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Using Online Training Modules to Enhance Parents' Early Literacy Training Skills and Understanding

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USING ONLINE TRAINING MODULES TO ENHANCE PARENTS' EARLY LITERACY

TRAINING SKILLS AND UNDERSTANDING

by

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Abstract

Parental involvement is considered a crucial factor in developing children's early literacy and reading skills, especially for children not yet in school. The present study aims to determine whether an online literacy module can increase early literacy knowledge in parents who may not have the training to promote their child's learning. Additionally, the study examines parent perspectives of online video training and the practicality of the video's content. To test the hypothesis that parent knowledge will increase after exposure to the online video, 29 Canadian parents (27 mothers, two fathers) with children aged 3 to 5 were provided with supervised training via an online module regarding shared book reading strategies. Parents completed a pre-test survey, followed by exposure to the reading module, then they were re-surveyed in one session. Parents also recorded a shared reading session with their child and completed a final post-practice survey. Overall, parents' knowledge regarding dialogic reading constructs increased from pre- to post- viewing of the module (smallest $t(28) = 10.23$, $p < .001$). Parents demonstrated the ability to accurately engage in the strategies taught through the online video module when reading with their child. When parents rated the quality of the various design and content features of the online video module, their mean scores approached ceiling levels (means exceeding 4.0 on a 5-point scale). Although the sample size for the present study was small, information gathered from this study contributes to the existing literature regarding effective parental interventions and in particular, the study suggests that the accessible online shared-reading module may be sufficient to enhance some dialogic reading strategies. The discussion considers further considerations to more fully understand how to support parents in their role in supporting the early literacy skills of their children.

Keywords: *shared book reading, early literacy development, online parent supports*

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Using Online Training Modules to Enhance Parents' Early Literacy Training Skills and

Understanding

Literacy is a critical skill that impacts the individual in terms of academics, employment, social and mental health as well as at a community and economic level (e.g., Lesaux et al., 2007; Skwarchuk et al., 2014; Snow et al., 1991; Swick, 2009). Literacy exerts an influence across the lifespan. As such, it is important to facilitate the development of literacy skills early in children's lives. The first source for literacy exposure and training is typically within the home. Thus, parental influence is an important factor that researchers must consider when studying child literacy development. The existing research literature indicates that active parental involvement at home correlates with higher levels of reading achievement in children (Steiner, 2014) as well as word-reading accuracy and fluency (van Bergen et al., 2017). Parental involvement in reading with and to their children is associated with significant immediate and long-term gains. Children also recognize the influence their parents exert on their later reading behaviours. For example, when children from middle-to high SES homes were asked how they read at home, most mentioned their parents as present and participating in the activity and that their parents assisted them, especially with reading unfamiliar words (Evans & Hulak, 2020). The children also referenced their parents when asked about the importance of reading (Evans & Hulak, 2020). With this in mind, it is important to better understand how to support parents to best address their children's needs so that their children's reading skills develop effectively. Parents should have opportunities to receive training designed to promote early literacy skills in children. The present study investigated the impact of online early literacy videos for enhancing parental understanding and application of key concepts related to early reading skill development.

Fundamentals for Reading

The foundations for successful reading are well-documented. The National Reading Panel [NRP] (2000) identified three central areas that are essential in learning how to read: alphabetics, fluency and comprehension. The National Early Literacy Panel [NELP] (2008) extended this research and identified six skills that contribute to positive early literacy outcomes: phonological awareness, alphabet knowledge, rapid automatic naming (RAN) of letters and digits, RAN of objects and colors, writing, and phonological short-term memory. Significant research documents the relative contributions of the skills within the reading literature (e.g., Baker, Beattie, et al., 2018; Baker, Santiago, et al., 2018; Ehri, 2005; Perfetti et al., 1987; Piasta & Wagner, 2010; Schuele & Bordeau, 2008; Snow et al., 1998; Stahl & Murray, 1994).

Phonological awareness is one skill that is viewed as the critical foundation for mastering the alphabetic principle, which ultimately contributes to early reading success (Baker, Beattie, et al., 2018; Liberman, et al., 1989). Phonological awareness involves the ability to analyze and manipulate sounds of spoken language. Phonological awareness encompasses various skills that vary in complexity. For example, less complex skills include dividing words into syllables (syllable awareness), learning how to rhyme words, and matching words that share the same beginning or ending sounds (Schuele & Bordeau, 2008). More complex tasks that involve isolating and manipulating individual sounds or phonemes are referred to as phonemic awareness (Stahl & Murray, 1994). These more complex tasks include segmentation (i.e., naming and/or replacing the initial and final sounds) and blending (i.e., taking individual sounds of unfamiliar words and blending them to create the final word) (Stahl & Murray, 1994). The alphabetic principle involves interaction with printed symbols that correspond to oral language sounds (Schuele & Bordeau, 2008). Individuals with well-developed phonological awareness perceive

the alphabet as a reasonable, visual representation of spoken language whereas those who lack

this awareness would not be able to make the connection between sound and symbols (Wagner

& Torgesen, 1987).

