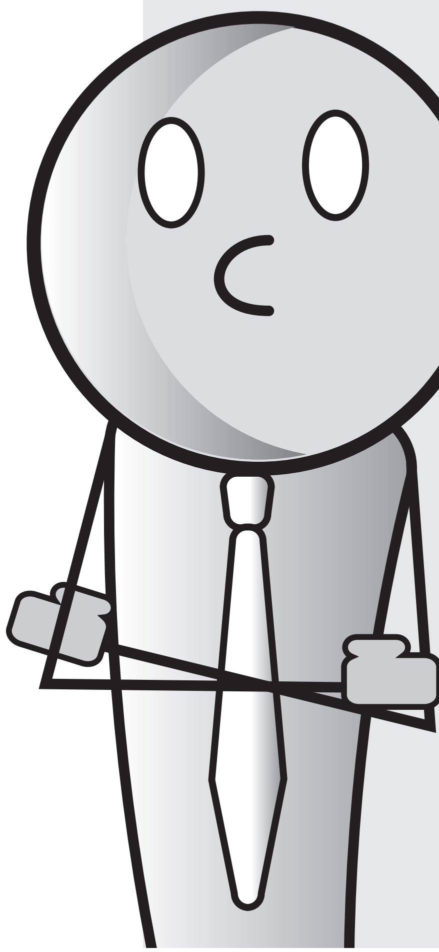
Misuse of research can mean using poor-quality research which can put the program at risk, or it can mean applying research to justify bad practice. Overuse of research can be a misuse issue as well, especially when tentative findings are taken up too zealously.



[3] [4] [5] *Applying Research in Reading Instruction for Adults: First Steps for Teachers.* Susan McShane. National Institute for Literacy/National Centre for Family Literacy. 2005

SECTION 2

Planning



Six Stages of Research Integration

Often research in practice involves knowledge sharing, reflective practice, and knowledge transfer. Use of research can be as simple as reading and understanding results or can require more in-depth reflection and analysis such as when the research is influencing a specific decision or choice.

The model presented here introduces six stages of research integration.[6] These stages are not hierarchical. Practitioners may opt to stay at one stage or move through all six to full integration. The key is to work effectively at any given stage.

The tools in this section take a close look at each stage and are meant to be self-reflective for practitioners to help identify where they and their agency is when it comes to integrating literacy research into program practice. There is no right or wrong stage and no expectation to move from one stage to the next or an ultimate goal to reach Stage 6.

It is a sliding scale and agencies may decide to stay at a certain stage for a variety of reasons such as capacity, funding or organizational policies.

The 3Rs of Research Desktop Tool complements the planning documents in this section. If displayed prominently in your work space, it can serve as a regular reminder of the actions you are undertaking to help you work effectively at whatever stage you are at and to help you move forward to another stage, if you are interested. The planning sheets in the toolkit are colour-coded to match the stages. Each sheet provides strategies and space for recording your individual and agency plans related to integrating research into practice.

The planning sheets are also on the Tools and Template CD included with the toolkit for those who prefer to work directly from a computer screen or to print and copy the sheets on white paper.

Practitioners may also be at different stages of research integration depending on his/her area of interest. For example, a practitioner who is mainly teaching to adults who have employment goals may be accessing a lot of research related to Essential Skills. He or she may be actually making changes in the way the program is delivered based on research that has been reviewed. In this case the practitioner is likely at Stage 4 (Progam Implementation).

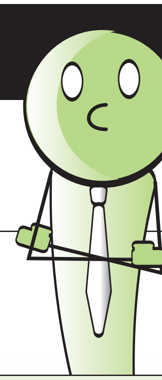
However, that same practitioner may also just be starting to notice that several students are having difficulty with the program due to potential learning disabilities. This may be an area the practitioner doesn't have a lot of knowledge and experience with and so is starting to seek out resources and research related to learning disabilities. In this case, the practitioner is likely at Stage 1 (Awareness) or Stage 2 (Information Gathering).

The key to using the planning documents in the toolkit is to have an area of interest or program goal in mind before starting the exercises, but Stage 1 *Reflective Planning Sheet* can help identify an area of interest if needed.

[6] Adapted from model developed by the Alberta Workforce Essential Skills Society (AWESS) 2004.

STAGE 1

Awareness



Practitioners at this stage

- *have a general awareness of research information and products that are available.*
- *are aware of research information and products their agency has received but haven't spent time reviewing and reflecting upon it.*
- *have started to think about goals and niche areas for their program, but have yet to make a connection with them and research that is available.*

EXAMPLE You attend a training session hosted by your regional network. During the lunch two other practitioners are discussing a new manual they are using that helps link Essential Skills to Learning Outcomes. When you return to work you see the manual they were talking about has also been delivered to your program. You have not introduced the concept of Essential Skills to your learners so you aren't sure how to proceed and continue to offer the same curriculum that you did before attending the training.

Self-Reflection

- ☐ This stage reflects where I am and where I am satisfied staying.
- ☐ This stage reflects where I am but I am interested in moving to the next stage.
- ☐ I am beyond this stage.

If you checked the first box, see the *Reflective Planning Sheet* on the back of this page for strategies to plan and track activities to help you work effectively at this stage.

If you checked the second box, see the Stage 2 *Reflective Planning Sheet* for strategies to plan and track activities to help you move to the next stage.

To help you work effectively at this stage or to help you move towards this stage, try some of these strategies:

- Develop a list that summarizes some of the main characteristics and goals of the learners in your program.
- Look at the research materials already sitting on the shelves of your agency and try to set aside time to review the titles to see if there are any links to your learners' goals and characteristics.
- Write down names of resources you hear other practitioners talking about that relate to your learners' goals. Use support organizations such as regional networks or NALD (National Adult Literacy Database) to access some of the research resources you have listed that aren't already housed at your agency.
- Review the research titles you have noted and the goals of your learners and try to pick one or two areas of interest that you can become more aware of through research.

USE THE CHART ON THE OTHER SIDE

This chart can also be found on the CD distributed as part of this toolkit.

STAGE 1 Reflective Planning Sheet

Awareness

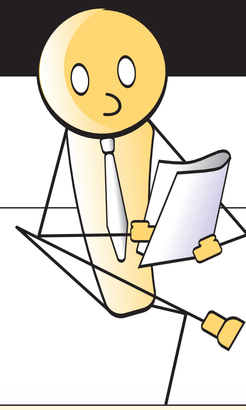
To plan and work effectively at Stage 1, fill in the columns to increase your awareness of issues related to your learners and your agency. This becomes your personal training plan for working at Stage 1 of Research Integration.

Remember to keep copies of the chart in a file to use as evidence of program effectiveness under the Continuous Improvement Performance Management System (CIPMS). Share the information with your manager, Board of Directors, regional network and MTCU Field Consultant.

• *Review the training plans of your learners.* • *Write down the common goals (i.e. employment).*	• *Make note of any issues or challenges your agency is facing (i.e. learner attendance, lost contacts, public awareness).*	• *Record any program niche or area of interest your agency is focused on or provides in the community.*	• *Based on the information in the first three columns, select one or two areas of interest you want to concentrate on.* • *Decide this will be where you will focus your research review and reflection on for the next year.*	• *Review research and resources you already have and write down titles that match your research focus.*

STAGE

2 Information Gathering



Practitioners at this stage

- *are aware of research and resources that are available and are interested in learning more.*
- *have done some preliminary networking with people who have used research related to their area of interest.*
- *have identified a connection between research that is available and their area of interest, but still feel like novices on the subject.*

EXAMPLE A report detailing ways to identify learning disabilities in adults was received by your agency some time ago, but you didn't have time to review it. Recently, you've heard other practitioners discussing it so you set aside some time to review it yourself. Several learners in your program have identified that they were diagnosed with a learning disability when they were younger but they don't know many details. You aren't sure what the next step is but some of what you read in the report sounds like your students. You decide you are going to look through your agency's resource library for other research on the subject of learning disabilities.

Self-Reflection

- ☐ This stage reflects where I am and where I am satisfied staying.
- ☐ This stage reflects where I am but I am interested in moving to the next stage.
- ☐ I am beyond this stage.

If you checked the first box, see the *Reflective Planning Sheet* on the back of this page for strategies to plan and track activities to help you work effectively at this stage.

If you checked the second box, see the Stage 3 *Reflective Planning Sheet* for strategies to plan and track activities to help you move to the next stage.

To help you work effectively at this stage or to help you move towards this stage, try some of these strategies:

- Review and organize the research already received by your agency into mini-collections that relate to some of the main goals and characteristics of your learners. Keep these collections in a workspace that is easily accessible to you and other practitioners.
- Develop a system for earmarking research received by your agency that you have yet to review. Consider using *The 3Rs of Desktop Planning Tool* distributed with the toolkit as a guide for identifying and reviewing key research.
- Keep track and record research you have read that you related to and enjoyed reading so that you can search out other research by the same author or same topic.
- Investigate research that has already been developed and/or integrated into other programs through support organizations like regional and sectoral networks.

USE THE CHART ON THE OTHER SIDE

This chart can also be found on the CD distributed as part of this toolkit. • • •

STAGE 2 Reflective Planning Sheet

Information Gathering

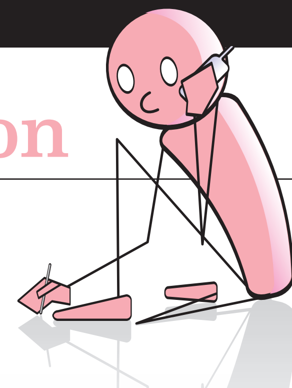
To plan and work effectively at Stage 2, fill in the columns to help you gather information related to your research area of interest. If you are using this sheet for more than one research area of interest, use the different rows for each separate area. This becomes your personal training plan for working at Stage 2 of Research Integration.

Remember to keep copies of the chart in a file to use as evidence of program effectiveness under the Continuous Improvement Performance Management System (CIPMS). Share the information with your manager, Board of Directors, regional network and MTCU Field Consultant.

• *Write down the research area(s) of interest you have chosen to focus on.* • *If you don't have an area of interest, complete the Stage 1 planning sheet then transfer the information to this column.*	• *Write down any key initiatives that are part of the Ministry's focus for the next year.* • *If you have access to your agency's business plan or strategic plan, write down some top priorities for the next year.*	• *Review or ask if you can access your community's Literacy Services Plan (LSP).* • *Make note of any trends, opportunities and gaps in adult literacy services.*	• *Make note of any other resources or research you would like to access.* • *Write down any websites that are related to your area of interest.* • *Make note of any training and other professional development you are aware of in the next year related to your area of interest.*	• *Based on the information in the first four columns, write down at least one new resource, website and professional development event you are going to try and access in the next year.*

STAGE 3

Impact Reflection



Practitioners at this stage

- *have spent time reading and reviewing research on a topic of relevance to their program.*
- *have identified specific research they are interested in perhaps integrating into their program.*
- *are aware of any changes that may need to be made in the program but have yet to move forward because of concerns around anticipated barriers and challenges (i.e. lack of time or organizational support).*

EXAMPLE You attended a workshop where the facilitator shared materials about keeping learners motivated and attending programs regularly. This has been an ongoing issue in your program. You have read other research about this topic and that's why you decided to attend the workshop. You like the materials the facilitator presented, especially the 'Code of Conduct' for learners. You think this 'code' could work in your program but it would require some policy changes and the support of your program manager. You know if you bring the idea forward you will likely be charged with the job of creating a template for your agency and getting the policies revised. You are already overwhelmed with your workload and decide you need to speak with other practitioners who have implemented this in their program before you move forward on making any changes.

Self-Reflection

- ☐ This stage reflects where I am and where I am satisfied staying.
- ☐ This stage reflects where I am but I am interested in moving to the next stage.
- ☐ I am beyond this stage.

If you checked the first box, see the *Reflective Planning Sheet* on the back of this page for strategies to plan and track activities to help you work effectively at this stage.

If you checked the second box, see the Stage 4 *Reflective Planning Sheet* for strategies to plan and track activities to help you move to the next stage.

To help you work effectively at this stage or to help you move towards this stage, try some of these strategies:

- Consult with key stakeholders in your agency to identify areas in your program that you would like to change and/or enhance. Record these ideas and list any related research titles.
- Start a collection of resources, support materials and research information related to the program ideas you want to integrate. Before seeking out new materials be sure to first review existing materials you already have, especially those received in the last 2-3 years.
- Seek out peers in your literacy community who can be potential partners or support team members should you move forward towards integration. Use your regional and sectoral networks and local planning committees to find people interested in similar research areas.
- Set aside specific time during this reflection period to record details of areas that will be impacted by any changes made, as well as potential barriers. Talk to people who have made similar changes about the barriers and seek recommendations they can share.

USE THE CHART ON THE OTHER SIDE

This chart can also be found on the CD distributed as part of this toolkit.

