

Professional Development through Collaborative Research
2018 Quantitative Research Training Project
Teacher Publications v1.0

ERJ Short Reports

- Amundrud, T. (2019). Fail once, fail better: Experience implementing an ER quantitative research project. *Extensive Reading in Japan Journal*, 12(2), 18-19.
- Anthony, G. (2019). The effect of book selection method on engagement in ER among low-level students. *Extensive Reading in Japan Journal*, 12(2), 14-15.
- Conaway, P. (2019). Effect of book selection method and activity repetition on engagement with an ER discussion activity for science and engineering students. *Extensive Reading in Japan*. 12(2). pp. 7-8.
- Cooper, C. R. (2019). Student engagement with online graded readers in a small elective English class. *Extensive Reading in Japan*. 12(2). pp. 16.
- del Vecchio, M. (2019). Perceptions of engagement in variations of an ER activity for language majors. *Extensive Reading in Japan Journal*, 12(2), 6-7.
- Donnellan, M. (2019). Using Atama-ii books for a shared reading task. *Extensive Reading in Japan Journal*, 12(2), 22.
- Gloag, D. (2019). The effect of self-selected versus group-selected readers on advanced students' engagement in ER. *Extensive Reading in Japan Journal*, 12(2), 10-11.
- Miller, J. (2019). Communicative speaking and ER integration. *Extensive Reading in Japan Journal*, 12(2), 21.
- Oki, C. (2019). Engagement in ER activities among International Studies majors: Individual versus group graded reader selection. *Extensive Reading in Japan Journal*, 12(2), 17-18.
- Sato, K. (2019). Challenges to an ER study in a science university. *Extensive Reading in Japan Journal*, 12(2), 20.
- Schmidt, K. & Lee, C. (2019). The effects of self- versus group-selection on engagement in a graded reading activity. *Extensive Reading in Japan Journal*, 12(2), 11-12.
- Takaesu, A. (2019). Impact of selection method on elementary students' engagement in ER. *Extensive Reading in Japan Journal*, 12(2), 9.
- Wilkins, M. & Howard, L. (2019). Challenges to an ER study in a science university. *Extensive Reading in Japan Journal*, 12(2), 13-14.

Papers

- Care, H. & Kobayashi, K. (2019). Reader selection method and student engagement in an ER activity, *Bulletin of Aichi Shukutoku University Faculty of Global Communication* 3, 47-65.
- Cooper, C. R. (2020). Engagement with the selection, reading and discussion of online graded readers, a comparison between individual and group selected conditions. *The Journal of International Languages and Cultures, Himeji Dokkyo University* 1, 21-38.
- Cooper, C. R. (2019). Introducing online graded readers at the university level with Xreading. *The Journal of the College of Foreign Languages, Himeji Dokkyo University* 32, 95-104.
- Connolly, R. (2021). The effect of choice on engagement in Extensive Reading. *Sano Nihon University College Bulletin* 32, 111-120.
- Grossman, B. (2019) Measuring engagement in ER: Individual vs. group activities. *Journal of Extensive Reading*, 7, 33-48.
- Howard, L. & Wilkins, M. (2019) Self-selected Graded Readers versus Group-selected Graded Readers: Which One Promotes the Most Reading Engagement in Students? *Kwansei Gakuin University Language Center Annual Research Review 2019*, 22, 36-43.
- Oki, C. (2018). Setting up a quantitative study for a collaborative research project. *Extensive Reading in Japan Journal*, 11(1), 18-20.
- Oki, C. (2021). Student engagement in an Extensive Reading activity: The effect of book selection methods on student interest, enjoyment, and success. *Bulletin of Institute for Interdisciplinary Studies of Culture Doshisha Women's College of Liberal Arts*, 38, 63-72.
info:doi/10.15020/00002180
- Schmidt, K. & Lee, C. (2021). The effects of self- vs. group-selection on engagement in a graded reading activity: An exploratory study. *Bulletin of Tohoku Fukushi University*, 45, 1-24.
- Sholdt, G., Schmidt, K., Takaesu, A., Connolly, R., & Cooper, C. (2020). Reflections and insights from experiences doing quantitative research. In P. Clements, A. Krause, & R. Gentry (Eds.), *Teacher efficacy, learner agency*. Tokyo:JALT. info:doi/10.37546/JALTPCP2019-03

Presentations

- Conaway, P; Gloag, D. and Miller, J. (2018). Online extensive reading for students: A Yamagata University case study . Presentation at JALT Yamagata July 21, 2018.
- Conaway, P. (2019). Quantitative Research Team Project: Investigating Student Engagement with Extensive Reading as a Vehicle for Professional Development. Presentation at JALT Yamagata June 22, 2019.
- Schmidt, K. & Conaway, C. (2019). Effects of self- vs. group-selection of books on engagement in an extensive reading activity. Presentation at ETJ Tohoku Expo. December 8, 2019.

Schmidt, K., Sholdt, G., Cooper, C., Connolly, R., & Takaesu, A. (2019, November). Sharing experiences with quantitative research. Presentation at JALT 2019. WINC Aichi, Nagoya.

Wilkins, M. (2019, February). Self-selected Graded Readers versus Group-selected Graded Readers: Which One Promotes the Most Reading Engagement in Students? Paper presented at Kwansai Gakuin Language Center Annual Research Forum 2019, Nishinomiya.