

Love to Read



Happy New Year!

The year has started with a flurry of activity! Postdoctoral researcher Emily Oxley has completed all transcriptions for phase 1 (qualitative researchers will appreciate this significant milestone!) and we've made considerable progress planning the next phase of the project. In this month's newsletter we share some successes, in addition to details of other projects aligned with Love to Read.

Phase 2: Co-designing Love to Read

This month we preregistered the second phase of the Love to Read project, which involves co-designing the Love to Read programme (teacher guidance and classroom activities) with teachers. Six teachers will be recruited for the co-design process, which will run from March – June 2022. We also plan to evaluate this process, from both teachers' and researchers' perspectives, by drawing on different data sources created during co-design, in addition to evaluations completed by teachers following participation. If you are interested in learning more, you can access the preregistration here: <https://osf.io/xsjhc>

Contents

- Happy New Year!
- Phase 2: co-designing Love to Read
- Researcher-teacher co-design
- Love to Read: A team effort
- Motivating young people to read

Researcher-teacher co-design

Earlier this month, PhD researcher Jill Steel (@JillSteel) published details of her researcher-teacher co-design process. In this paper she outlines a three phase framework to co-design education interventions with teachers, which we hope will be useful for other researchers considering this approach. The paper also includes an evaluation of teachers' perspectives of this process. Teachers were very positive about the professional development that co-design offered, both in terms of greater insight into research, but also the opportunity to learn from other teachers. You can access this journal article (only abstract freely available), here:

<https://www.tandfonline.com/doi/full/10.1080/00131881.2021.201606>

Love to Read: A team effort

This month we have held numerous meetings to provide updates on, and discuss next steps, in this project. Indeed, the Love to Read project draws upon the knowledge, experience (and enthusiasm) of many. We have been very fortunate so far to have spoken to approximately 60 children (phase 1) who will inform the Love to Read programme, and to have had several other classes of children support us to develop the illustrations. Earlier this month, meetings with our Expert Advisory Group and Extended Team, have allowed us to discuss, and make decisions on, key aspects of the project. Indeed, the diversity of professional knowledge, expertise and experience that these individuals bring has really shaped Love to Read so far and we are indebted to them all for their input. You can learn more about our team, including what some of them like to read, here: <https://blogs.ed.ac.uk/lovetoread/meet-the-team/>

Motivating young people to read

The Love to Read project focuses specifically on motivating children (aged ~9-11) to read, but what programmes, interventions or activities have been used to promote adolescents (aged 12-16) to read? There is a considerable body of research demonstrating consistent declines in book reading enjoyment and engagement from childhood to adolescence, with the lowest levels in middle adolescence (National Literacy Trust, 2019). In a recent narrative review led by PhD research Charlotte Webber (@charlwebber_; c.webber-1@sms.ed.ac.uk)) diverse approaches used to motivate adolescent reading have been summarised, and include book clubs, whole-school approaches, technology-supported interventions, performance and theatre, and reading and literacy skills interventions. If you are interested in learning more about the breadth and scope of these different approaches, and how these have been evaluated, you can access the preprint here: <https://osf.io/4mxvt/>.

Finally, we wish you all good books, good health and happy times in 2022.

All the best,
The Love to Read team
Twitter: @_Love_to_read.

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).