Progression in alphabetic skills should start with simpler tasks such as understanding that

larger units of speech can be parsed into smaller units before advancing to the more difficult

concepts such as consonant blends (Baker, Beattie, et al., 2018). During typical reading

development, children, with repeated practice and exposure, become familiar with the alphabetic

principle and learn to use it automatically. Automaticity is an important achievement in reading

that is often measured using a rapid automatized naming (RAN) task which requires learners to

rapidly name letters, digits, objects, and/or colours (NELP, 2008). The ability to succeed in RAN

is a key aspect of fluency. Fluency allows learners to move from decoding words to decoding

text and then focusing on comprehension (Baker, Santiago, et al., 2018).

Memory also plays an important role in early literacy skill development. Phonological

memory involves remembering spoken information in the short-term. Studies show that

phonological processing abilities such as phonological memory are related to children's

emergent literacy skills (Anthony et al., 2007; Rohl & Pratt, 1995). Furthermore, having this

ability influences children's vocabulary acquisition and contributes to their overall reading

comprehension (Gathercole & Adams, 1993). For instance, Gathercole and Baddeley (1989)

found that phonological memory in 4-year-olds accounted for significant variances in vocabulary

scores at age 5. Children with weaker phonological memory skills in early childhood may show

poorer language development in middle childhood that may also relate to specific language

development impairments (Gathercole & Adams, 1993; Gathercole & Baddeley, 1990; Taylor et

al., 1989).

Writing is a corollary skill that accompanies the ability to read text. Writing involves the ability to produce letters, words, and sentences. Research has shown support for the relationship between reading and writing, emphasizing that reading and writing skills may be learned concurrently and interactively (Ahmed et al., 2014; Berninger et al., 2002; Schoonen, 2019; Shea, 2011; Whitmore et al., 2005). Ahmed et al. (2014) found that skills associated with reading (e.g. decoding) led to improvements in skills associated with writing (e.g. spelling), suggesting that children reading words correctly may lead to writing them correctly. For young children, writing competence is often measured by asking children to write individual letters upon request or for the children to write their own names (NELP, 2008). The ability to write allows children to communicate ideas.

Together these foundational skills comprise the basic skills children need to acquire in order to read. Reading development is often conceptualized as having two major periods. The aforementioned skills are contained in the "learning to read" period where early readers (usually until grade three) must become familiar with these basic skills and engage in reading simple texts (Chall et al., 1990). Familiarity is achieved as children first learn to recognize and sound out words with direct instruction and continuous practice before becoming more fluent and automatic with their reading and decoding skills (Chall et al., 1990). Direct instruction can be provided by teachers, but it can also be provided by parents. Direct instruction can continue in the home so that children can receive the practice they need to become more fluent readers. Emergent readers are challenged as they progress through each stage since the texts also become increasingly complex; they must read more unfamiliar words and longer and more complex sentences (Chall et al., 1990). Parents can also play a role by supplying their children with a wider variety of reading materials that challenges them while also keeping them interested (Chall

et al., 1990). After grade three, children usually enter the "reading to learn" period, where texts

become even more abstract and contain more unfamiliar vocabulary so that readers begin to learn

beyond the extent of what they already know (Chall et al., 1990). Without developing the basic

skills (e.g., phonological awareness, memory, etc.) during the "learning to read" period, children

would not gain the knowledge needed to comprehend more difficult texts and would be unable to

utilize reading as a tool for further knowledge acquisition later in life.

  Given that parents serve as an early resource for the development of the foundational

skills, it is important to provide parents with explicit instruction regarding these key components

as well as how to promote skill development. Wood and Gottardo (2021) created a series of five

online video modules for parents targeting early literacy skill development and use of technology

as an instructional tool. These online videos were uploaded to the Partners in Promoting

Learning website and are freely available to parents through a sponsor website (Centre for

Leading Research in Education). The present study provided parents with Module One of these

online instructional materials designed to explain shared book reading concepts in an explicit and

easily accessible format to promote use of relevant learning strategies with their children.

  The shared reading module used in the present study reiterated the importance of

developing reading skills at an early age. The video described benefits that shared reading has for

children. For example, shared reading can help expand children's vocabulary as they may ask

their parents what an unfamiliar word or object is or how to pronounce certain words while they

are reading and the meaning of those words. This would allow children to apply the alphabetic

principle (connecting the oral pronunciation to the printed word) to these new words and activate

their phonological memory so that the new words become a part of their vocabulary and improve

their reading comprehension. Other concepts described in the video include dialogic reading and its associated strategies (i.e., PEER and CROWD).

