

Love to Read



Hello!

It has been a busy month for the Love to Read project - interviews with children have started, we've had a minibook published and our website is almost ready to launch! If you are interested in learning more, read on.....

Phase 1

An important part of the Love to Read project are the interviews we're carrying out with children, to learn more about their reading experiences and their ideas for practices to promote reading motivation and engagement. Children are being invited to participate in individual or group interviews (depending on their preference) as we seek to understand individual experiences and diverse perspectives. Children's ideas and insights will be used to inform the Love to Read intervention, to ensure it takes into account their needs and interests.

Here's what some of the children have had to say so far:

"When I read a book I feel like I'm in the world and I can picture myself in the setting"

"I feel like I'm in the book because of how much I'm enjoying [it]"

"It's hard to explain, but I'm a bit fidgety... but then when I read along the book, it gets like more relaxing and makes me more relaxed"

"It's just like, you can't really worry about anything, you don't worry about what's going on, it just relaxes you and just makes you feel a lot calmer"

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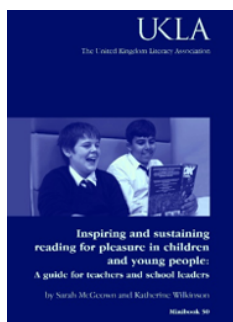
Get in Touch

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Involving children in research

If you are interested in learning more about involving children in research, our Growing Up A Reader project involved training primary and secondary school students to join our research team, and interview their peers about what it means to be a reader, and why they choose to read different text types. You can learn more about the project, students, and access the research papers (including posters for teachers) here: <http://www.growingupareader.education.ed.ac.uk/>

Minibook



Members of the Love to read team Sarah McGeown and Katherine Wilkinson have recently had their minibook published: Inspiring and sustaining reading for pleasure in children and young people. The minibook is written for teachers and school leadership teams and is packed full of research insights, in addition to practical ways to inspire a love of reading across different school contexts. You can purchase the minibook here: <https://ukla.org/product/inspiring-and-sustaining-reading-for-pleasure-in-children-and-young-people-a-guide-for-teachers-and-school-leaders/>

Open Science

Throughout the Love to Read project we will engage in open science practices, but what does this mean? Open science reflects a commitment to openness and transparency in research, and this is important to us as a group of researchers. Throughout the project we will preregister all studies (i.e., describe, prior to starting the studies, how we plan to recruit participants, and collect and analyse data). Furthermore, we will make all of our materials open (i.e., share all interview schedules and questionnaires, for use by others if they wish). Finally, once the project is complete, we will make all data (anonymised, both qualitative and quantitative) available. Open science practices are still relatively new but are an important step towards increasing the integrity of research practice. If you are interested, you can access the preregistration for Phase 1 (interviews with children) here: <https://osf.io/5ztjk>

Twitter

Remember, we're on Twitter [@Love to read](https://twitter.com/LoveToRead) and will be tweeting about all things reading, research and collaborative research practices!

All the best,
The Love to Read team

Sarah McGeown (PI), Emily Oxley (Postdoctoral Researcher), Jessie Ricketts (Co-I), Laura Shapiro (Co-I), Christina Clark (National Literacy Trust), Megan Dixon, Helen Fairlie (Education Scotland), Katrina Lucas and Katherine Wilkinson (Scottish Book Trust).