STAGE 3 Reflective Planning Sheet

Impact Reflection

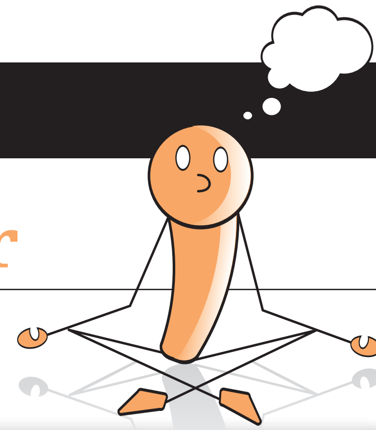
To plan and work effectively at Stage 2, fill in the columns to help you think about potential impacts of any changes that you make and any possible challenges and barriers. If you are using this sheet for more than one research area of interest, use the different rows for each separate area. This becomes your personal training plan for working at Stage 3 of Research Integration.

Remember to keep copies of the chart in a file to use as evidence of program effectiveness under the Continuous Improvement Performance Management System (CIPMS). Share the information with your manager, Board of Directors, regional network and MTCU Field Consultant.

• *Write down the main area of interest you have been collecting information about.* • *If you haven't been focusing on one or two main areas of research, complete the Stages 1 & 2 planning sheets.*	• *Write down any specific research you have reviewed that you are interested in.* • *Write down any details you particularly related to from the research you have reviewed to date.*	• *Make note of any new program ideas you have.* • *Write down the service delivery function that your ideas relate to (i.e. curriculum, assessment, recruitment).*	• *Record any barriers or challenges you anticipate as a result of your ideas.*	• *Based on the information you recorded in the first four columns decide what your next step(s) should be.* • *Make note of timelines and key people related to the next steps.*

STAGE

4 Preparing for Change



Practitioners at this stage

- *are ready to make changes in their program based on research they have reviewed and reflected upon.*
- *have identified key outcomes they hope to achieve as a result of the change(s) and the areas within their program that will be impacted (i.e. curriculum, assessment, policies).*
- *may still have concerns about efficiency, time demands, and managing the changes, but their attention is focused on the processes and tasks involved in implementing the change.*

EXAMPLE You have spent the last few months reading, reviewing and reflecting on various research reports about the value of involving learners in your organization. You have had discussions with your coordinator about several ways two or three learners in your class could be more involved in helping run the organization. You have drafted some job descriptions for learners who may be interested in volunteering with general office work. You understand it's going to be some extra work on your part training and monitoring the learner volunteers but you have talked to two who are interested and you are ready to get them started.

Self-Reflection

- ☐ This stage reflects where I am and where I am satisfied staying.
- ☐ This stage reflects where I am but I am interested in moving to the next stage.
- ☐ I am beyond this stage.

If you checked the first box, see the *Reflective Planning Sheet* on the back of this page for strategies to plan and track activities to help you work effectively at this stage.

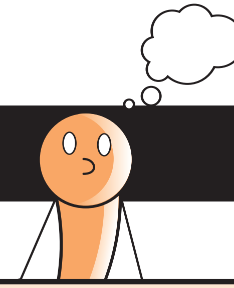
If you checked the second box, see the Stage 5 *Reflective Planning Sheet* for strategies to plan and track activities to help you move to the next stage.

To help you work effectively at this stage or to help you move towards this stage, try some of these strategies:

- Ensure you have taken the proper steps to have the organizational support needed to make any program changes, including consulting with management and reviewing current policies.
- Develop a team of people within your organization or literacy community who will support your ideas and help carry out changes you want to make.
- Start small by identifying just one or two minor changes that can be implemented. Make note of the outcomes you want to achieve, and attach timelines if possible.
- Consider doing a 'time audit' (see template in Section 4 of this toolkit) or similar exercise to see where there is potential for freeing up time in your existing schedule so that you can adequately continue to review and reflect on related research.

USE THE CHART ON THE OTHER SIDE

STAGE 4 **Reflective Planning Sheet**



Preparing for Change

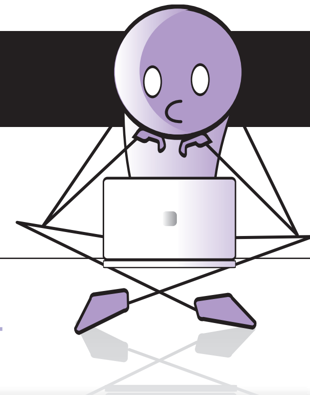
To plan and work effectively at Stage 6, fill in the columns to help you prepare for the changes you are considering or about to make. If you are using this sheet for more than one area of change, use the different rows for each separate area. This becomes your personal training plan for working at Stage 4 of Research Integration.

Remember to keep copies of the chart in a file to use as evidence of program effectiveness under the Continuous Improvement Performance Management System (CIPMS). Share the information with your manager, Board of Directors, regional network and MTCU Field Consultant.

• *Write down the main changes you are considering or are about to make in your program.* • *If you don't know what changes you want to make, complete the Stage 3 planning sheet.*	• *If you've been tracking potential partners or support people, make note of those you've connected with.* • *Highlight the people who have committed to provide support over the next year.*	• *Make note of any further research or resources you still need to access before making any changes.*	• *Record how much time you are able to devote to further review and reflection around this particular program area.* • *If you have specific time slots you are setting aside for planning, write them down.*	• *Based on the information you have recorded in the first four columns, decide when you will start implementing any changes to your program.* • *Write down any speakers, training or other events you have planned in the next year related to this change.*

STAGE **5**

Program Implementation



Practitioners at this stage

- *have made changes to their program based on research and products they have reviewed.*
- *have a plan in place for monitoring and evaluating the changes.*
- *are continuing to set aside time each week to reflect on the changes and review related research.*

EXAMPLE For several months you have been using a new intake tool with learners that provides a skills-based/employment-related assessment for learners. You have reviewed the training plans of these learners and see that the assessment results have helped create the learning activities and demonstrations for these learners. You have conducted follow-up interviews with the learners who have agreed that they are more focused on their employment-related goals based on the learning activities they are completing in the program. You are satisfied with the results of the change, will continue to review the impact, and continue to use the new assessment tool.

Self-Reflection

- ☐ This stage reflects where I am and where I am satisfied staying.
- ☐ This stage reflects where I am but I am interested in moving to the next stage.
- ☐ I am beyond this stage.

If you checked the first box, see the *Reflective Planning Sheet* on the back of this page for strategies to plan and track activities to help you work effectively at this stage.

If you checked the second box, see the Stage 6 *Reflective Planning Sheet* for strategies to plan and track activities to help you move to the next stage.

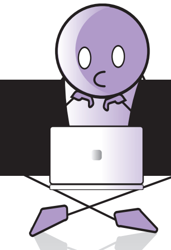
To help you work effectively at this stage or to help you move towards this stage, try some of these strategies:

- Continue to look closely at your weekly schedule and prioritize activities. Look at ways you can streamline or delegate some of your tasks so that you can manage the integration without it being a burden to your workload.
- Keep any documentation that records challenges, successes and upcoming evaluation readily accessible. Ensure you are monitoring the changes you have made regularly and are capturing information in a timely way to include in evaluation.
- Continue to devote a reasonable amount of time on a regular basis (at least monthly) to reflect on the new program practices.
- Check in with members of your support team regularly to share results. If possible, appoint a lead who will continue to collect related research, review existing research already accessible to your agency, and consult with key stakeholders and experts.

USE THE CHART ON THE OTHER SIDE

This chart can also be found on the CD distributed as part of this toolkit.

STAGE 5 Reflective Planning Sheet



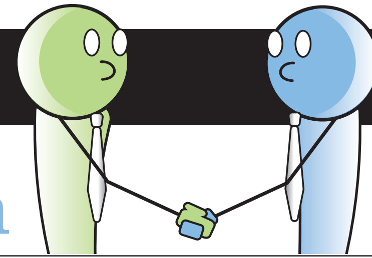
Program Implementation

To plan and work effectively at Stage 6, fill in the columns to help you ensure that any changes you have implemented are working. If you are using this sheet for more than one program change, use the different rows for each separate area. This becomes your personal training plan for working at Stage 5 of Research Integration.

Remember to keep copies of the chart in a file to use as evidence of program effectiveness under the Continuous Improvement Performance Management System (CIPMS). Share the information with your manager, Board of Directors, regional network and MTCU Field Consultant.

• *Write down the specific changes you made to your program based on research ideas you integrated.* • *If you have not made any changes complete the Section 4 planning sheet.*	• *Write down the outcomes you are hoping to achieve as a result of the changes.* • *Make note of the first evaluation date planned related to this change. (It should be at least three months from the implementation date.)*	• *Make note of special highlights and positive impacts as a result of the changes made.*	• *Make note of any barriers and challenges you have faced to date related to the integration changes.*	• *Based on the information you have recorded in the first four columns, write down further research and/or activity you are planning related to this program change.* • *Write down who you are sharing your evaluation results with and when.*

STAGE 6 Collaboration and Exploration



Practitioners at this stage

- *are continuing to monitor the program change they have made and resulting impact(s).*
- *are sharing the results of their work with others.*
- *have started to explore more universal benefits of the research.*

EXAMPLE For over a year your agency has successfully integrated research results into program practice through the development of a program designed strictly for women entering or re-entering the workforce. You have used various research reports and products to shape the curriculum and policies of the program with great success. During this time you have noticed there are issues specific to women who are also mothers. You and the management of your agency think there is enough demand and interest to start a program just for mothers in the workforce. You would like to collect more information and partner with a local Ontario Works agency to do your own research before making the change. You plan to apply for special funding to conduct your own research project around this subject. You have discussed the project with members of the LSP committee in the region and have the support of other agencies to move forward with the plan.

Self-Reflection

- ☐ This stage reflects where I am and where I am satisfied staying.
- ☐ This stage reflects where I am, but at this time I feel I need to step back to another stage.

If you checked the first box, see the *Reflective Planning Sheet* on the back of this page for strategies to plan and track activities to help you work effectively at this stage.

If you checked the second box, refer to the appropriate *Reflective Planning Sheet* in this toolkit related to the stage where you would like to work more effectively.

To help you work effectively at this stage or to help you move towards this stage, try some of these strategies:

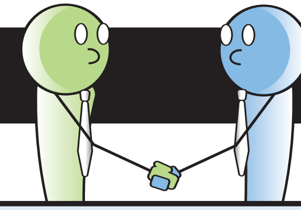
- Create summaries of the work you have done and practices you have integrated so that you can quickly share the results with other practitioners, agencies and funders. Consider using the *Information Sharing* template included in Section 4 of this toolkit or something similar. Think about opportunities for you to share this information such as at conferences, networking meetings, and community stakeholder events.
- Communicate regularly with key stakeholders in your agency. Ensure all are aware of the changes and are provided with updates and summaries on how it is working so they, too, can speak in an informed way about the program.
- Start to look at other areas of your program that have been impacted as a result of the new practices you have implemented such as increased attendance, higher enrollment, and more learners reaching their goals. Document these results.
- Continue to reflect on your program practices and identify new or related areas of research you want to read and analyze. Consider further research that you and your agency can participate in that can support and/or enhance the changes you have already made.

USE THE CHART ON THE OTHER SIDE

This chart can also be found on the CD distributed as part of this toolkit.

STAGE 6 Reflective Planning Sheet

Collaboration and Exploration

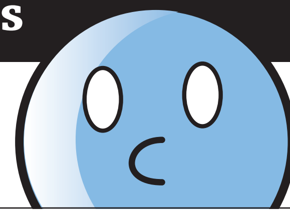


To plan and work effectively at Stage 6, fill in the columns to help you plan ways you can share your experiences and gain further knowledge. If you are using this sheet for more than one program area you are pursuing further, use the different rows for each separate area. This becomes your personal training plan for working at Stage 6 of Research Integration.

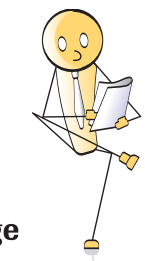
Remember to keep copies of the chart in a file to use as evidence of program effectiveness under the Continuous Improvement Performance Management System (CIPMS). Share the information with your manager, Board of Directors, regional network and MTCU Field Consultant.

• *Write down the key highlights from the evaluation results of your program change, both positive and negative.* • *If you do not have a clear understanding of the results of your changes complete the Section 5 planning sheet.*	• *Record whether you have completed an information sharing sheet (using the template in this toolkit or something similar).* • *If you haven't completed a summary, make note of when you anticipate being able to do that.*	• *Record how you plan to distribute the information you have written.* • *Provide details of times, events and key people that will receive the summary.*	• *Write down any expansion or other ideas related to the program change that you want to explore further.*	• *Based on the information you have recorded in the first four columns decide what your next steps will be related to this program area.* • *If you are planning to pursue further research funding make note of the details. Include potential partners and sources of support.*

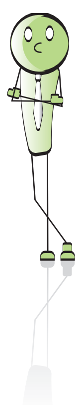
Research in Practice Guiding Principles



Whatever stage a practitioner is at related to research integration, **it's important to continuously review and reflect upon practices** in an effort to be using research effectively. A practitioner going through all six stages will be incorporating all of the guiding principles listed below. Those working successfully at certain stages will be applying the guiding principles related to that particular stage. The colour-coded numbers beside each principle represent the colour that corresponds to the particular stage the principle is suited to.



