

Communicate Your Research to the World...

Through Writing and Presentations

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Point 1 - Simplify

Point 2 - Practice

Writing

“Specifically, we consider how the *XXX Program* could support teachers in assessing and improving their own practice,

highlighting features that are directly relevant to use of the *XXX Program* for professional development purposes by drawing on what we learned from training educators unfamiliar with the *XXX Program* in an intensive rater training program

during a pilot study in the spring of 2005.”

Research Writing Example

Specifically, we consider *how the XXX Program could support teachers in assessing and improving their own practice,*

highlighting features that are directly relevant to use of the *XXX Program* for professional development purposes by drawing on what we learned from training educators unfamiliar with the *XXX Program* in an intensive rater training program

during a pilot study in the spring of 2005.

Simplified Writing Example

Did the *XXX Program* improve teaching?

Book Writing Example

It is becoming increasingly clear from work in the areas of developmental, social, and cognitive psychology that students' evaluations of their personal competences,

the importance they attach to these competencies,

the personal significance they attach to particular learning tasks,

and the ways in which these evaluations are used in the differential processing of information are critical determinants of motivation to learn and learning itself.

Find the Central Idea

It is becoming increasingly clear from work in the areas of developmental, social, and cognitive psychology that **students' evaluations of their personal competences...**

the importance they attach to these competencies,

the personal significance they attach to particular learning tasks,

and the ways in which these evaluations are used in the differential processing of information **are critical determinants of motivation to learn and learning itself.**

Simplified Writing Example

Students' evaluations of their personal competences are critical predictors of motivation to learn and learning itself.

Avoid Long Titles

Examining the Variability in the Achievement Gap
Between Students with Disabilities and Non-
Disabled Students

Using Between-School Variation in Achievement
of Students with Disabilities

To Provide Guidance for Non-Cognitive Sources of
Achievement Gaps with Non-Disabled Students

Simplify Titles

Examining the **Variability in the Achievement Gap Between Students with Disabilities and Non-Disabled Students**

Using Between-School Variation in Achievement of Students with Disabilities

To Provide Guidance for Non-Cognitive Sources of Achievement Gaps with Non-Disabled Students

Short Title

- Achievement Gap Variation Between Disabled and Non-Disabled Students

Think of Movie or Book Titles

- Movies
 - *Star Wars*
 - *E.T.*
- Education
 - *A Nation at Risk*
 - *Savage Inequalities*
 - *The End(s) of Testing*

APA Style Manual

Short words and short sentences are easier to comprehend than long ones.

Writing Suggestions

- Write like a reporter
- Limit sentence length < 25 words
- Titles: < 10 Words
- Use active voice
- Simplify your words

The Ultimate Writing Test

Ask a non-researcher to read your article

APA Says...

The author who is frugal with words not only writes a more readable manuscript but also increases the chances that the manuscript will be accepted for publication.

Presentations

Perfect Presentations

- Your moment to shine
- Logistics
- Audience rapport
- Eye contact and gestures
- Verbal virus
- How do you get to Carnegie Hall?

More Presentation Tips

- Three key points
- Begin and end strong
- Fonts
- Hold the handouts
- Less is more, really

