

Request #: 587 - TEAL - Dissertation
A CONTENT ANALYSIS OF GRAPHICAL LITERACY SKILLS INSTRUCTION IN
FIFTH GRADE CORE READING PROGRAMS

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December 01, 2021

Background

A better understanding is needed of the nature of CRP (core reading program) graphics and the affordances offered by CRPs to help teachers provide instruction about how to read, analyze, and interpret graphics so that students in the upper-elementary grades develop essential graphical literacy skills. To address this need, I conducted a content analysis of 5th grade 2020 editions of the three dominate core reading programs (CRP). The content analysis focused on the informational texts within the CRPs and the graphics therein.

Sample

I have collected all the nominal data from the three core reading programs. The data collected was: a) graphic category, b) graphic type, c) graphic function, d) connection of graphic to running text, e) graphical literacy skills instruction in the teacher's manual that addressed a specific graphic, f) explicit instruction element. The sample size is 494 graphics from 54 informational texts.

Hypothesis

My research questions are: 1. What types of graphics are present in the informational texts included in CRP student textbooks? 2. What are the functions of the graphics in these informational texts? 3. To what extent are graphical literacy skills presented as a component of literacy instruction in the CRP teachers' manuals related to these graphics? Research question three and the data collected is the one that I am most concerned about. I would like advice on how to summarize and report the data as it is not a one instructional guidance to one graphic ratio. There times when one graphic may have several instances of instructional guidance.

Progress

I have compiled the data and calculated descriptive statistics. I have calculated inferential statistics on some of the data, but need advice about the data for graphical literacy skills instruction (instructional guidance) explicit instruction elements.

Request

I would like assistance running statistical analyses on the data for graphical literacy skills instruction (instructional guidance) and explicit instruction elements. I also would like confirmation that the analyses that I have computed are reliable and correct, so I may correct any errors.

I uploaded the methods and results sections. I am also including the coding table and another summary spreadsheet.

Timeline

My deadline is the end of December. I am writing the results section of my dissertation. However, I don't know if I can compute comparisons with the data for graphical literacy skills instruction. This is the section that I am most concerned about.