While reading, instead of simply reading the stories straight through, parents can use dialogic reading to enhance their child's oral language skills (Lonigan & Whitehurst, 1998). Parents can utilize specific strategies while engaging in an informal literacy activity to promote their children's oral language skills (Sénéchal & LeFevre, 2002), such as dialogic reading. PEER and CROWD are acronyms that reflect effective strategies parents can use to engage their children in dialogic reading (Zevenbergen & Whitehurst 2003; Zevenbergen et al., 2018). While reading a story, parents can follow the steps in the PEER (Prompt, Evaluate, Expand, Repeat) sequence by giving a child a Prompt, Evaluating the child's answer, Expanding on the child's answer, and Repeating a similar prompt (Zevenbergen et al., 2018). The CROWD prompts refer to the type of questions parents can ask their children (i.e., Completion, Recall, Open-ended, WH- question, and Distancing prompts) (Zevenbergen et al., 2018). Completion prompts ask children to complete the sentence, Recall prompts ask children to recall past events from the story, Open-ended prompts are open-ended questions about the story, WH- prompts use 'who', 'what', 'where', 'when', 'why' questions, and Distancing prompts ask children for ways that the book relates to their own real life experiences (Zevenbergen et al., 2018).

How Parents Influence Children's Development

Environments surrounding children can exert their influence and affect the children's development. The Bronfenbrenner's model of ecology of human development explores this influence, as it involves studying the relations of environments that a developing person interacts with and how these settings create a reciprocal relationship with the person (Bronfenbrenner, 1979). In Bronfenbrenner's (1979) conception of environment, structures are nested within each

other and are conceptualized as systems: micro-, meso-, exo-, and macrosystems. The microsystem contains settings such as the home and school where the individual actively engages in a pattern of behaviours and interpersonal relations (Bronfenbrenner, 1979). As homes and schools are contained within the microsystem, the closest level to the person, the interaction between these environments and the person are intimate. Family homes and schools/child institutions are generally the only two settings that can provide comprehensive contexts of human development during the early years (Bronfenbrenner, 1979). A focus on the family home, specifically on parents in this present study, acknowledges this great impact on child development.

The relationship between a parent and child contributes to the early development of the child. Learning and development is facilitated when children engage in more complex, reciprocal activities with whom they share a strong and lasting emotional bond (Bronfenbrenner, 1979; Vygotsky, 1962). Parents are usually the first people a child forms an attachment to and interacts with the most in their early lives as their caretakers (Bronfenbrenner, 1979). As previous research has noted (e.g., Sénéchal & LeFevre, 2002; Wood et al., 2020), parents can promote early learning and development in their child as they are usually the most direct and initial influence. Investigating how parents interact with their children regarding early literacy and how to improve these interactions is essential in demonstrating the crucial role parents have in their children's early development.

Value of Parental Early Literacy Instruction

Children can differ greatly in their early literacy skills prior to entering school. For instance, some students enter kindergarten knowing how sounds in words map onto letters, while other students arrive at school with no knowledge of letters or the sounds associated with them

(Baker, Beattie, et al., 2018). Some of these individual differences can be attributed to early

experiences in the home (Sénéchal & LeFevre, 2002; Wood et al., 2020). Differences within the

home can include exposure to print materials, such as the number of books present in the home,

as well as parent behaviours. Children with less exposure to print do not acquire the practice they

need to foster reading skills. They become less likely to be skilled during initial reading

development and more likely to fall into a cycle where they engage less in reading activities,

undermine the value of reading, and become less motivated to read (Neuman & Celano, 2001).

Factors such as parents' highest level of education can also impact children's reading accuracy

and fluency (van Bergen et al., 2017).

The language skills needed when children are learning to read are usually taught by

parents in explicit and implicit ways before children begin school (Sénéchal & LeFevre, 2002;

Wood et al., 2020). Several studies have shown that children who read more with their parents

and have books available in their home environment typically score higher on reading

achievement tests and assessments compared to children from less reading-rich homes (Boonk et

al., 2018; Castro et al., 2015; Kloosterman et al., 2011; Wood et al., 2020). A possible advantage

that parents have over other sources of instruction early in life is that they often only read to one

child or a small number of children at a time, which allows them to adjust to their child's needs

and better tailor their questions and feedback (Grolig et al., 2018; Lonigan & Whitehurst, 1998).

If parents are taught how to positively enrich their children's home reading environments, then it

is possible that their explicit and implicit literacy instruction would be more effective on their

children.