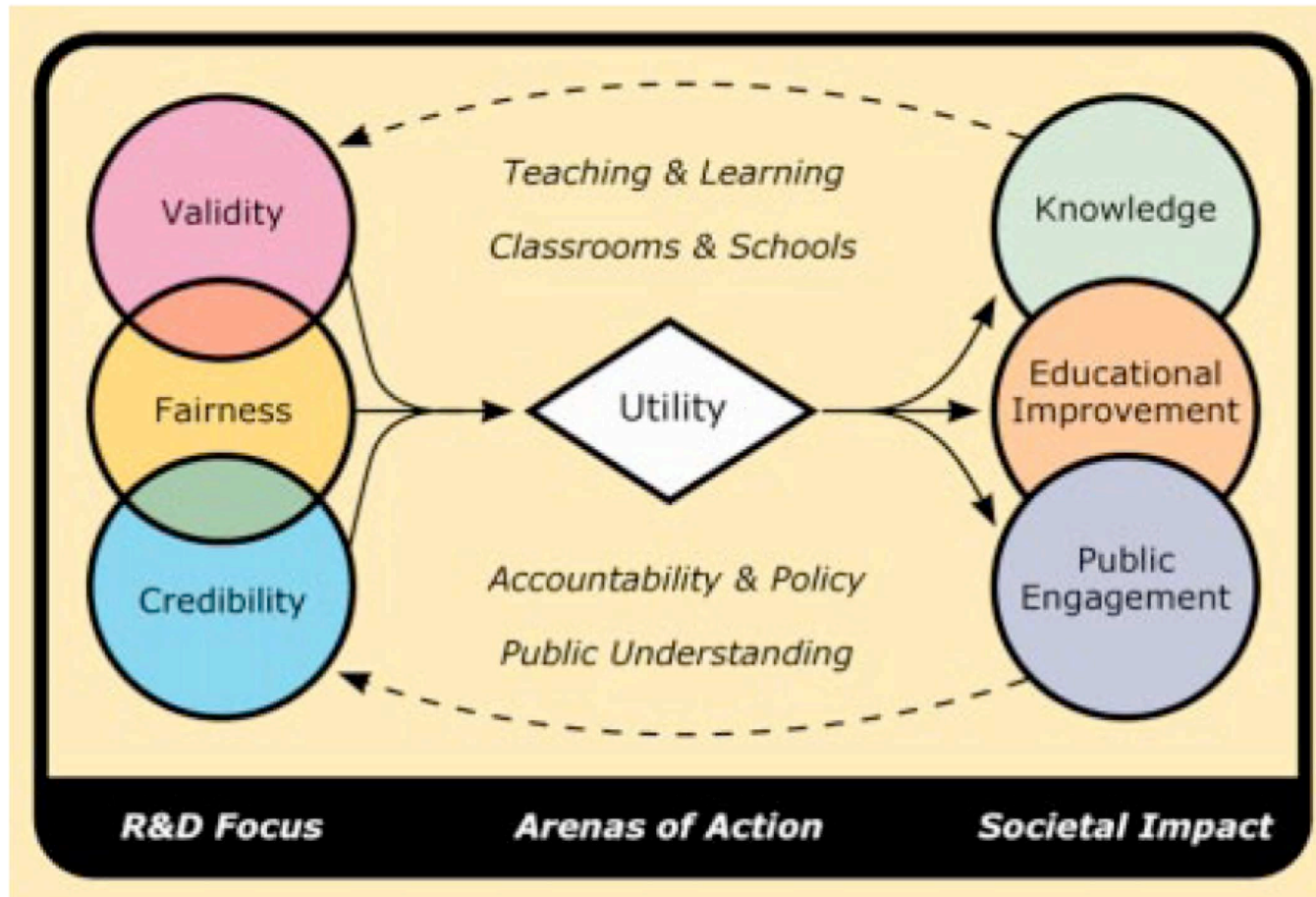
Formative Assessment Study

- **Research Questions**
 - *Are the district's formative assessment aligned to state and school district content standards?*
 - *Do the district formative assessments improve learning in mathematics?*
 - *What is the correlation between performance on the district formative assessments and performance on the state test?*
- **Formative assessments that are not aligned to standards are not useful in guiding and informing instruction, Harker and James, 1998**
- **Analysis of mathematics content standards that had been used to design third-grade assessments, was then used to design instruction--with learning experts**
- **Random selection of 400 students who received different types of math instruction (ten lessons each) before taking the district mathematics assessment:**
 - *Data on mathematics alignment*
 - *Evidence collected in mathematics formative assessment using different mathematics curricula and instruction*
 - *Learning experts analysis of data*
 - *Triangulation of data*
 - *Study Limitations*