1 Make Time for Review and Reflection



- Set aside a reasonable amount of time to review research that interests you and is relevant to the goals of your program.
- Negotiate with your manager an amount of paid time a week or month that can be devoted to review and reflection.
- Look at other tasks you do during the week. Are there areas that can be delegated to others or streamlined to be more efficient?
- Do you have any free personal time that you are willing to put towards review and reflection of research?

3 Define the Outcome

- By implementing changes to your program based on the research, what do you hope to achieve? Will the change be attitudinal, skills improvement, policy level?
- Document the outcomes in your plan of action.
- Set reasonable timelines for seeing positive results. Most research states it takes at least 18 months to successfully integrate research into practice.

2 Identify Area for Change

- What area of your program could benefit from integrating research into practice (curriculum, assessment, program content, policy)?
- What are some of the anticipated challenges and barriers?
- Document proposed changes in a plan of action using the *Reflective Planning Sheets* in this toolkit or something similar.

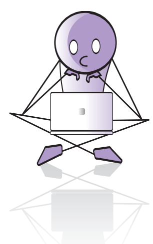
4 Create a Support Team

- Identify people in your agency who need to be involved in the change (other staff, learners, board members, etc.).
- Identify others who can lend support or who are working towards the same goal in their program. Use the Literacy Services Plan committee to talk about your plans and to recruit support and partners.
- Create a small research circle or support team who will communicate regularly, even if it's just one other person. Utilize the literacy support network such as regional and sectoral networks to spread the word and recruit support members.
- Appoint a lead or designate for the team.

Research in Practice Guiding Principles

5 Call Upon Experts in the Field

- Develop a list of experts and key stakeholders who are familiar with the research area you are interested in and who can provide more insight. Examples can be researchers, advisory committee members attached to research, regional or sectoral network staff, and other people cited in specific research or bibliographies.
- Seek other practitioners who have successfully integrated similar research into their program practice.
- Invite experts to meetings of your support team or have the lead of your team connect with them to bring back more information to the group.
- Consult with the support organizations in the literacy field and use online communication methods such as AlphaCom to seek out experts.



6 Continue to Review and Reflect

- As ideas and plans are discussed, allow time for further review and reflection.
- Continue to collect and review relevant research and communicate with your team on a weekly or monthly basis.
- Seek out strategies, tips and ideas from experts and stakeholders.
- Set aside an additional block of time for in-depth reading, reflecting and analysis. Ideally, this time of reflection should span several weeks so that, as you are beginning to think about new ways to integrate practices into your program, you can try them within your program and then reflect more.

7 Design a Program Model

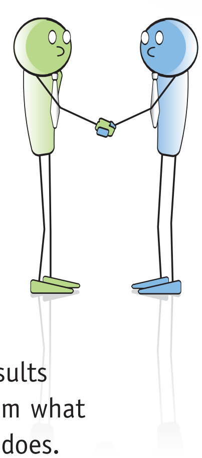
- Based on the analysis, reflection and trial periods, work with your team to design a program model that can be built into your existing model.
- Identify barriers that need to be addressed and come up with strategies.
- Look at the impact of the changes on your time and your job as well as other members of the team who are affected.
- Develop activities, steps and an evaluation plan for the new model.

8 Integrate the New Practices

- Document all the changes being made onto the *Reflective Planning Sheets* in this toolkit or a similar action plan template.
- Continue to reflect on the program practices and make adaptations as necessary.
- Check in with your team and review your plan frequently.

9 Evaluate

- Evaluate the results as per the timelines identified in your plan.
- Make changes based on evaluation results.
- Discuss results with your support team.
- Learn from negative evaluation results as well. You can learn as much from what doesn't work in programs as what does.

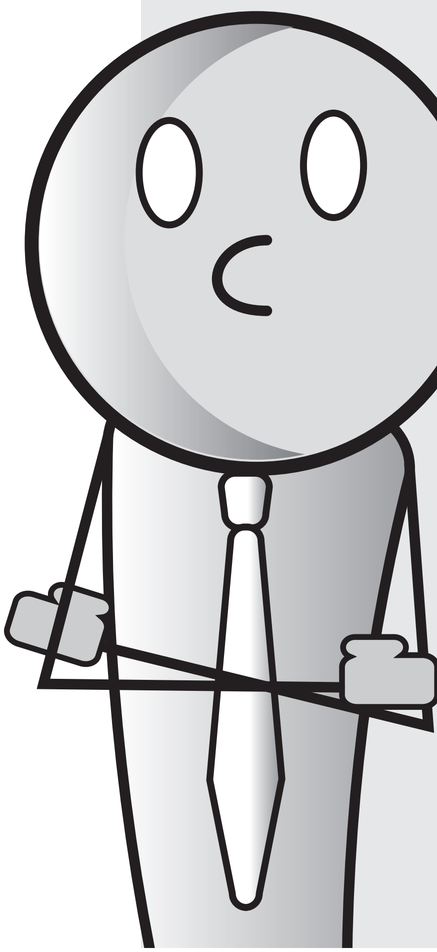


10 Share Results

- Develop a brief, clear summary that highlights the research you reviewed, the strategies you implemented and the outcomes you achieved using the *Information Sharing Template* included in this toolkit (Section 4) or something similar.
- Share the results of your work with other practitioners.
- Distribute the summary to other practitioners, agency and support organizations.
- Offer your support and expertise to others looking at similar action.
- Use existing communication pathways of regional, sectoral and provincial support organizations to promote and share your work.

SECTION 3

Strategies



Challenges and Barriers

There are three main barriers consistently cited when it comes to research integration. They are:

- **Lack of time and/or resources**
- **Lack of organizational support**
- **Lack of understanding of the process**

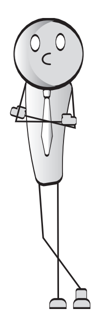
These barriers are referenced by people in all occupational sectors attempting to put research into practice – from education to health care and business. This was also supported throughout the development of this toolkit by results of a comprehensive literature review, stakeholder consultations, and a survey of Literacy and Basic Skills practitioners.

Strategies to address these challenges and barriers appear on the following pages. Identifying with and adopting any one of the strategies is evidence that your agency is working within a continuous improvement performance model. Some strategies are more applicable for the different stages of research integration and are noted as so.

Before reviewing and planning the use of strategies, you must first identify the challenge or potential barrier. From there, refer to the appropriate section and reflect on the strategies provided. It's important to learn from others who have faced similar challenges so continue to network and consult. Continue this cycle at every stage of research integration, but remember it is not expected that you will move through every stage. As you plan and identify new areas of research interest you will also identify new potential barriers.

1. Identify Barrier

Review the sample scenarios on the next page. Based on your research area of interest, identify a main barrier or challenge related to integrating research into practice in your program.



2. Reflect on Strategies

Read through the strategies provided for the potential challenge you have identified. Highlight one or two that appear to be manageable.

3. Learn From Others

Read through the *Voices from the Field* listed with each barrier as well as the two case studies provided at the end of this section. These will provide further tips and tools that have led to success for other LBS practitioners and agencies.

Key Strategies for Success

The strategies listed on the following pages are grouped according to the three main barriers and challenges identified by practitioners. However, regardless of the potential barriers or in cases where there are no anticipated barriers, there are key strategies that can lead to the successful use of research.

Practitioners stated that they had the most success integrating research into practice when:

1. **There was training or other professional development linked to the research resource they were reviewing.**
2. **They contributed some of their own personal time to reading and reflecting on the research they were interested in.**

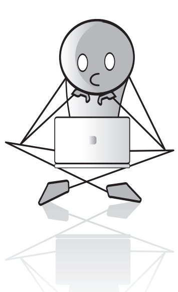
While it is understood that applying these two strategies is not always possible, or even acceptable, they are the two that came up consistently in stakeholder consultations and survey results. These strategies can be applied at every stage of research integration.

For example, someone at the Information Gathering Stage (Stage 2) of integrating research related to workforce literacy may find it most effective to attend a workshop on the topic in order to better understand the concept.

A practitioner at the Collaboration and Exploration Stage (Stage 6) of integrating research related to working with students with learning disabilities may spend some of his or her own time attending meetings or networking events to share information about the work that has been done successfully within his or her program.

Other top strategies noted as being effective, but more specific to certain stages, included:

- having experts and key stakeholders brought into the agency to share information about relevant research and successful research integration models (Stage 2 — Information Gathering).
- appointing a lead person from the agency to review research relevant to the program's goals (Stage 4 — Preparing for Change).
- having agency staff participate directly in research development or other opportunities with peers such as research circles (Stage 6 — Collaboration and Exploration).



The ***Voices from the Field*** provided on the following pages are not defined as strategies, but are suggestions from LBS practitioners and managers and highlight what has worked for them. If you have additional suggestions that would be worthwhile sharing with the field, contact the Literacy Network of Durham Region (LiNDR) at ***www.lindr.on.ca*** so these can be collected, posted and shared with others.

Strategies – 1

Time and Resources

SCENARIO #1

My time is already stretched to the maximum with all the mandatory parts of my job. I don't have the time it takes to reflect and read research.

Does this sound familiar?

☐ *Yes* ☐ *No*

If this barrier is familiar, review the list of strategies below and highlight one or two that may work for you:

- Conduct a 'time audit'. Consider using the time audit template in this toolkit (Section 4) or the condensed version on *The 3Rs of Research Desktop Planning Tool*. By tracking the way you spend time, you may find a way to free up 30-60 minutes a week to devote to reading, reviewing and reflecting on research. Keep in mind this is only about 2% of your total work week but can make a huge impact on your program and the learners attending.

- Start by organizing the space you work from regularly, keeping files and resources in easily accessible locations. Many instructors say they waste a lot of time 'hunting and gathering.' From there, look at larger agency space such as classrooms and reception areas. Implement the organizational rule of thumb that speaks to addressing everything that comes across your desk immediately and delegating it to three piles: 'discard, file or review later'. Use tools such as the sheets provided with *The 3Rs of Research Desktop Planning Tool* to earmark relevant research you want to review at a later date.

- Remember that you don't need to do it all or reinvent the wheel. Don't feel pressure to move to another stage of research integration. It's okay to stay at the stage you are at, but you can look at ways to work more effectively at any stage. Try to utilize committees and structures that are already in place such as Literacy Service Planning (LSP) groups, regional and sectoral networks. See if there is a way research review and sharing can be a task shared by many stakeholders.

Time and Resources

SCENARIO #2

I've read and heard about a lot of great ideas, but they all take funding and extra resources that our agency doesn't have.

Does this sound familiar?

☐ *Yes* ☐ *No*

If this challenge sounds familiar, review the list of strategies below and highlight one or two that may work for you:

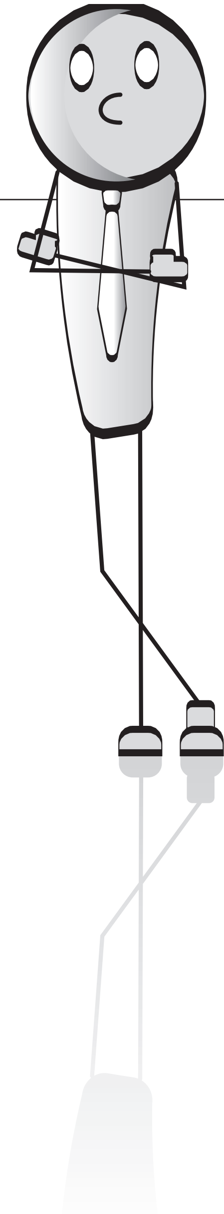
- Don't assume that every change you make to your program takes additional funding and resources. Contact other practitioners who have implemented changes and ask them how they were able to manage.

- Look at your overall agency vision and goals. Are there areas where you are using funds and resources that are not showing results? Could these funds and resources be diverted to new areas? Are you able to implement some efficiencies that can free up funds for new programming? Some agencies in communities pool their office supplies' budget and purchase in bulk once or twice a year. Others are able to negotiate a partnership through a larger institution where they can purchase supplies at a reduced cost, thus freeing up money to spend in other areas.

- Look to community agencies and institutions where you can access free or low-cost support such as practicum students from colleges and universities. Consider hiring people from work re-training programs to help with entry-level tasks and preliminary research review.

- If your area of interest falls outside what your core funding supports, think outside the 'literacy box' when looking for extra funding. Often organizations such as the Ministry of Agriculture, Food and Rural Affairs, or municipal governments have funds that support innovative community programming and development. Partner with other agencies to apply for funding to implement changes or do further research.

