

A Multimedia Module for Teaching Dialogic Reading Strategies

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ABSTRACT

Purpose: The purpose of this study was to evaluate a multimedia learning module for increasing SLPs' knowledge of dialogic reading strategies.
Method: SLPs (n = 28) completed tests of dialogic reading strategy knowledge before and after viewing a multimedia module designed to teach dialogic reading strategies or a control module. Data were analyzed using multiple regression with pretest score, group, and the pretest score by group interaction predicting posttest score.
Results: Pretest score, group, and the pretest by group interaction were statistically significant predictors of post-test score.
Conclusion: SLPs can learn dialogic reading strategies from the multimedia module.

INTRODUCTION

Dialogic reading is an approach to shared book reading that promotes language development and emergent literacy skills (Lonigan and Whitehurst, 1998). Dialogic reading is an effective intervention for supporting reading acquisition in children with language delays, who are at high risk for reading disabilities (Catts et al., 2005; Dale et al., 1996). Speech-language pathologists (SLPs) often serve children with language delays in the preschool years and could use dialogic reading to support these children. **The purpose of this study was to evaluate a multimedia learning module for increasing SLPs' knowledge of dialogic reading strategies.**

METHOD

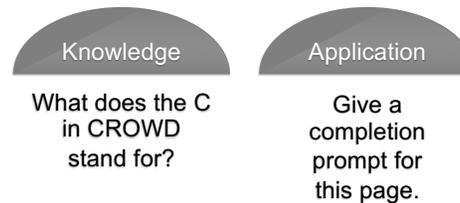
Participants.

Participants were 28 school speech-language pathologists. All participants had a master's degree; one participant reported having earned an advanced degree beyond a master's degree. Mean age across participants was 38 years (*SD* = 11 years) and mean years of experience working as an SLP was 10 years (*SD* = 7 years). Experience did not differ significantly between groups ($t(25.28) = 0.12443, p = 0.90$).

	Treatment (n = 15)	Control (n = 13)
Years of Experience	10.27	9.92
(<i>sd</i>)	(8.44)	(6.12)

Measure.

Participants completed a 10-item experimental measure that assessed dialogic reading strategy knowledge. The measure included five declarative multiple-choice questions that evaluated knowledge of the dialogic reading prompts and five application questions for which participants provided an example of each prompt type.



Procedure.

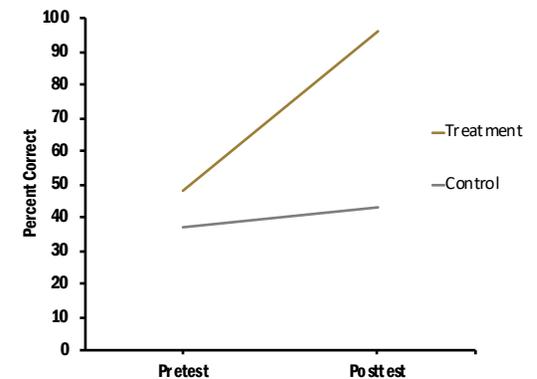
Participants completed the pretest, online module, and posttest online in a campus computer lab.



RESULTS

Data were analyzed using multiple regression with pretest score, group, and the pretest score by group interaction predicting posttest score. Pretest score, group, and the pretest score by group interaction were all statistically significant predictors of posttest score ($B = -3.13, -3.40, 2.47$, respectively; all $p < .001$).

Group Assessment Performance across Testing Times



CONCLUSION

Can SLPs learn dialogic reading strategies from the multimedia learning module?

Yes.

Next Step: Is completing the module associated with increased strategy use?