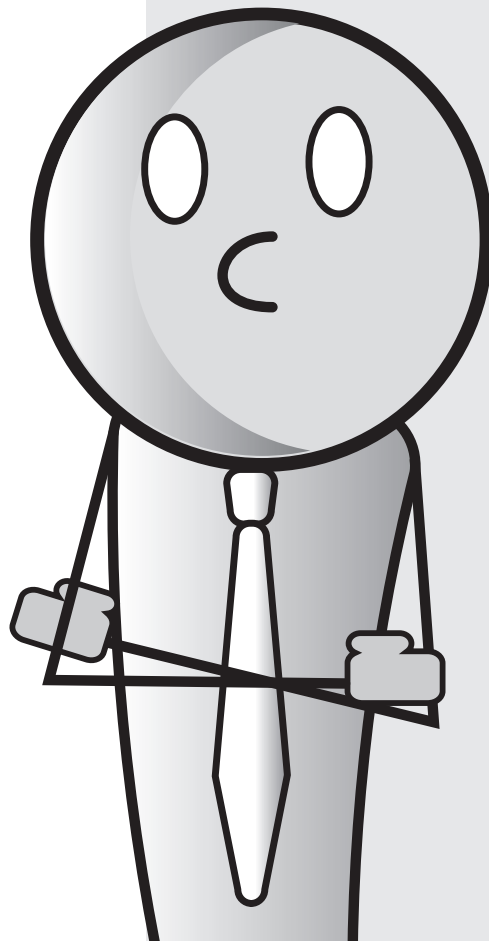


# Appendices

*Survey Results Summary*  
*Current Ontario Research*  
*Annotated Bibliography*  
*Research Good Practices*



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](http://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](http://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](http://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](http://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](http://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](http://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](http://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](http://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 Lefebvre] [Toronto: Parkdale Project Read], 2006.  
[www.nald.ca/ppr/FinalProgressReport.pdf](http://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](http://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](http://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](http://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](http://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](http://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/Kanfensky2001.pdf](http://www.tlrp.org/acadpub/Kanfensky2001.pdf)

Kanfensky 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, Kanfensky 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 Kanfensky'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](http://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](http://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](http://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](http://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](http://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](http://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](http://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.

Smith, Cristine, Mary Beth Bingman, Judy Hofer and Patsy Medina. ***Connecting Practitioners and Researchers: An Evaluation of NCSALL's Practitioner Dissemination and Research Network***. 2002. [www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED471987](http://www.eric.ed.gov/ERICWebPortal/recordDetail?accno=ED471987)

Smith and the project team report on the effectiveness of the National Center for Study Adult Learning Literacy's (NCSALL) Practitioner Dissemination and Research Network from 1997 to 2001. This research brief effectively presented key findings and recommendations in action-oriented language. The report is clearly written and is a practical resource to complement the full report. There are several recommendations which could be examined within the Canadian/Ontario context.

Horsman, Jenny and Helen Woodrow. Eds. ***Focused on Practice: A Framework for Adult Literacy Research in Canada***. 2006. [www2.literacybc.ca](http://www2.literacybc.ca)

The focus of this book is the identification of elements necessary for a framework for literacy research in practice in Canada. Horsman and Woodrow coordinated a national project and engaged a national steering committee to help guide this process. The methodology was participatory, engaging 500 people across Canada in this project. Horsman and Woodrow draw conclusions based on regional and provincial experiences in literacy research. One valuable aspect of this resource is a scan of research in practice literature.

St. Clair, Ralf, Chia-Yin Chen and Lyndsey Taylor. ***How Adult Literacy Practitioners Use Research***. [www-tccall.tamu.edu/orp/orp2.htm](http://www-tccall.tamu.edu/orp/orp2.htm)

St. Clair and the research team examine the application of research in adult literacy in Texas. While designed as a scholarly paper, the findings provide direct relevance for practitioners in understanding research utilization. Well structured and written, the paper lacks an effective summary that could broaden its potential impact.

Health Canada. ***Integrating Gender-based Analysis into Research, Policy and Program Development***. 2005. [www.hc-sc.gc.ca/hl-vs/pubs/women-femmes/explor4\\_e.html](http://www.hc-sc.gc.ca/hl-vs/pubs/women-femmes/explor4_e.html)

Health Canada developed a report exploring gender and health. A distinct section of this report examines these topics as they relate to research, policy and program development. This section is succinct, emphasizing that gender-based analysis is integral in government decision-making. This resource provides information on this often overlooked aspect of research, program and policy development, yet readily available information, links or examples would make this more useful.