Voices from the Field



LBS practitioners and managers share other suggestions when **lack of time and/or resources** is a barrier to integrating research:

- Take the time to focus on one topic or area of interest; do some research and then develop a self-directed learning plan to implement or put the new knowledge into action.

- Highlight new resources at literacy planning meetings, via practitioner listservs and at other meetings and events.

- Distribute a list of relevant topics to other practitioners and request that each person choose three topics that he or she would most like to have more knowledge about. Collate results to determine the top three subjects to research. Create a fact sheet on each topic, as well as an annotated bibliography for staff who want more information. The fact sheet can be posted in the resource area of the agency's library or website. Identify a person who would lead this process as well a person to research the topics.

- Start small and be targeted in your goals related to the changes you want to implement and the research you need to access.

- Develop a 'Centre for Expertise' in an area of interest and relevance to your agency, such as family literacy or workplace literacy, to use as a model of research analysis where members of the centre are always looking at research results from this perspective.

- Request that your regional or sectoral network do a lot of the information sharing by sharing resources and project details at meetings and hosting training events.

Strategies – 2

Organizational Support

SCENARIO #1

I never see new research that is developed. If it is distributed to our agency it often goes to our main head office and never makes it past there to the practitioners. I don't know how to access the research that is available.

Does this sound familiar?

- ☐ *Yes*
- ☐ *No*

If this barrier is familiar, review the list of strategies below and highlight one or two that may work for you:

- Keep track of research resources you hear about that relate to your program's area of interest. You can hear about these through conferences, community meetings, and online discussions. Even if there is currently no organizational support for the idea, you will be prepared to move forward if or when the situation changes. Keep checking in with your agency head or supervisor to see if the agency has received copies of any of the resources you have noted and keep asking if they can be sent to you for review.

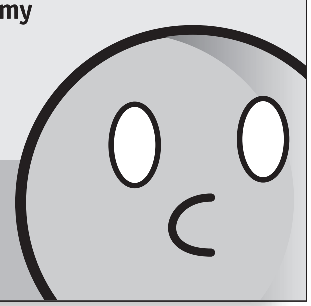
- Be proactive. Often organizations will send copies of research directly to practitioners if requested at low or minimal costs. When you learn about new research that interests you, contact the publisher/developer directly and see if copies are available. If not, contact your regional literacy network or NALD (National Adult Literacy Database) to see if you can borrow a copy from their library. However, keep in mind you may have to use your own personal time and/or money to access these resources if there is no organizational support in place.

- Connect with other practitioners in your area. Community-based agencies often have staff in dual roles of administrator and practitioner so they often receive copies of new research resources. See if you can borrow the research from their collection.

Organizational Support

SCENARIO #2

Some of the research I have read really makes sense and I know my program would benefit from integrating some of it into practice, but I don't have the authority to make changes and I don't know how to approach my manager and make a case for change.



Does this sound familiar?

☐ *Yes* ☐ *No*

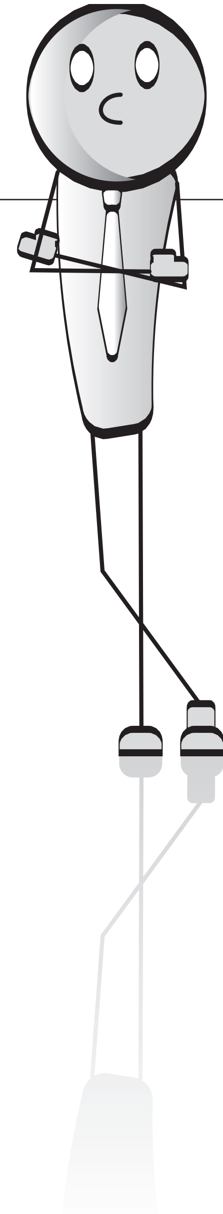
If this barrier is familiar, review the list of strategies below and highlight one or two that may work for you:

- Take small steps. Use the *Reflective Planning Sheets* provided in this toolkit (Section 2) to identify one or two goals and present this to your manager. Be sure to point out the outcomes you hope to achieve by integrating new research into your program practice. Emphasize the links to the continuous improvement performance model and point out how you have factored in the time and funding issues.

- Point to the research and testimonials from other practitioners. Ensure the research and testimonials come from credible sources that your manager is familiar with and respects. In a survey of LBS practitioners conducted by the Literacy Network of Durham Region (2007), most practitioners indicated that with support from their agency they were successful at implementing new changes into their program. Share these results with your supervisor.

- If your manager is still not willing to move forward, share your ideas with other practitioners. Perhaps there is another agency or organization that is interested in taking on the idea. Your manager may support the idea of your involvement as a partner with this agency or even as a field test site. Even if you are unable to be actively involved, you can use the results of the other agency's work to provide leverage and support the next time you go to your manager.

Voices from the Field



LBS practitioners and managers share other suggestions when **lack of organizational** support is a barrier to integrating research:

- Hold an agency retreat to do strategic planning that includes review, reflection and analysis of current, relevant research.
- Develop agency policies that support a continuous improvement performance model.
- Provide honorariums or other incentives for staff who put time into reviewing research and reflecting on integration program practices.
- Adopt a 'knowledge management mantra' that asks, for each new piece of research information that comes into a program 'what are the next steps to take?'
- Involve learners in program changes and planning.
- Conduct follow-up with practitioners after they have attended training and other professional development events.
- Close the agency for a certain amount of time each year for strategic planning.
- Implement a policy that states each practitioner has a certain amount of paid time to use for preparation and research.
- Plan a research and development week once a year for practitioners. During that time have learners participate in activities with the support of other agencies/stakeholders so contact hours are not an issue.
- Consult regularly with practitioners to determine their needs in terms of projects, training and research and development.
- Support the creation of research circles and other peer networking collaboratives.

Enhanced Understanding

SCENARIO #1

I'd like to make some changes to my program, but I've never done this before and I don't know where to start.

Does this sound familiar?

☐ *Yes* ☐ *No*

If this barrier is familiar, review the list of strategies below and highlight one or two that may work for you:

- Draw on the skills and expertise of the people in the literacy community. Ask them how they made changes. Ask them to meet with you and share their plans.
- Don't rush through any major changes. It often takes up to 18 months for change to be fully implemented and sometimes as long as 5 years. Give yourself time to read through the research, consult with others and reflect and plan the changes you want to make. Look back on other changes you have made to your program. What worked and what didn't?
- Access the supports provided by regional, sectoral and provincial support organizations. Organizations such as NALD (National Adult Literacy Database) have endless databanks of research that can be categorized by topic and lent to practitioners at no cost. Networks often have contact lists of experts in certain topic areas.

Enhanced Understanding

SCENARIO #2

I know it's important to review and reflect on research but I find it difficult to get through the material at times. I'm not even sure I know what true research is.

Does this sound familiar?

☐ *Yes* ☐ *No*

If this challenge sounds familiar, review the list of strategies below and highlight one or two that may work for you:

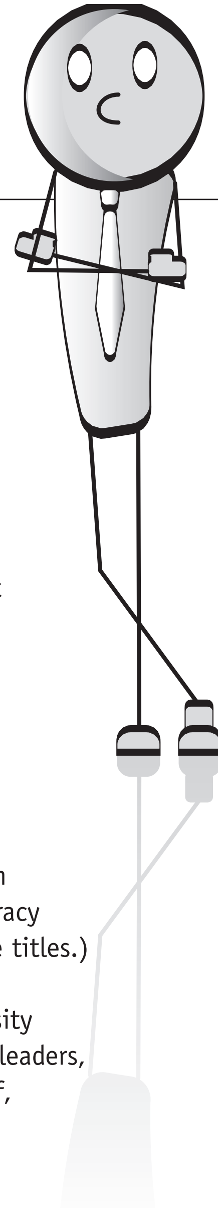
- Understand that research is simply information about a specific topic and can come in many forms. Anything you can access, whether it be an online article, a product, or an in-depth report, that can provide credible and validated information can be considered research. Review the introduction section of this toolkit is you are still unclear about the definition of research and research integration.

- Concentrate on areas of research that you are interested in and are relevant to you and your agency. Just like adult learners, we get more out of what we read when it interests us.

- Seek out research that is authentic and applies to good standards. (See Introduction section of this toolkit for more information about what makes good research.) Look for research that is presented in clear language. If possible, see if there is an executive summary of the research or better yet, contact the researcher directly and ask him or her to provide or send you highlights.

- See if there were other practitioners who were part of the research advisory committee or piloted the program. This information is usually contained somewhere within the research report or resource acknowledgments. Contact these individuals and ask them to share what they learned through participating in the research development. Research is about both sharing information and producing change.

Voices from the Field



LBS practitioners and managers share other suggestions when **lack of understanding** the process is a barrier to integrating research:

- Have your agency host professional development events that focus on new strategies and research.

- Make a list available of community experts that agency staff can access for research information.

- When disseminating research information produced by your agency ensure that the format is easy to read and in a condensed format.

- Publish newsletters or bulletins for the purpose of keeping practitioners up to date on current research and field development to keep emerging issues in the forefront.

- Review research that has been done about the topic of ‘research into practice’ such as: the Festival of Literacies Project through OISE; the project publication *What Goes on Here: Travelers’ Guide to Research* by Mary Norton; and the Numeracy Project by Lisa Hagedorn. (Check with NALD or your regional network for these titles.)

- Follow the ‘Knowledge Mobilzation’ project model implemented by York University which has made research a top priority by hosting breakfasts with community leaders, supporting graduate students working on research projects, and providing brief, clear-language summaries of research results and highlights. Check it out at ***www.researchimpact.ca***.

- Implement a coaching model that is led by an education and planning committee where local sharing and development is encouraged through human interaction.

- Involve all appropriate stakeholders in a community when integrating new changes in a program. Look to the **wrap-around model** where all partners play a role in the mobilization process and there is education, dialogue and activity-based interaction. Consult with the Literacy Network of Durham Region for more information about this model through ***www.lindr.on.ca***.

- Monitor research trends, issues and projects and endeavour to make the products, reports and documents available to the field through the ALRiO (Adult Literacy Research in Ontario) website ***http://researchdb.alphaplus.ca/index.html*** where links are also available to adult literacy research projects and initiatives in other jurisdictions.

- Ensure that when networks and other support organizations apply for research and development funding that training is attached to the plan.

Parkdale Project Read

What Successful Research Integration Looks Like in Our Agency

Agency Name: *Parkdale Project Read*

Agency Sector/Stream: *Community-based/Anglophone*

1. What area of your program did you make changes to and integrate new practices as a result of reviewing and reflecting on relevant research?

- ✓ Program Curriculum
- ✓ Assessment
- ✓ Program Planning
- ✓ Learner Recruitment
- ✓ Learner Retention and Motivation
- ✓ Program Policies
- ✓ Practitioner Support/Professional Development
- ✓ Program Evaluation
- ☐ Other:

Briefly describe what prompted you to make the changes and describe the changes that were made:

Our work with this issue began in 1999 when we became an active participant and research partner with Dr. Horsman. Our intake process, group structure (continuous intake), program environment (safe and supportive learning environment), what we document in learners' files, how we document information, our approach to learning from a holistic perspective that acknowledges the body, mind, emotion and spirit and overall program structure encompasses all areas of Dr. Horsman's work. Parkdale Project Read's entire program has changed as a result of being involved in and engaged with Dr. Jenny Horsman's research on the impact of violence on learning.

2. How did you access research materials and products that you reviewed and utilized during the integration process (include websites, publishers, titles, etc.)?

- ☐ Existing resources we had in our agency library
- ☐ Through information sharing at networking events, LSP meetings, conferences, etc.
- ✓ Other: *Research done by Dr. Horsman at our program*

List any specific research materials, reports, websites and products that were reviewed and referenced:

Horsman, J. (1999/2000). ***Too Scared to Learn: Women, Violence and Education.*** Toronto: McGilligan Books, New Jersey: Lawrence Erlbaum Associates.