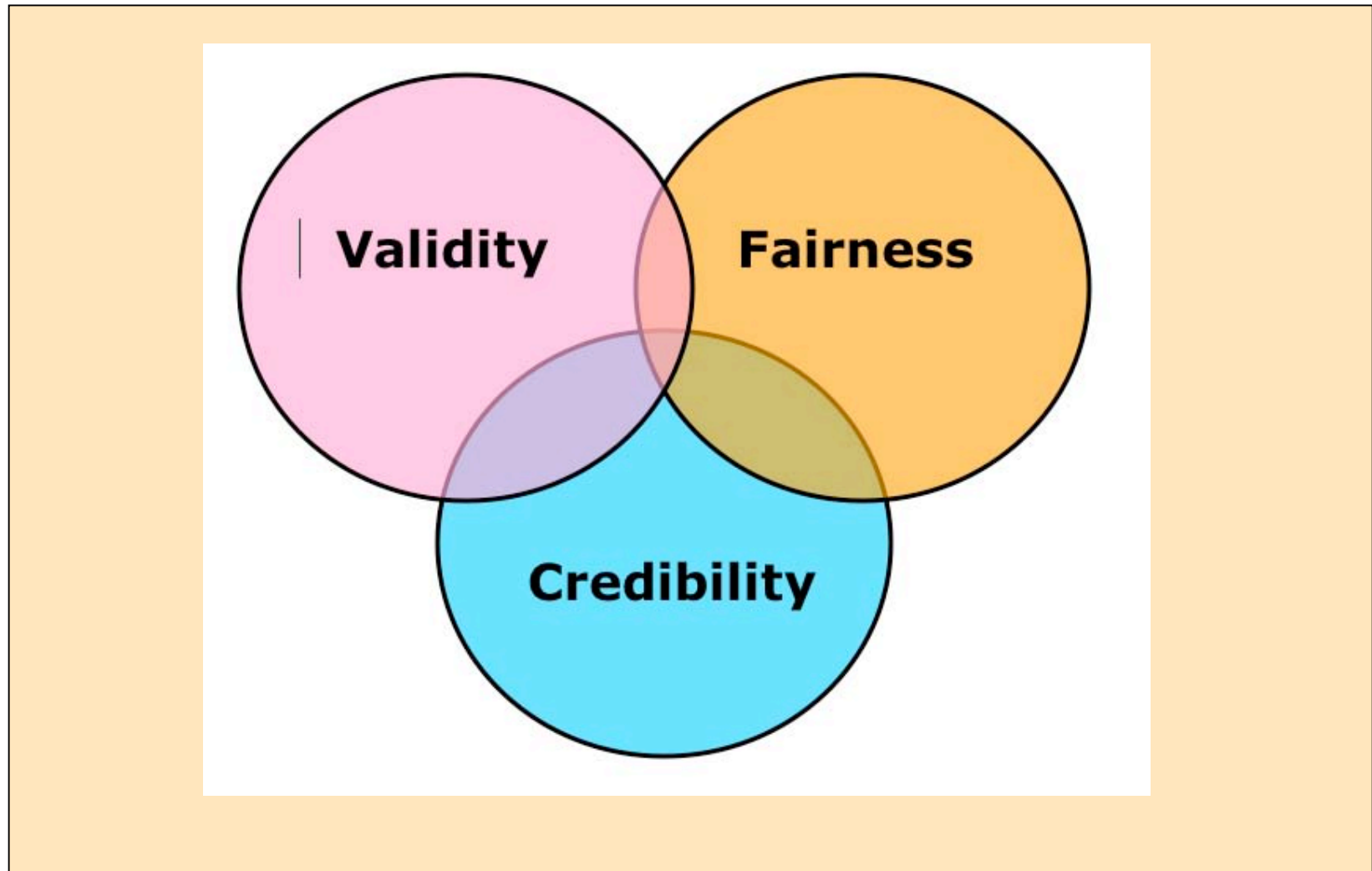
Research Questions

- Alignment between standards and assessments
- Formative assessments and student achievement
- Correlation between district assessments and state tests

