

Highlights of In-School Research and Educator Comments

(Research conducted/validated by WestEd)

A 2017 research study conducted with two dual language Spanish/English 2nd grade classrooms concluded:

- ❖ After using STORYWORLD, students whose home language was Spanish were more likely to experience larger gains on their English reading outcomes. Similarly, students whose home language was English were more likely to experience larger gains on their Spanish reading outcomes.
- ❖ STORYWORLD has the potential to engage lower performing students and help bridge the learning gap in reading in English and Spanish.
- ❖ Students who were particularly lower in overall reading motivation, self-concept as a reader and value of reading, experienced larger gains on all measures of reading motivation.

A 2016 research study conducted with three dual language classrooms (1st and 2nd grade Spanish & Mandarin) and validated by WestEd concluded:

- ❖ Students using STORYWORLD's interactive bilingual books performed as well as those with a book and teacher support. Therefore, the program will allow students to be able to learn independently in formal and informal learning settings.

Educator comments:

Overall user experience: "It's very user friendly... and it's very intuitive. Once you click on something it kind of helps you know what to do next. It's not very complicated, which says a lot about STORYWORLD. It's not like we had any manual on how to use it. So I just basically logged on and was able to play around, and I didn't have any issues."

Re: Student engagement: "They absolutely loved it [STORYWORLD]. I asked them every single day 'Did you like it?' They were like, 'Yes, we love the stories, we like playing the games at the end.'"

Re: Instructional value: "I think [STORYWORLD] will really help me as a teacher. It will help me plan my instruction and drive instruction in terms of how I instruct kids in terms of what their individual needs are."

Educator comments continued:

Re: Language scaffolding features (with Chinese-speaking students): “They [students] loved that they had something that they actually could understand. Which is why they kept switching out of reading it in English to reading it in to reading it in Chinese. Because they finally felt like ‘Oh, look, this is something I can do. I recognize it. I’m not as overwhelmed.’”

Re: Bilingual content: “Personally, I see there is a real need in our schools for children to learn another language. I think that [STORYWORLD] is an excellent opportunity for the kids to learn another language.”

Re: Plans to use the product (with teacher dashboard): “I’ll probably use it at least three or four times a week, because you’re always checking to see how kids are doing in terms of their progress. So that if they’re not making any progress you can go back and re-teach something and help them with a concept that they’re having issues with. So I do plan to use it.”

*Educator comments following in-school product research
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