Horsman, J. (2000). ***Moving Forward: Approaches and Activities to Support Women's Learning.*** Toronto, Ontario: Parkdale Project Read. Available online: www.jennyhorsman.com/Movingforward.pdf

Morrish, E., Horsman, J. & Hofer, J. (2002). ***Take on the challenge: A source book from the women, violence, and adult education project.*** Boston: World Education.
Website: *www.learningandviolence.net*

Grieve, Katrina. (2003). ***Supporting Learning, Supporting Change: A Research Project on Self-Management and Self-Direction.*** Toronto: Ontario Literacy Coalition. Available online: *www.on.literacy.ca/research/smsdfld/smsd_fld.pdf*

Battell, E. (2001). ***Naming the Magic: Non-Academic Outcomes in Basic Literacy.***

Lefebvre, S. et al (2006). ***I Open Up: Exploring Learners' Perspectives on Progress.*** Toronto: Parkdale Project Read. Available online: *www.nald.ca/ppr/FinalProgressReport.pdf*

Westell, T. (2005). ***Measuring Non-Academic Outcomes in Adult Literacy: A Literature Review.*** Toronto: Parkdale Project Read. Available online: *www.nald.ca/ppr/Finalprogresslitreview.pdf*

Sookermany, N. Ed. (2006). ***People and Progress.*** Toronto: Parkdale Project Read

3. Who worked with you from your agency to assist with the change and provide ongoing support?

- ✓ Manager/Coordinator
- ✓ Other practitioners
- ✓ Volunteer tutors
- ✓ Board of Directors/Committees
- ☐ Learners
- ☐ Other:

4. What external stakeholders and organizations were helpful in the process?

- ☐ Other LBS agencies
- ☐ Members of Literacy Service Planning Committee
- ☐ Community agencies from other sectors (health care, employment-readiness, social services)
- ☐ Regional support organizations
- ☐ Provincial/National organizations
- ✓ Other: *Dr. Jenny Horsman and various other supportive literacy practitioners*

Provide specific agency names and contact information if possible: *See above*

5. What were some of the challenges and barriers you faced during the integration process?

- ☐ Time
- ☐ Support/interest from others in agency
- ☐ Research results and information was hard to understand and read through
- ☐ Funding/other resources
- ☐ Staff experience and expertise
- ☐ Identifying outcomes and evaluation criteria
- ☐ Finding enough credible research, testimonials and evidence
- ✓ Other: *See below*

There were very few challenges as we embarked on this journey. Remaining committed to the issue of violence and learning, and meeting our mandate was not difficult since the approach was simply to acknowledge the ways in which learners had experienced violence in their lives and how that experience brought them through the doors of our literacy program.

Describe how you overcame these challenges: *n/a*

6. What strategies did you apply to help integrate the research into practice?

- ☐ Agency staff participated in research circles and other networking opportunities with peers
- ☐ Agency staff attended training and other professional development related to research information and products
- ☐ Agency staff used some of their own personal time to read and reflect on research information and products
- ✓ Learners from our agency were involved in reviewing research and recommending changes
- ☐ Other:

7. Describe successful impacts the change has made to your program:

- ✓ Increased learner attendance and motivation
- ☐ Increased learner enrollment
- ☐ Increased learner goal achievement
- ☐ Increased volunteer involvement
- ☐ Increased staff productivity and motivation
- ☐ Increased awareness and visibility in community
- ☐ Increased partners and external stakeholder involvement in agency
- ✓ Other: *See below*

There have been many successful impacts, most notably the impact on learners' lives. They have described to us how the environment, the openness and simply working from the assumption that they have experienced violence in their lives has created a positive learning environment, one that adults who have had mostly negative experiences with learning find supportive and positive.

8. How much estimated time did you and members of your support team devote to the integration process, including reviewing new and existing research, evaluating and documenting information?

- ✓ Weekly number of hours: *10-12*

What was the timeline from start to finish from when you first accessed and read the research until you successfully implemented changes and were able to evaluate the results?

There was no active timeline. The program committed to the change when we began exploring Dr. Horsman's research and was involved as a program in her research (1999). The work is ongoing as we learn more and more about the impact of violence on learning, particularly now as we begin to be more inclusive about all forms of violence, particularly systemic and institutional violence like racism, heterosexism, sexism, religious and cultural intolerance, etc.

9. What are your next steps related to this initiative, if any?

We are in an ongoing process of looking at the impact of violence on learning. A staff member is currently involved in new research related to this issue, specifically the institutional and systemic impacts of violence. We have an ongoing tutor information/support group that is reading Dr. Horsman's book Too Scared To Learn *and discussing various impacts on their tutoring and personal experiences with education.*

10. How can someone contact you to get more information?

Parkdale Project Read
1209 King St. West, Unit 2
Toronto, Ontario M6K 1G2

Tel: 416-531-6308
Email: projectread2@bellnet.ca
Website: www.nald.ca/ppr

Owen Sound Adult Learning Centre

What Successful Research Integration Looks Like in Our Agency

Agency Name: *Owen Sound Adult Learning Centre*

Agency Sector/Stream: *Community-based/Anglophone*

1. What area of your program did you make changes to and integrate new practices as a result of reviewing and reflecting on relevant research?

- ✓ Program Curriculum
- ☐ Assessment
- ✓ Program Planning
- ✓ Learner Recruitment
- ✓ Learner Retention and Motivation
- ✓ Program Policies
- ✓ Practitioner Support/Professional Development
- ☐ Program Evaluation
- ☐ Other:

Briefly describe what prompted you to make the changes and describe the changes that were made:

Web 2.0 refers to the concept of a second generation of internet applications that encourages the users not only to view the web, but to participate actively in the creation and sharing of content. It includes social networking sites, wikis and folksonomies.

The Adult Learning Centre became aware, as part of the Owen Sound and North Grey Union Public Library, of the "web 2.0" concepts and ideas behind "library 2.0". Upon further research and reflection, it became apparent that these concepts could be transformational for our staff and students. A library-based staff development model was modified for our staff and the program continues to integrate web 2.0 practices into the daily delivery model for literacy and basic skills.

This process is transforming our organization. It is having significant impact on all areas of our program delivery.

2. How did you access research materials and products that you reviewed and utilized during the integration process (include websites, publishers, titles, etc.)?

- ✓ Existing resources we had in our agency library
- ☐ Online through internet searches and litserv sites
- ✓ Through a support organization such as AlphaPlus, regional network, etc.
- ✓ Through information sharing at networking events, LSP meetings, conferences, etc.
- ☐ Other:

List any specific research materials, reports, websites and products that were reviewed and referenced:

Maness, J.M., (2006) ***Library 2.0: The next generation of web-based library services*** In Logos 17 no3 2006

PEW/Internet *www.pewinternet.org/PPF/r/189/report_display.asp*

Cory Doctorow – Speech at Ontario Library Conference, January 2007
www.accessola.com/superconference2007/index.html

Michael Stephens – Presentation at Ontario Library Conference, January 2007
http://tametheweb.com/index.xml

Helene Blowers, online resource *http://plcmcl2-about.blogspot.com/*

3. Who worked with you from your agency to assist with the change and provide ongoing support?

- ✓ Manager/Coordinator
- ✓ Other practitioners
- ☐ Volunteer tutors
- ✓ Board of Directors/Committees
- ✓ Learners
- ☐ Other:

4. What external stakeholders and organizations were helpful in the process?

- ☐ Other LBS agencies
- ☐ Members of Literacy Service Planning Committee
- ☐ Community agencies from other sectors (health care, employment-readiness, social services)
- ☐ Regional support organizations
- ☐ Provincial/National organizations
- ✓ Other: *We are indebted to Helene Blowers for her incredible work, http://plcmcl2-about.blogspot.com/*

Provide specific agency names and contact information if possible: *See above*

5. What were some of the challenges and barriers you faced during the integration process?

- ✓ Time
- ☐ Support/interest from others in agency
- ☐ Research results and information was hard to understand and read through
- ☐ Funding/other resources
- ✓ Staff experience and expertise
- ☐ Identifying outcomes and evaluation criteria
- ☐ Finding enough credible research, testimonials and evidence
- ☐ Other:

Describe how you overcame these challenges:

We had some staff that were quite resistant to utilizing the computer as an everyday learning activity. By utilizing the learning 2.0 approach to staff development, we generated significant interest and active participation. Staff supported others' efforts and gained understanding and skills which can be directly applied at work and at home.

6. What strategies did you apply to help integrate the research into practice?

- ☑ A lead person was appointed to take the lead in reviewing relevant research
- ☐ Agency staff participated in research circles and other networking opportunities with peers
- ☑ Agency staff attended training and other professional development related to research information and products
- ☑ Agency staff used some of their own personal time to read and reflect on research information and products
- ☐ Experts and key stakeholders were invited to come to visit and share information related to relevant research information and products
- ☐ Learners from our agency were involved in reviewing research and recommending changes
- ☐ Our agency has in place (or developed new) policies and protocols related to reviewing research and related products
- ☐ Other: ______________________

7. Describe successful impacts the change has made to your program:

- ☑ Increased learner attendance and motivation
- ☑ Increased learner enrollment
- ☑ Increased learner skills attainment
- ☑ Increased learner goal achievement
- ☐ Increased volunteer involvement
- ☑ Increased program efficiencies (costs, time, etc.)
- ☑ Increased staff productivity and motivation
- ☑ Increased awareness and visibility in community
- ☑ Increased partners and external stakeholder involvement in agency
- ☐ Other: ______________________

This process continues to be transformational for our entire organization. We would be happy to share more information in the coming months. We believe that our student participation and success rates will significantly improve as adult learners begin to utilize these new tools.

8. How much estimated time did you and members of your support team devote to the integration process, including reviewing new and existing research, evaluating and documenting information?

- ☐ Daily number of hours: ____________
- ☐ Weekly number of hours: ____________
- ☑ Monthly number of hours: *50*
- ☐ Annual number of hours: ____________

What was the timeline from start to finish from when you first accessed and read the research until you successfully implemented changes and were able to evaluate the results?

The change has been ongoing since January 2007 with staff development activities continuing throughout this summer. New learner activities and focus were launched in September of 2007. Further assessment will take place in January of 2008.

9. What are your next steps related to this initiative, if any?

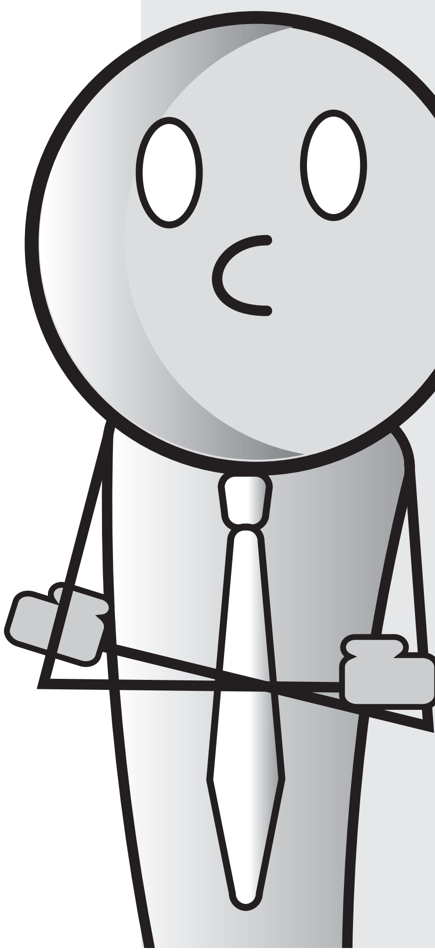
We are excited to share this information with other programs and recognize that the development of these activities grew from accessing current research and best practice.

10. How can someone contact you to get more information?

Tim Nicholls-Harrison, Owen Sound Adult Learning Centre
Tel: 519-376-6623 ext. 300
Email: learning@e-owensound.com

SECTION 4

Tools and Templates



Overview of Templates

This section of the manual provides you with tools and templates to help you work effectively at all the stages of integration. Some tools can be used at each stage while others are more appropriate for a specific stage. Templates best used at a specific stage are noted by a number affiliated with each stage, as shown here :

Use at **STAGES** ❶ ❷ ❸ ❹ ❺ ❻

The following templates are included in this section:

1. Sample Policies – For those at Stage 3 (Impact Reflection) or beyond, you may need to create or revise program policies and some samples are provided.

2. Time Audit Template and Tools – At each stage of research integration you will need to build in time for reviewing and reflecting on research related to your area of interest. The time audit can help you track and create time slots to carry out this activity.

3. Take Your Time Template – Once you have completed a time audit and have cleared your schedule for 30-60 minutes every 1-2 weeks, this form can serve as a visual reminder of when to take your time.

4. Support Team Template – If you are at Stage 4 (Preparing for Change) and beyond you should be contacting people who can provide support and resources to you. The support team form allows a quick way to make note of people's names and contact information as you hear about them, even if you aren't quite at the stage to call upon them.

5. Research Review and Evaluation Template – At every stage of research integration you should be reviewing and reflecting on research that is related to your area of interest. The review and evaluation template provides you with a format to make notes about and plan time for reviewing specific resources and research you have accessed. It also allows you to complete a brief evaluation after you have reviewed it that can be shared with others.

6. Information Sharing Template – If you are fully integrating research into practice successfully you are at Stage 6 (Collaboration and Exploration). It is important at this stage to be sharing the results of your work with others. The information sharing form provides a template for you to highlight and easily distribute the information. A completed form can also form part of your files related to program evaluation and continuous improvement performance.

Each of the tools and templates in this section is also found on the CD distributed with this toolkit. This allows you to print and make copies as needed or to complete the information directly on your computer.

As well, some of the tools have been incorporated into *The 3Rs of Research Desktop Planning Tool* though they may be somewhat condensed. This will allow you to keep some plans and information readily accessible and serve as a visible reminder of the actions you want to take.

The tools and templates can be modified to better suit specific practitioner needs.

