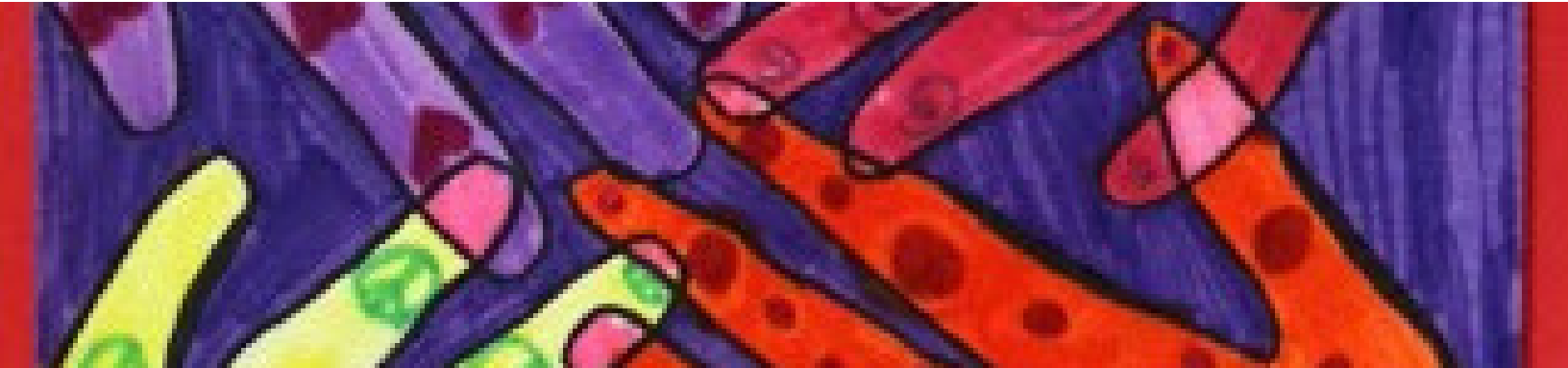


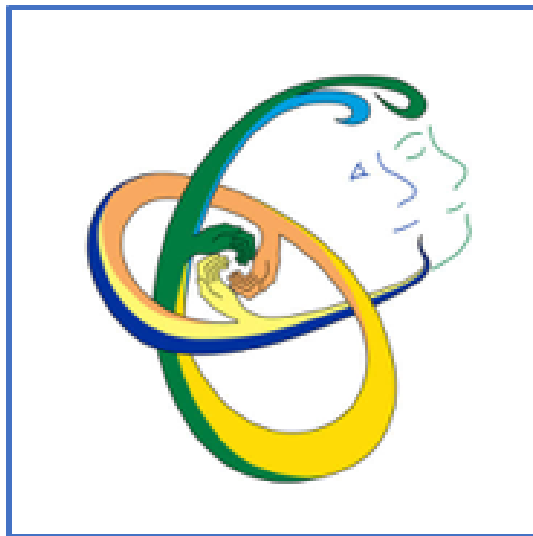


CONNECTION

RESEARCH-PRACTICE PARTNERSHIP (RPP) NEWSLETTER



INTRODUCING THE RPP LOGO



When the Research-Practice Partnership was formed in the fall of 2018, the members felt it was important to create one, unified logo to represent our collaboration. The logo will be incorporated in our communications going forward.

The RPP Advisory Board would like to thank Arno Lukas for his work to create this special logo. He was inspired by the phrase:

Through a cooperative effort we can achieve empathy.

NEWS FROM THE RPP ADVISORY BOARD

The Research-Practice Partnership Advisory Board met on May 15, 2019 to reflect on research activities in the 2018-19 school year, and consider adjustments for the 2019-20 school year.

Jacqueline discussed the results of the Pilot Project (see April 2009 Newsletter). She explained how the quality of data from interviewing children was rich with insights about how they feel about learning, making mistakes, classroom relationships, and trust. While efforts have been made to improve the efficacy of the survey instruments, the next step is to conduct in-depth interviews with a small number of students over a two-year period. In-depth interviews can provide more information about children's learning at a deeper level than surveys alone. Given the absence of systematic data about how children view their own learning, this is an important next step.