Short, Deborah and Jane Echevarria. ***The Sheltered Instruction Observation Protocol: A Tool for Teacher-Researcher Collaboration and Professional Development***. 1999. Centre for Research on Education, Diversity and Excellence. [www.cal.org/crede/pubs/](http://www.cal.org/crede/pubs/)

This report describes a research-based model which has teachers using specific strategies to teach academic curriculum to English language learners. A protocol is introduced which provides a collaborative role for teachers and researchers. One key finding is that participating teachers have expanded their knowledge base for teaching. The protocol is complex and relevant to the ESL community, yet the teacher-researcher collaboration model as presented is one which has relevance for literacy.

Millar, Robin. ***How do Workers Learn? Information and Secretive Learning in the Workplace***. 2005. Centre for Education and Work.

Millar examines informal learning practices in six workplaces. This paper presents a theoretical framework for informal and secretive learning practices. Millar uses extensive sources to support the argument that considerable informal learning occurs in all sectors and workplaces. The methodology and referencing create credibility for the findings. The relevance of this paper is enhanced by a summary of directions for recognizing learning in the workplace.

Goforth, Dee and College Sector Committee for Adult Upgrading. *Reaching the People Who Need it Most*. 2004. [www.collegeupgradingon.ca/projrprt/reaching/cover.htm](http://www.collegeupgradingon.ca/projrprt/reaching/cover.htm)

This project examined the professional development needs of Ontario Literacy and Basic Skills college sector agencies. This report is based on a pilot and examines activity, reading and discussion within the sector. The focus of the pilot was online professional development, or 'e-PD'. The data is based on participatory approaches and captures practitioners' experiences and views effectively and concisely.

Huebne, Fiona. *A Guide for the Development of Policies and Procedures in Ontario's Community Living Agencies*. 1999 and 2000. Community Living of Ontario. [www.nald.ca/litweb/province/on/clo/policies/guide2/cover.htm](http://www.nald.ca/litweb/province/on/clo/policies/guide2/cover.htm)

This guide is intended to help community literacy agencies develop policies and procedures by presenting policy development issues in key areas. The content of this guide contains relevant material to enable each agency to create its own organizational, operational and administrative guidelines. The guide has two volumes, with the second containing content that is stand alone, yet more helpful if the reader is familiar with volume one. The material is presented in a clear manner with easy-to-access tips, resources and reference materials.

Cook-Ritchie, Robyn. *A Collection of Policy and Procedure Templates for Adult Literacy Service Providers*. 1999. Literacy Link South Central.

This manual was developed to provide general policy and procedure templates for consideration in Ontario Literacy and Basic Skills programs. The templates are presented to help agencies shape their own procedural development and are not intended to be prescriptive. The materials also come with a floppy disk, which while a dated form of technology, remains a useful resource for the dissemination of the manual's contents. Policies are linked to the Service Quality Management Requirements found in LBS programs and guidelines are also cross-referenced to Core Quality Standards. These all increase the practicality of this resource.

Graff, Linda. *By Definition: Policies for Volunteer Programs*. A manual for Executive Directors, Board Members and Managers of Volunteers. 2<sup>nd</sup> Ed. 1993. Volunteer Ontario.

Graff has developed this manual for service agencies which utilize volunteers. Graff effectively breaks down the differences between policies and procedures and uses practical 'how-to' tips to create these. This resource is comprehensive and well-written although not targeted to the literacy community. The availability of CD ROM and PDF versions enhance the usability of this resource.

MacDonald, Robb. *Positive Strategies for Managing Change*. 2002. Tri-County Literacy Network. [www.nald.ca/library/research/positive/cover.htm](http://www.nald.ca/library/research/positive/cover.htm)

This project was designed to help practitioners adapt to organizational and policy change while promoting a positive work environment and ultimately, more effective literacy services. The report is well organized and written, explaining the research and project design, results and conclusions. MacDonald also adds his own observations and reflections which provide a model that maintains research integrity while allowing experience from a practitioner-researcher to be shared.

Cooper, Harris. *Evaluating and Interpreting Research Synthesis in Adult Literacy and Learning*. 2007. National Center for the Study of Adult Learning and Literacy.