The sample policies provided below will be helpful for those at Stage 3 (Impact Reflection) or beyond. Policies are part of organizational administration for several reasons, including as an aid to program effectiveness. If integrating research results and products into your program is something you want to do effectively, having some guiding policies in place may assist you.

Use at **STAGES** ❸ ❹ ❺ ❻

There are several resources available to literacy practitioners that are designed to ease the challenge of policy development, including *A Collection of Policy and Procedure Template for Adult Literacy Service Providers* (Literacy Link South Central, 1999) and *A Guide for the Development of Policies & Procedures in Ontario's Community Literacy Agencies* (Community Literacy of Ontario, 1999).

While the responsibility for developing, implementing and monitoring policies within an agency may not rest with you as the practitioner, below are some samples of policies related to research for consideration. If this is not an area you have authority in, then pass on the information to the appropriate staff person.

Having a policy in place does not necessarily guarantee compliance, but by stating an expectation in the form of a policy, it can help add weight and importance to it.[7]

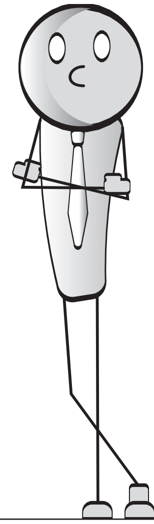
In some cases, the samples below have been provided by LBS managers and practitioners. In other cases, they have been adapted from existing policies. Any policy adopted by an agency will need to be reviewed and possibly amended to make it fit with the templates, vision and organizational structure of the agency.

These are ***samples*** only, meant to provide guidance and stimulate discussion. Check or highlight those that are similar to ones you have in place in your agency already. Make note of others you would like to consider for your agency.

- Our agency will make efforts to initiate and cooperate with research projects, subject to staff resources, client protection and program integrity.
- Training and professional development opportunities are made readily available to staff members.
- Our agency will maintain and/or provide access to a library of current research information and materials related to the goals of the program.
- Staff will be provided a minimum amount of paid time during the course of a year for the purpose of reviewing and reflecting on current research information and materials related to the goals of the program. The amount of time will be detailed in the staff person's contract.
- Our agency values the importance of research as it relates to the field of adult learners. It has guiding principles in place that reflect this value.

[7] *Policies for Volunteer Program,* Volunteer Ontario, Second Edition 1993

Policy Samples



Use at **STAGES** ❸ ❹ ❺ ❻

- Our agency commits a minimum percentage of its annual budget towards purchasing or accessing current research information and materials related to the goals of the program. The amount is set annually subject to funding.

- Our agency has protocols in place related to reviewing, purchasing and filing new research information and materials that have been distributed. Staff are aware of these protocols and they are included as part of the staff orientation package.

- Our agency supports the involvement of practitioners in research collaboration. There is a process in place for staff and management to review all research collaboration opportunities and staff are aware of the process.

- Changes made to the program must be supported by credible research and there must be a plan in place detailing the outcomes, impacts and evaluation procedures for the change. All changes must be supported and approved by agency management.

- Successful changes made to the program must be documented and summarized in brief, clear language briefing papers. These papers are available and accessible to agency management and other literacy agencies as requested.

Time Audit   Template 2

At each stage of research integration you will need to build in time for reviewing and reflecting on research related to your area of interest. A time audit can help you track and create time slots to carry out this activity.

Use at **STAGES** ❶ ❷ ❸ ❹ ❺ ❻

It's natural for literacy practitioners to feel overwhelmed with all the necessary tasks they need to complete in a week. The idea of finding more time to take on additional work such as reviewing and reflecting on research can seem impossible. However, by investing 30-60 minutes a week in research review, it can not only save time in the long run but can also enhance current programming. As noted in many of the strategies found throughout this toolkit, it's recommended that practitioners look at the time they spend in a normal work week and try to identify where they can free up some time. This free time is needed to read and review research, whether it's new research that comes across the desk or research that has been sitting on shelves for years.

Before embarking on a time audit be sure to pick a tracking period that is a close reflection to your normal work week. In other words, don't wait to track your time the week before a program monitoring visit or at the start of a new registration period, when you are likely to be busier than usual. For 1-2 weeks, jot down the activities you have done in the time slots provided. Be brief and don't worry about providing lots of detail. You don't want the time audit to be burdensome and time-consuming!

It's ideal if you can track your time for two weeks, but if that's not feasible, take one week. Once complete, answer the questions on the summary sheet provided. Review the results with other staff and management. See if there are tasks that can be merged with others, moved to a different time, eliminated or delegated to someone else. The goal is to free up 30-60 minutes at least every two weeks. This time can then be used to read, review and reflect on research that may have a place for integration in your program.

Keep in mind that under the Ministry of Training, Colleges and Universities' Continuous Improvement Performance Management System (CIPMS) efficiency is one of the service delivery standards agencies will be monitored on. Copies of your completed time audits can be another document and tool to share with your field consultant during monitoring visits.

••• **Keep in mind, one hour is only about 2% of your weekly work hours!**

Time Audit

Tracking Period

Week One

HOURS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Use at **STAGES** ❶ ❷ ❸ ❹ ❺ ❻

Tracking Period

Week Two

HOURS	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday

Use at **STAGES** ❶ ❷ ❸ ❹ ❺ ❻

Time Audit

Summary

1. What activities do you spend the most time on during the week?

____

____

____

____

2. What activities do you spend the least amount of time on?

____

____

____

____

3. What percentage of your time is spent on activities that are not in your job description?

____

____

4. What percentage of your work time is spent on personal activities (answering phone calls, running errands on breaks, etc.)?

____

____

5. What percentage of your personal time is spent on work-related activities?

____

____

6. Based on the summary, are there times in your work week that can be rearranged, eliminated, modified or delegated to someone else?

____

____

____

7. Can you create a new 30-minute block of time a week (or an hour after two weeks) that can be set aside for reading, reviewing and reflecting on research? If yes, schedule this into the Take Your Time Template from the *The 3Rs of Research toolkit*.

Time Management Tips

There are countless workshops and resources devoted solely to time management.[8] Below are just a few:

...at STAGES ❶ ❷ ❸ ❹ ❺ ❻

1. Identify the best times for your own productivity. If you are a morning person or 'after lunch' person, dedicate this time to complete some of your more demanding tasks that take a lot of energy. You'll work more efficiently if you are working during your peak time.

2. Take on difficult tasks first. If you wait to the end of the day when you have only a few minutes to devote to the task, you may run out of time or energy and end up either staying later than you planned or cutting into time during the next day.

3. Make sure your work environment is conducive to working productively. Cut down on distractions and opportunities for wasting time.

4. Make time during your day for some relaxation. Get up to stretch, leave your workspace and get some fresh air if possible or just move to another location in the office. If you work straight through with no 'free time' then you may tend to feel frustrated and tired and not be able to focus on other tasks that need to be done.

5. In your 'off-work' time make sure you get enough rest, relaxation and nourishment. If you are healthy and rested when you come into work you will have a more productive day.

6. Try to combine activities when possible. For example, when students are working independently on an activity can you do some pre-planning for another session?

7. Throw out unused materials. A good rule of thumb is if you haven't used something in a term, throw it out. Clutter can be distracting.

8. Create a place or space for the materials you use regularly. Keep your workspace organized so you aren't wasting time looking for items you need daily.

9. Use a daily planner. Keep all your "to do" lists there or, keep one calendar handy and write everything on it that you need to accomplish.

10. While waiting for people to show up for appointments or meetings, try to accomplish small tasks such as returning phone calls or checking e-mail.

11. Create a list of program routines and procedures that can be posted or distributed to save time reviewing with each new student, tutor or staff person.

12. Create templates for materials you use regularly.

13. Assign appropriate tasks to students and volunteers such as copying, answering phone calls, greeting new students, filing, etc.

14. Learn to say no, especially if it is to something that is better suited to another person or not part of your job description.

15. Try to consolidate trips to the office supply store, copying room, or other agency locations you find yourself visiting several times in a day or week.

16. When making phone calls, write down the points you want to discuss ahead of time so you can 'get to the point' as well as remember.

17. Before students leave for the day, have them look around their classroom or learning area and pick up any trash, papers, or items on the floor.

18. Don't reinvent the wheel. There are literally thousands of materials, curriculum ideas and lesson plans available through other agencies, support organizations, lending libraries and the Internet.

[8] Adapted from strategies posted for teachers and students on website www.d.umn.edu/kmc/student/loon/acad/strat/time_audit.html from the University of Minnesota Duluth and www.educationoasis.com

Take Your Time

Template **3**

As a practitioner interested in integrating research into practice, **your goal is to free up at least 30-60 minutes every 1-2 weeks.** This time can be used to review research that may have a place for integration in your program. Follow the steps below:

Use at **STAGES** ❶ ❷ ❸ ❹ ❺ ❻

1. Complete a time audit. Use the template included in this toolkit or something similar to see how and where you can free up time.

2. Review the time management tips also included in the toolkit (Section 4) to help you free up time.

3. Once you have allotted a 30-60 minute time frame for reviewing research resources, write it down in the space provided here.

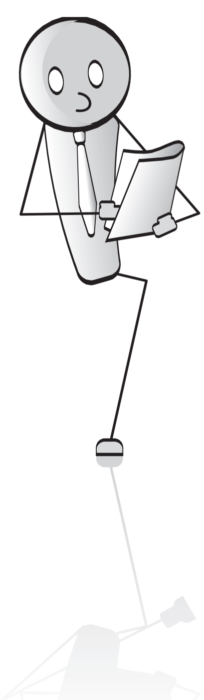
During my research review time,
I will attempt to:

- ✓ *Not answer the phone*
- ✓ *Not check e-mail*
- ✓ *Not chat with co-workers or program participants*
- ✓ *Not catch up with other work*

REMEMBER
This only represents about **2%** *of your workweek. Invest the time now in research review and results will pay off later!*

My time for reviewing research resources is:

- Day of week: ______________________
- Time slot: ________________________
- Next review date: _________________



••• This template can also be found on ***The 3Rs of Research Desktop Planning Tool*** and the CD distributed as part of this toolkit.

Support Team

Template **4**

Use at STAGES ❹ ❺ ❻

If you are at Stage 4 (Preparing for Change) of research integration or beyond you should be contacting people who can provide support and resources to you. Having supportive stakeholders involved in your research and integration plans will help with program success.

The support team form allows a quick way to make note of people's names and contact information as you hear about them, even if you aren't quite at the stage to call upon them. Once you have identified your program's area of interest and know the research direction you want to move in, use this form or the one provided on *The 3Rs of Research Desktop Planning Tool* to jot down names of people and key stakeholders who you can connect with.

Potential Support Team Member	Contact Information	How did you hear about this person?	What can this person's role be? What is this person's expertise or skill?
Example: Stephanie Ellis	*555-4132 steph@email.ca*	*She works at another literacy agency that is part of our LSP.*	*Can consult with her about similar work she has done. Potential partner on a pilot project related to our research integration work.*

Your regional and/or sectoral networks are good contacts for suggesting people who can be part of your support team and may even be potential members of your team!

Regional Network Staff	Contact Information	Sectoral Newtork Staff	Contact Information	Umbrella Stream Staff	Contact Information

Research Review and Evaluation Template 5

At every stage of research integration you should be reviewing and reflecting on research that is related to your area of interest. Practitioners may have access to a lot of great research material and products but often ask, *"What do I do with the research when I get it?"*

Use at **STAGES** ❶ ❷ ❸ ❹ ❺ ❻

Refer to the guidelines below and then use the notepad on the next page or the detachable sheets on the back of *The 3Rs of Research Desktop Planning Tool* when reviewing research and resources related to your area of interest. This can be applied to new research materials or materials you have received in the past.

Guidelines for Using the Tool

Step 1

- This is meant to be a quick scan of the resource/research, not a review. It shouldn't take more than a few minutes to find the information you need. What is the main focus of this research? Usually a quick scan of the title or introduction tells you the theme of the information or product.
- Determine if this research seems to link to your area(s) of interest. Refer to the information you have recorded in the *Reflective Planning Sheets* (Section 2 of the toolkit) for details about your area of interest.
- If the research doesn't link to your area of interest, pass it on, either to your agency's resource area or to someone else who may be interested.
- If the research does match your area of interest, move on to the next step.

Step 2

- When you are reading to do the initial review of the resource, based on the date you have noted in Step 1, write the date of this review on the sheet that has previously been attached to the resource.
- Based on your initial review, write down any ideas that stand out, that you like, even if they may end up not being feasible down the road.
- Make note of any further follow-up you may need to do such as spend more time reviewing, getting more information from the researcher, or seeking out an executive summary of the research if available.
- If you are using the *Reflective Planning Sheets* from the toolkit (Section 2) you may want to make note of the resource on the appropriate charts, the ideas that it has generated and follow-up activities you want to pursue.
- Keep in mind this is a first initial review and not meant to be in-depth. Save that for follow up if applicable. If your pile of resources you have flagged for initial review gets to have more than three different resources, consider reassessing the resources or make more time in your schedule.
- If you have noted more review time is needed as part of the follow-up, put the resource back to your original pile until you are done with it.