Interviews with children provide more in-depth data than what can be obtained from questionnaires and surveys. Trained research staff can develop relationships with children and learn about how children view aspects of their learning in more personal and individualized ways. By asking questions using a semi-structured protocol, research staff can learn how the child views and experiences any learning challenges (e.g., Tell me more about this...). These interviews are audio-recorded, with parental and children's permission, and then analyzed for general themes. Although these data will take time to collect, the results are expected to help generate detailed understandings of how children may experience learning setbacks, and how to assist with feedback. These results are then shared with other researchers working with children in other places to assess the generalizability of results. These are important contributions to educational psychological and pedagogy research.

THE KEYS TO WELL-BEING IN STUDENTS

In our ongoing discussion about the roots of our study, we would like to introduce Dr. Gordon Neufeld, founder of the Neufeld Institute. This organization has a mission "to use developmental science to make sense of children to the adults responsible for them" (neufeldinstitute.org). They use the "attachment-based developmental approach" molded by Dr. Neufeld to work towards strengthening relationships between children, their parents and teachers.

In the video below, Dr. Neufeld talks about the factors of attachment and maturation in the learning equation. He explores the question: *How do we know if a student is doing well?*



CPA POSTER PRESENTATION

On June 2, 2019, Vicky Qualie, Alicia Orr and Ye Liu, all members of the LEAFF lab, presented the following poster at the Canadian Psychological Association's 80th Annual Convention in Halifax, NS:

Children's Perceptions of Trust, Mistakes and Feedback Help Predict Academic Achievement Across Domains.

The presentation was well-received with interest in the results, namely, the social-emotional variables that related to predicting students' positive academic outcomes in LA, Math, Science and Social Studies. The poster is accessed by visiting leighton4learning.com and going to the publications tab. There was also noted interest in the Research-Practice Partnership and Parallel Project in other discussions.



CSSE PAPER PRESENTATION

On June 4, 2019, Jacqueline Leighton presented a paper at the annual meeting of the **Canadian Society for the Study of Education (CSSE)**. The paper presented, co-authored with Vicky Qualie, was focused on **Teachers' Perspectives on Learning Assessment Errors and Feedback**. The paper and PowerPoint Slides are accessible on the website leighton4learning.com under the publication tab.

We are grateful to be able to share these results with the academic and scholarly community. One of the expectations from SSHRC is the continual sharing of research results with diverse audiences.

FALL COLLABORATION SESSIONS FOR TEACHERS

At the Advisory Board meeting, Jacqueline asked the school representatives about possible presentations and/or supports that we could offer to teaching staff members. She recognizes that research results generally take a long time to be delivered. This is not new to this project but a reality when working with human participants given the amount of time required to collect and analyze data. In the meantime, the value-added purpose of the project can be lost. For this reason, we tossed around ideas related to social-emotional development and learning and penciled in some dates for Jacqueline and Vicky to visit Suzuki Charter School on August 27, 2019 and Calgary Arts Academy on September 3, 2019.

We look forward to taking this opportunity to talk and learn with teachers about how the project can shift towards gathering more in-depth data and ask for their feedback on ways to improve the process. We also look forward to sharing news about the launch of the intervention materials in the new school year. We value our time together with teachers. Without their input and support, this research project would not succeed.

PARALLEL PROJECT

Last month we told you about the Research-Practice Partnership (RPP) that we created with Suzuki Charter School and Calgary Arts Academy. One reason for creating the RPP was to establish a stronger relationship between research staff and teachers. We would like to share this process of creating a new educational tool with teachers. Because the RPP is a new concept with specific goals, we thought to evaluate its effectiveness through a Parallel Project.

The goal of the Parallel Project is to capture the teachers' experience of working with research staff through the duration of our intervention research project. We plan to collect data in May, 2019 and again at the end of the project. Thank you to those teachers who are part of the study.