Cooper presents a paper which explores research synthesis methodology for researchers and consumers of research in adult literacy. He highlights steps involved in research literature reviews, validation by stakeholders and the process of drafting information and tools based on recommendations from the research. A 1-3 page summary would be a recommended addition to bolster the utilization of this resource for practitioners. There is relevant methodological information in this paper for practitioners.

McShane, Susan. *Applying Research in Reading for Adults: First Steps for Teachers*. 2005. National Institute for Literacy.

McShane introduces standards that can be applied to research review in recognition of how practitioners can be overwhelmed by new research and programs. The focus is on reading instruction. McShane presents several assumptions about why instructors do not teach reading in adult education programs. She acknowledges that her resource has limitations, as “no single resource can provide all the answers”. This candid approach combined with utilization of clear language writing creates greater practicality for instructors.

Nutley, Sandra, Isabel Walter and Huw Davies. “What does it mean to ‘use’ research evidence?” *Using Evidence: How Research Can Inform Public Services*. 2007. University of Bristol. 33-69

Nutley and her colleagues present theoretical and practical models of ‘using’ research evidence in a public service setting. Drawing on UK and international experiences, this chapter examines research use. As an academic text, it presents complex models but is laid out in a manner that provides information using examples of international experience that increase relevance. Canadian social science research is referenced in this chapter. A lack of clear language writing is one criticism, but the content is rich and challenges the reader to consider the ‘use’ of research. This is a great resource for policy makers and practitioner researchers to consider research utilization.

As a valuable addition to the Research Integration Project, a list of recommendations was developed for practitioners and others who may find themselves involved in research development. When writing a proposal or participating in a research development project, keep these good practices in mind.

**1. Involve practitioners in the research.** Consider research circles as a way to jump start integration and build that into your research development stage. Provide practitioners involved with the research with a knowledge transfer plan. Accreditation or recognition for practitioners involved in research development is important. Consult practitioners and have them identify the areas in their programs they can change and want to improve. Concentrate research in those areas. Don't forget what practitioners already know and validate that as part of the ongoing research.

**2. Develop an integration model and integration strategies during the research stage.** Design a clear framework to include with the final research product or information. The framework can include strategies, timelines, evaluation plans, and reflection tools and templates that were used during the research period. Recognize that integration can take up to 18 months or longer to see measurable results.

**3. Evaluate and demonstrate the impact of integrating research into practice as part of the research stage.** Include a range of stories/cases studies and models with your research results so practitioners can identify where they are at on the continuum of integration. Research needs to include an evaluation of the impact of the research on the agency, learner, practitioner, and that impact then needs to be articulated in a clear way as part of the final results.

**4. Be innovative in approach.** Allow practitioners to review and analyze research results and products in a way that is relevant to their current program. Remember the basics and review the basics with the practitioners. Provide self-assessment and reflection opportunities for practitioners so they can recognize what they are doing already in the area of research.

**5. Hire and support practitioners who are committed to a research in practice model.** Create policy and protocols around transmission of knowledge for new staff due to staff turnover and retirements. Support the estimated 20% of practitioners who are already motivated and leaders in this field by providing them with opportunities to develop and be involved in research projects. By focusing on building the skills of the practitioners who are already motivated it gives them the opportunity to lead the rest of the field.

**6. Attach training to research products.** Build in training and the cost of training as part of any research and development project. Ensure that part of the training includes steps on how to integrate the training into program practice. Take note of feedback from other research training that cites train-the-trainer models as not always effective. Provide more frontline training and build in time to follow up with practitioners after training.

**7. Share the results of your research.** Contribute to a journal or litserve to guide funding decisions and to help practitioners seek out information. Keep the language clear, consistent and linked to the language the target audience knows and uses within their agency already. Model other sectors like health care where research is presented at symposiums. Provide research and development project snapshots such as 1-page synopses. Follow a template with clear language that includes potential applications and testimonials.

**8. Keep in mind that research can't be a 'one size fits all' approach.** Consult with and develop models for a variety of situations. The framework and tools developed need to be useful across the field to all sectors and streams. Piloting research can be essential to ultimate success.

**9. Be conscientious about the distribution and dissemination process.** Detail how the research is going to be distributed in the initial research plan and budget. It's important that materials are distributed in a way that they reach the right stakeholders and are in a variety of formats to suit all learning styles. Give practitioners permission to adapt materials and use as needed and explain how to adapt materials. Use all communication channels possible for distribution, including electronic channels (e-mails, pod casts, web logs, etc.) as well as face-to-face.