Step 3

- After your initial review and any follow-up is done, provide a ranking of the research/resource. This can be used as evidence of your review process, but also serves as a brief evaluation of the resource that can be shared with others.
- If your ranking shows this particular resource is not useful or applicable to you or your program, remove the attached note from the resource. Pass the research on to your agency's resource area or someone else who may be interested. File the completed notepad with other documents related to your program's evaluation and monitoring. This is evidence of effectiveness and work you have done to reflect on your program's needs.

Research Review and Evaluation Notepad

Use these sheets when reviewing research information and products related to your program's **area of interest.**

Fill in information and **attach to the resource** to help guide your reflective planning processes.

When finished with the resource, **file the completed notepad sheets with other documents** you use as evidence of your program planning and effectiveness.

Step 1

If this research relates to a program area of interest, complete this box, attach to the resource and file in a specific area for future review.

Resource title

Program area of interest this research relates to

Today's date

Date/time you review and reflect on the research

Step 2

Complete the information below after your review of the research resource.

Date of review

Ideas for program integration from this resource

Follow-up you are planning related to this research

Step 3

Rank the usefulness of this research

As it relates to your **program's area of interest**, this resource/research was:

- Very useful
- Somewhat useful
- Not useful at all
- Not applicable

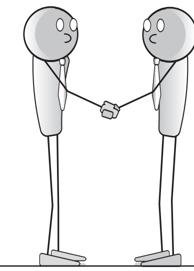
In terms of **providing program integration strategies**, this resource/research was:

- Very useful
- Somewhat useful
- Not useful at all
- Not applicable

Use at **STAGES** ❶ ❷ ❸ ❹ ❺ ❻

Information Sharing Template 6

If you are fully integrating research into practice successfully you are at Stage 6 (Collaboration and Exploration). It is important at this stage to be sharing the results of your work with others. The information sharing form provides a template for you to highlight and easily distribute the information.
A completed form can also form part of your files related to program evaluation and continuous improvement performance.

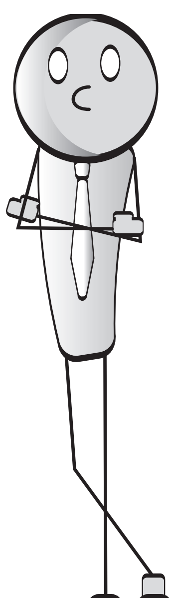


Use at **STAGE** ❻

Points to consider when completing the template

- ✓ Keep summary brief and clear.
- ✓ Share with other practitioners, agencies, support network organizations and funders.
- ✓ Distribute summaries at agency meetings, Literacy Service Planning (LSP) meetings, conferences and other networking events.
- ✓ Consider submitting to research journals, newsletters and relevant websites.

A completed summary can also serve as a key evaluation tool. Keep copies filed and accessible to share with managers, Board of Directors and MTCU field consultants as evidence of your program's effectiveness.



• • • If you are not at the stage of sharing information with other agencies, be sure to check with them to see if they have completed forms highlighting work they have done.

Information Sharing

What Successful Research Integration Looks Like in Our Agency

Agency Name:

Agency Sector/Stream:

1. What area of your program did you make changes to and integrate new practices as a result of reviewing and reflecting on relevant research?

- Program Curriculum
- Assessment
- Program Planning
- Learner Recruitment
- Learner Retention and Motivation
- Program Policies
- Practitioner Support/Professional Development
- Program Evaluation
- Other:

Briefly describe what prompted you to make the changes and describe the changes that were made:

2. How did you access research materials and products that you reviewed and utilized during the integration process (include websites, publishers, titles, etc.)?

- Existing resources we had in our agency library
- Online through internet searches and litserv sites
- Through a support organization such as AlphaPlus, regional network, etc.
- Through information sharing at networking events, LSP meetings, conferences, etc.
- Other:

List any specific research materials, reports, websites and products that were reviewed and referenced:

3. Who worked with you from your agency to assist with the change and provide ongoing support?

- Manager/Coordinator
- Other practitioners
- Volunteer tutors
- Board of Directors/Committees
- Learners
- Other: ____________________

4. What external stakeholders and organizations were helpful in the process?

- Other LBS agencies
- Members of Literacy Service Planning Committee
- Community agencies from other sectors (health care, employment-readiness, social services)
- Regional support organizations
- Provincial/National organizations
- Other: ____________________

Provide specific agency names and contact information if possible:

5. What were some of the challenges and barriers you faced during the integration process?

- Time
- Support/interest from others in agency
- Research results and information was hard to understand and read through
- Funding/other resources
- Staff experience and expertise
- Identifying outcomes and evaluation criteria
- Finding enough credible research, testimonials and evidence
- Other: ____________________

Describe how you overcame these challenges:

6. **What strategies did you apply to help integrate the research into practice?**

- ☐ A lead person was appointed to take the lead in reviewing relevant research
- ☐ Agency staff participated in research circles and other networking opportunities with peers
- ☐ Agency staff attended training and other professional development related to research information and products
- ☐ Agency staff used some of their own personal time to read and reflect on research information and products
- ☐ Experts and key stakeholders were invited to come to visit and share information related to relevant research information and products
- ☐ Learners from our agency were involved in reviewing research and recommending changes
- ☐ Our agency has in place (or developed new) policies and protocols related to reviewing research and related products
- ☐ Other: ______________________________

7. **Describe successful impacts the change has made to your program:**

- ☐ Increased learner attendance and motivation
- ☐ Increased learner enrollment
- ☐ Increased learner goal achievement
- ☐ Increased volunteer involvement
- ☐ Increased staff productivity and motivation
- ☐ Increased awareness and visibility in community
- ☐ Increased partners and external stakeholder involvement in agency
- ☐ Other: ______________________________

8. **How much estimated time did you and members of your support team devote to the integration process, including reviewing new and existing research, evaluating and documenting information?**

- ☐ Daily number of hours: ____________
- ☐ Weekly number of hours: ____________
- ☐ Monthly number of hours: ____________
- ☐ Annual number of hours: ____________

What was the timeline from start to finish from when you first accessed and read the research until you successfully implemented changes and were able to evaluate the results?

____

____

____

9. **What are your next steps related to this initiative, if any?**

____

____

____

____

10. **How can someone contact you to get more information?**

____

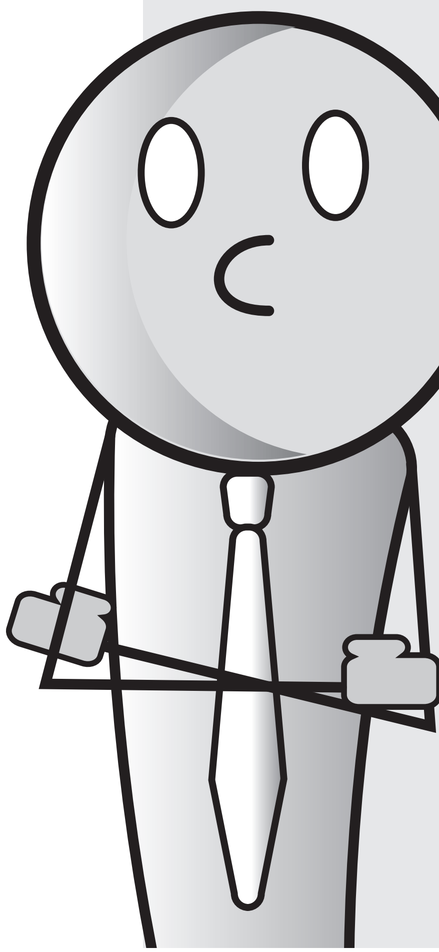
____

____

SECTION 5

Appendices

Survey Results Summary
Current Ontario Research
Annotated Bibliography



Survey Results Summary Appendix 1

As part of the research phase of the project, an online survey was posted for literacy practitioners in July 2007. Promotion of the survey was through regional and sectoral networks. It was also posted on intranet discussion forum (AlphaCom). Below is a summary of the survey results. For more details about the survey results, contact the Literacy Network of Durham Region (LiNDR).

- Over 80 respondents
- 65% completed entire survey
- 41 community-based
- 30 school board
- 15 college

Results support and validate findings from literature review and stakeholder input.

- Most practitioners indicate that they have made changes as a result of research more than once, but less than 5 times, in last 3 years.

- Most areas of change as a result of research review were in the areas of program curriculum and assessment. The least area of change was in program policies.

- Practitioners tend to devote time to reviewing and reflecting on research on a monthly basis.

- Most don't track how much actual time they devote to research reflection. Those who do estimate they devote about 1-3 hours a month.

- 64% of practitioners state they haven't been involved in research projects in the last 3 years. Those who were involved tended to be as a pilot site or field-tester for research material.

- The top barriers to integrating research into program practice were cited as lack of time, followed by lack funds/resources.

- Most practitioners stated they heard about research most often by attending professional development opportunities.

- The biggest impact on a practitioner's decision to integrate research into practice is relevance of the research to the program goals, followed by training that is offered that is linked to the research.

- The most common strategy practitioners said they used when it came to successful research review and integration was using some of their own (unpaid) time, followed by support from the agency to attend training linked to research.

- Practitioners stated that their preferred format for receiving research was in print format, followed by an electronic posting.

The following list was generated by AlphaPlus Centre in August 2007.
For similar and additional titles check the 'Field Development Projects Database' at:
http://alphaplus.ca/afield/search.asp

1. *Innovative approaches and promising directions: meeting the needs of underrepresented populations in college academic upgrading programs* / prepared by College Sector Committee for Adult Upgrading; [researchers, Stewart Kallio, Ontario]: College Sector Committee for Academic Upgrading, 2006. 374.13 I38.
www.collegeupgradingon.ca/pubres/innovatv/innovatv.pdf

2. *What goes on here: practitioners study the student practitioner relationship* / project coordinator & writer, Sandy Zimmerman; Report writing committee, Kathleen Barnett [et al.]; Peterborough, Ont.: Trent Valley Literacy Association, c2004. 374.22 W34.
www.locs.on.ca/What_Goes_On_Here.pdf

3. *What difference does it make?:* literacy learner perspectives on Web-based learning with AlphaRoute / [principal researcher, Ellen Long; research writing team, Trudy Kennell, Maria Moriarty, Matthias Sturm] Toronto, Ont.: Centre AlphaPlus Centre, 2003. 374.26072 W34.

4. *Think literacy success* [electronic resource]: the report of the Expert Panel on Students at Risk in Ontario. [Toronto]: Expert Panel on Students at Risk in Ontario, 2003.
www.edu.gov.on.ca/eng/document/reports/literacyreport.

5. *Family service organizations: examining their stake in literacy* / Literacy Link South Central; [project staff, Tamara Kaattari and Deanna Sarkar; initial research provided by Randy MacTaggart]. London, Ont.: Literacy Link South Central, 2003. 362.829 F12.

6. *The implications of adult literacy practices in England for adult literacy programs in Ontario* / Carynne Arnold, Kingston, Ont.: Kingston Literacy, 2005. 374.01209 A68.

7. *Factors affecting success in community based literacy programs.* [electronic document]*: Phase II summary report* / Joseph E. Casey. Windsor, Ont.: University of Windsor, 2005.
www.laubach-on.ca/fasfeb06.pdf

8. *Factors affecting success in community based literacy programs:* overview of Phase I / Joseph E. Casey & Christine R. Drummond. Windsor, Ont.: University of Windsor, 2003. 374.01240971 C13.

9. *Deterrents to participation in adult learning activities and literacy skills among seniors Cloutier* / Yvon J. Ottawa: National Library of Canada = Bibliothèque nationale du Canada, 2004. 374.01208 C48.

10. *Influence the decision of seniors over from education to work* [electronic resource]*: a difficult transition for young adults with low levels of education* / [prepared by Patrice de Broucker] Paris, France]: OECD; [Ottawa, Ont.]: Canadian Policy Research Networks, 2004.
www.cprn.org/documents/37063_en.pdf

11. Workplace Literacy Special Initiative. *Assessment tools in the workplace: a report on pre-employment testing practice* / a partnership project of Kingston Literacy and Literacy Link Eastern Ontario; [research, Carla Douglas. Kingston, Ont.]: Literacy Link Eastern Ontario, 2005. 658.31125 D594.

12. *Family literacy in Ontario : the state of family literacy programming:* executive summary of a provincial survey / [based on research by Kim Falcigno]. Toronto, Ont.: Ontario Literacy Coalition, 2006. 649.58097 F1197 Summary.

13. *The Ontario Literacy Coalitions's Workplace/Workforce Literacy Symposium :* reflections paper / prepared by Sue Folinsbee for the Ontario Literacy Coalition. [Toronto, Ont.]: Ontario Literacy Coalition, 2005. 331.2592 F38.2.