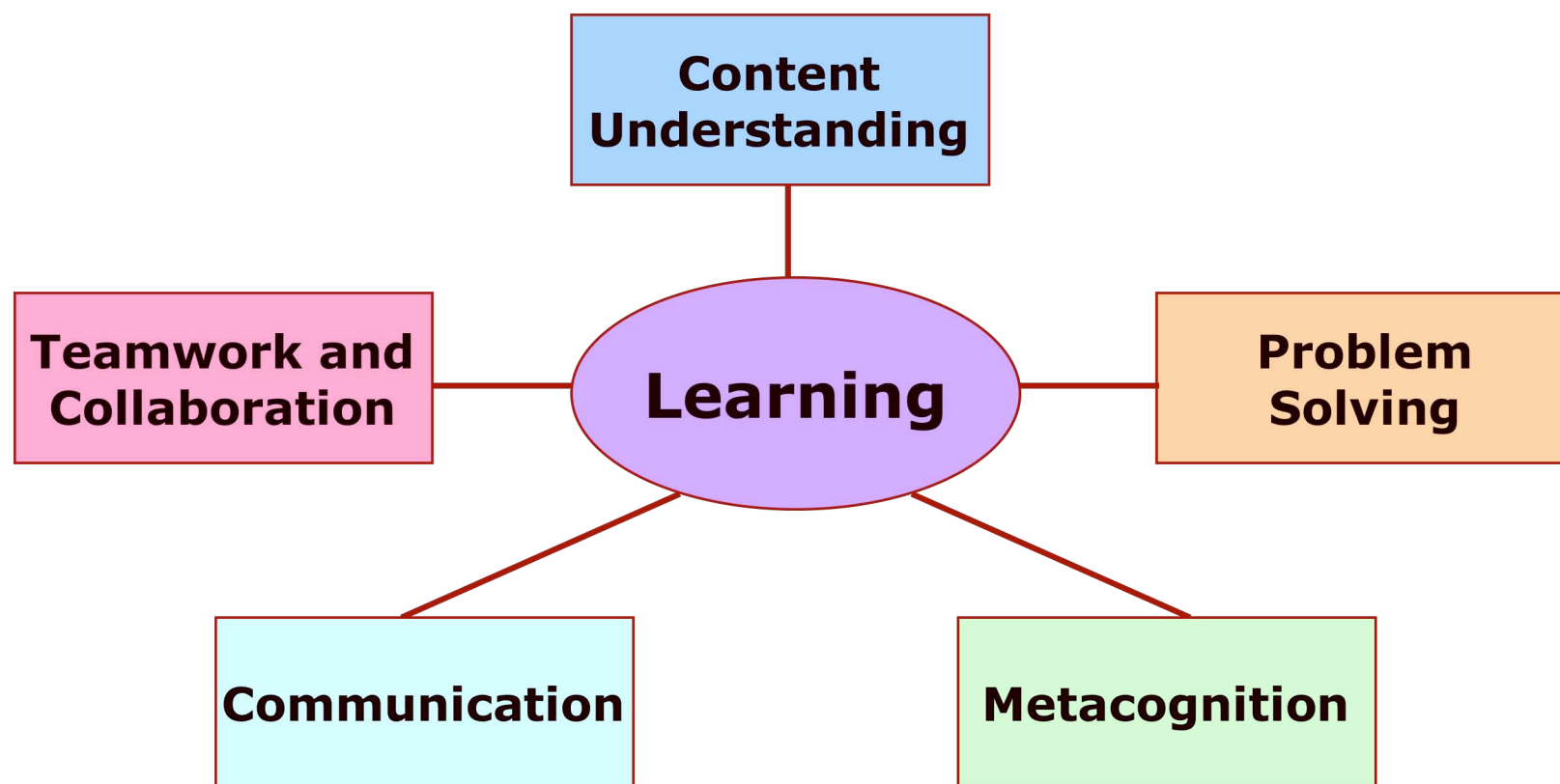
Validity, Fairness, Credibility, Utility Are Underlying Principles



Six or Fewer Information Points



Model-Based Assessment



666 Rule

- Six bullets
- Six words per bullet
- Six information points on graphics

Final Presentation Tips

- Respect time limits
- Speak loud and clear
- Avoid going last

Summary

- Simplify
- Practice

If you want to be enthusiastic, act enthusiastic.

Dale Carnegie



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