14. *Supporting learning, supporting change: program approaches to building self-awareness and self-direction* / written by Katrina Grieve for the Ontario Literacy Coalition Toronto, Ont.: Ontario Literacy Coalition, c2004.374.18019 G67.2.

15. *Supporting learning, supporting change: a research project on self-management & self-direction* / from the Ontario Literacy Coalition; written by Katrina Grieve. Toronto, Ont.: Ontario Literacy Coalition, c2003. 374.18019 G67.
www.on.literacy.ca/pubs/smsdfld/cover.htm

16. *Supporting learning, supporting change: a research project on self-management & self-direction:* a field report/ from the Ontario Literacy Coalition; written by Katrina Grieve. Toronto, Ont.: Ontario Literacy Coalition, c2003. 374.18019 G67 Summary.

17. *Supporting learning, supporting change: developing an approach to helping learners build self-awareness and self-direction:* an OLC guide for adult literacy programs / written by Katrina Grieve for the Ontario Literacy Coalition. Toronto, Ont.: Ontario Literacy Coalition, c2004. 374.18019 G67.

18. *Frameworks for adult numeracy education: a survey and discussion* / Lisa Hagedorn. Ottawa, Ont.: Literacy and Basic Skills Program, Ottawa-Carleton District School Board, 2003.513.0715 H11.3.

19. *An exploration of collaborative materials development in adult numeracy teaching:* report on a project carried out at the Literacy and Basic Skills Program of the Ottawa-Carleton District School Board / Dianne Bertrand, practitioner, Lisa Hagedorn. Ottawa, Ont.: Literacy and Basic Skills Program, Ottawa-Carleton District School Board, 2004.513.0715 H11.5.
www.nald.ca/fulltext/cmdreport/cmdreport.pdf

20. *The impact of violence on learning for youth: what can we do?* / Jenny Horsman.Toronto, Ont.: Parkdale Project Read, Spiral Community Resource Group, 2004. 374.18235 H59.2.

21. Support research document for the author's *The challenge to create a safer learning environment for youth* / Jenny Horsman. Toronto, Ont.: Parkdale Project Read, Spiral Community Resource Group, 2004. 374.18235 H59.

22. *Making the connections: family literacy, adult literacy, and early childhood development* / prepared by Cellan Jay.Toronto, Ont.: Ontario Literacy Coalition; Kingston, Ont.: Kingston Literacy, 2003. 649.58097 J138.

23. *What does sociocultural learning and literacy look like in an adult employment preparation program?*/ by Christine Pinsent-Johnson. Ottawa, Ont.: University of Ottawa, 2004. 306.43 J57.
www.nald.ca/fulltext/aempprep/cover.htm

24. *I've opened up [electronic resource]: exploring learners' perspectives on progress: Level I and Level 2 learners in community-based adult literacy programs* / [Susan Lefebre] [Toronto: Parkdale Project Read], 2006.
www.nald.ca/ppr/FinalProgressReport.pdf

25. *Crossing the great divides: distance learning and flexible delivery in adult basic education*. Executive summary / Paul Porter, Matthias Sturm. Toronto, Ont.: AlphaPlus Centre, 2006. 374.40971 P59 Summary.
http://distance.alphaplus.ca/pdfs/CrossingTheGreatDivides.pdf

26. *Impact study: Ontario Works participants in school board Literacy and Basic Skills Programs* / Sharon J. Rich; sponsored by CESBA [Toronto?]: Ontario Association of Adult and Continuing Education School Board Administrators, 2003. 374.18269 R37.
www.cesba.com/pdf/ow_impact_study_03.pdf

27. S.P.A.C.E.: *Support for Parents and Children in Education:* family literacy research program / Krista G. Scott. [Frontenac County, Ont.]: Northern Connections Adult Learning Centres, 2005. 649.58097 S18.

28. *Measuring non-academic outcomes in adult literacy programs* [electronic resource]: a literature review/ prepared by Tracy Westell. [Toronto]: T. Westell, 2005.
www.nald.ca/ppr/Finalprogresslitreview.pdf

29. *Learning Circles Project*: This project is about how adults can learn about a variety of topics in an inclusive environment.
www.nald.ca/learningcircles/process.htm

Hagedorn, Lisa. **"When Research Met Practice."** Literacies 5 (2005) 17-22

Hagedorn describes the steps and process she and her team found worked best for combining the research they were doing and implementing the results in programming practice. Sharing a model Hagedorn and her colleague developed called *Collaborative Materials Development*, this article shares some challenges that literacy practitioners have in engaging in research in practice. This is a well-written piece that can serve to educate and inform practitioners of the highs and lows of research in practice.

Hagedorn, Lisa. ***An Exploration of Collaborative Materials Development in Adult Numeracy Teaching***. 2004. www.nald.ca/library/research/cmdreport/cover.htm

Hagedorn uses data from phase two of the project 'Improving Numeracy instruction in the LBS Program' to report on a Collaborative Materials Development model for adult numeracy. The report advocates this model as an effective means of enabling practitioners to expand their numeracy teaching strategy as well as their own numeracy competencies. The report is clear and concise and effectively guides the reader to understand this model. Hagedorn's skills as a researcher-practitioner are evident as she presents research methodology in clear language.

Horsman, Jenny and Mary Norton. ***A Framework to Encourage and Support Practitioner Involvement in Adult Literacy Research in Canada***. 1999. www.nald.ca/library/research/framwrk/cover.htm

Horsman and Norton examine the concept of "research in practice" for adult literacy in Canada. Through a scan of Canadian experience and practices, this resource addresses topics of reflecting on practice in light of research, applying research findings to practice, and doing research about practice. It also provides information about necessary supports for effective research in practice, along with issues and challenges for research in practice. It is extremely well-written and researched. For literacy practitioners considering engagement in research in practice this is one resource that should be consulted.

Anglin, Maureen Elizabeth. ***The Role of Knowledge Sharing in Increasing the Effectiveness of Training and Support for Child Literacy Volunteer Tutors at Frontier College***. 2005. MA Thesis. Ontario Institute of the Study of Education. University of Toronto.

Anglin examines how research knowledge shared with tutors impacts child literacy practices. Through a participatory process, her findings demonstrate that effective access to research knowledge can increase the knowledge base for tutors, ultimately impacting learners. Anglin contends expanded training for tutors is needed to integrate research knowledge into practice. As an academic publication the language is generally accessible. Broad dissemination of the findings to family literacy practitioners would increase the impact of this research.

Kafensky, John. ***Research Impact and the ESRC Teaching and Learning Research Programme***. 2001. University of Leeds. www.tlrp/org/acadpub/Kanefsky2001.pdf

Kanefsky shares the experiences of the ESRC Teaching and Learning Research Programme to advance the concept of impact in relation to research. Drawing on international sources and the experience of the ESRC Programme, Kanefsky creates a useful resource that is more valuable in understanding research utilization than research impact. However, this is more reflective of challenges in the notion of research impact than any limitations of Kanefsky's research. Action-oriented conclusions make this a practical and relevant resource for policy makers and practitioner researchers with interests in research impact.

Levin, Benjamin. ***Improving Research-Policy Relationships: Lessons from the Case of Literacy***. 2003. Paper presented for OISE/UT International Literacy Conference.

Levin demonstrates his experience as a researcher and policy maker, as he presents a paper that effectively reflects realities within research and policy environments that traditionally prohibited stronger links between the two. Levin helps the reader to understand the complexities of the research-policy relationship. While the focus is predominantly on the policy environment and less on the literacy environment, Levin shares critical information to help better understand the issues relating to these relationships.

The Canadian Language and Literacy Research Network. www.cllrnet.ca

Hosted by the University of Western Ontario, the Canadian Language and Literacy Research Network was formed by a group of leading Canadian researchers with interests in language and literacy. With a focus on children, the site is less relevant for adult literacy practitioners. However, some theoretical information is presented that has transferable applications. The extensive network of public, private and voluntary sector organization partners bolsters the practical relevance of this site and reflects strong partnership models for the adult literacy and research communities to consider. This network is an effective resource to support research dissemination.

Kaskins, Anne-Marie. ***Province-Wide Research Training Final Evaluation Report***. 2007. Festival of Literacies.

Kaskins reports on the effectiveness of project activities for the Festival of Literacies from Winter 2006 to Winter 2007. This report is developed for Ontario's Ministry of Training Colleges and Universities as well as the National Literacy Secretariat. Kaskins presents a clear framework for this report and the findings are clear and action-oriented in support of ongoing activity by the Festival of Literacies in support of research workshops and facilitated practitioner inquiry. The reporting structure is an excellent template for research projects to consider, and the methodology was effective in highlighting clear messages from project participants.

Grieve, Katrina. ***Building Research Capacity in the Adult Literacy Field in Ontario: An Evaluation Report***. 2004. Festival of Literacies. www.literaciesoise.ca/publications.htm

This evaluation reflected on the Festival of Literacies Office process of building capacity through a research in practice approach. The report is concise and well-written and focuses on activities undertaken by Festival of Literacies from 2002 – 2004. Grieve consulted with staff and practitioners to support her findings and shares her methodology effectively. Key lessons are highlighted and help make this report relevant to a broad audience of practitioner researchers.

Jackson, Nancy. ***"Thinking in a Research Way" A Rationale for Research-In-Practice Initiatives in Ontario***. 2003. Ontario Institute of the Study of Education. www.literaciesoise.ca/publications.htm

Jackson examines the effectiveness of research circles as an effective research in practice strategy. Drawing on Canadian research and the experiences of OISE utilizing this approach, the article builds an argument for OISE to serve as an institution to support literacy research in practice in Ontario. This paper would be an excellent resource for practitioners to better understand research circles or for practitioners that may wish to utilize this as an approach to research in practice.

Horsman, Jenny. ***Exploring Tensions and Possibilities for Research in Practice: Notes Toward a Presentation***. www.nald.ca/library/research/horsman/seminar/cover.htm

Horsman shares speaking notes in advance of a Research in Practice Seminar in Edmonton. While the format is free flowing and lacking proper structure, the content is comprehensive and well documented, including a detailed bibliography. The personal narrative is not a compelling read but is rich in content with practical tips on possible points of entry for research in practice in literacy. A link to see a web-streamed version of the presentation would be an excellent appendix to this resource.

Stewart, Sheila. ***Practitioners Making Time to Read and Write.*** Literacies 1 (2003)

Stewart writes about research reflection as providing practitioners with an opportunity to stop and reflect on what they are doing and to ask and answer their own questions about their practice. Stewart argues that research in practice can keep people in the field and is a way for practitioners to feel that they can become better at what they do and to speak for themselves. Stewart advocates for research in practice in a passionate manner and cites resources that have influenced her toward this path. While this piece lacks a critical reflection of the prohibiting factors which limit research in practice, it is a strong narrative in support of it.

Allen, Michael. ***Eight Questions on Teacher Preparation – What Does the Research Say?***
A Summary of the Findings. 2003. www.ecs.org/treport

Allen's summary is an excellent resource to accompany the full report. Considerably more clear and concise than the full report, Allen examines effective strategies for educating and training teachers in the United States. Based on a review of 92 studies, eight broad questions are examined with relation to teacher preparation. Written predominantly for a policy audience, this resource is well researched and written.

Pratt, Daniel and John Collins. ***Summary of Five Teaching Perspectives***.
www.teachingperspectives.com/PDF/summaries.pdf

Pratt and Collins have developed a one-page summary to capture themes which result from Pratt's 1998 book, *Five Perspectives on Teaching in Adult and Higher Education*. This summary will enable more people to access the perspectives, which are well researched and written. The intent of the summary is to explain what teachers do and think and is not a prescriptive methodological framework. This is a useful resource for literacy practitioners about teaching methodology.

University of Arizona. ***Learner-Centered Engineering: Integrating Product Dissection into the Engineering Foundation Course***. 2006. Arizona Board of Regents.

The University of Arizona prepared a detailed proposal to incorporate hands-on product dissection and promote active learning. One key deliverable from this proposal is a learner-centered education workshop for faculty to help them actively engage in this process. Lastly, there is a proposed method to assess learning outcomes within this program. The language and level of detail create a potential disconnect for a literacy audience. The lack of available interim and final reporting data leaves this model lacking credibility.

Bingham, Mary Beth, Cristine Smith, Kimberly Stewart, Anne Burnett, Helena Devereux, Judy Gooden, David Hayes, Arthur LaChance, Joan LaMachia, Pam Meader, Alan Tate and Kristin Tiedeman.
Practitioners Speak: Contributing to a Research Agenda for Adult Basic Education. 1998.
www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED427193

Leaders from the Practitioner Dissemination and Research Network worked to solicit input on a research agenda for adult basic education in the United States. Utilizing focus groups, the leadership team gathered data to support three questions all focused on practitioners' issues and roles in adult basic education research. The report is structured well to support clear understanding of a methodology which can be considered across jurisdictions. Significant in this report are the specific research needs identified in relation to research dissemination.