As part of the home environment, parents are involved in the informal and formal

interactions with print that children experience. Shared reading can be considered an informal

activity that is associated with children's receptive language skills. Receptive language is generally the ability to understand another person's words and expressions (Sénéchal & LeFevre, 2002). More formal activities, such as explicitly teaching about word reading and letter recognition, contribute to emergent literacy skills which includes knowledge of letter names and sounds and phonological sensitivity (Evans et al., 2000; Sénéchal & LeFevre, 2002). Skwarchuk et al. (2014) found that the frequency of formal literacy activities predicted children's letter word reading even after controlling for phonological awareness. Parents can learn how to take advantage of these informal and formal activities at home to help their children build the skills needed in school as well.

Studies have shown that the relation between shared reading and children's receptive language skills holds even after controlling for factors such as parental education and level of phonological awareness (Sénéchal & LeFevre, 2002; Skwarchuk et al., 2014). According to Grolig et al. (2018), shared reading is likely more effective in a home literacy environment rather than environments such as childcare centres where one-on-one interactions are less frequent. Shared reading can be even more effective if it is approached using dialogic reading techniques. Dialogic reading allows for children to assume storyteller roles through responses to prompts and questions asked by their parents who adopt an active listener role (Whitehurst & Lonigan, 1998). When compared to typical picture book reading, dialogic reading had stronger effects on children's language skills (Whitehurst & Lonigan, 1998). The module on shared reading in this present study highlighted the usefulness of dialogic reading and ways that parents can implement this method while reading with their children.

Gaps Between Knowledge and Practice

Parents may not engage in literacy practices with their children because they feel that they lack the knowledge that teachers possess and do not want to misguide their children (Steiner, 2014). These feelings may be more prominent in households of low socioeconomic status and in households where parents do not speak the primary language of school instruction as their first language (Steiner, 2014). Parents with these characteristics may not recognize that they can help foster their children's reading skills at home. Parents need support in identifying instructional opportunities in daily life in order to directly and indirectly support their children's learning (Wood et al., 2020). Even if they do recognize their influence, they may feel they are unable to find accessible and effective resources to support their children's learning (Sawyer et al., 2018). Also, parents who fit these characteristics may not have the knowledge needed to distinguish between effective and ineffective resources.

It may also be that parents with low socioeconomic status spend less time with their children which means there are fewer opportunities to engage in meaningful literacy activities. Studies have shown that the frequency of shared reading experiences is relatively low in low-income homes (Lonigan & Whitehurst, 1998). Parents may feel that their children can only gain literacy skills from a school setting so they do not put in the effort to dedicate time for at-home practices or they might not have any time at all to dedicate towards helping their children (Green et al., 2007; Hornby & Lafaele, 2011). Alternatively, some parents may believe that schools are responsible for their children's education, and thus are less likely to be involved in their children's instruction (Hornby & Lafaele, 2011). In these circumstances, it is important to provide parents with the supports that will encourage them to engage in effective early literacy instruction with their children using a method that is both accessible and flexible. Instructional

resources, such as the cost-free online module in the present study, should aim to minimize the gap between literacy knowledge and practice parents may be experiencing.

Facilitating Reading Development at Home

Both school and home environments are instrumental in a child's early reading success, as they seem to compensate for what they each lack (Chall et al., 1990). However, parental literacy practices often do not match school-based literacy practices such as storybook reading (Steiner, 2014). Some parents may not have the literacy background and early reading knowledge that teachers have (Wood et al., 2020) and may feel reluctant to discuss and collaborate with teachers due to feelings of inferiority (Hornby & Lafaele, 2011). Parents are less likely to spontaneously create instructional moments in their children's at-home lives (Wood et al., 2020). Negative attitudes towards literacy and low academic expectations may cause parents to engage in fewer literacy practices at home. Skwarchuk et al. (2014) found that parental attitudes and academic expectations predicted the frequency of literacy practices at home though they did not have direct effects on children's outcomes. The general home environment could differ greatly from the school environment. Reading materials, whether they are educational or not, may not be present in the child's home environment. The mismatch between what is presented to children at home and at school may cause them to become confused and slow down their learning. In addition, parents may not recognize that their child is not benefitting from their home interactions and may continue to encourage incorrect behaviours that their child would carry to school. Parents must be aware of their influence in order to eventually feel confident in facilitating positive literacy development in their children. The present study aimed to highlight the importance of the parent's role and encourage them to confidently engage with their children using the strategies taught in the intervention.

Parental Supports

Parents may seek different resources to support early reading instruction, including workshops, brochures, and new learning technologies. Parents may even turn to each other, searching for help and recommendations in online groups and parenting blogs from parents who share similar experiences. Due to the increase of software programs directed at early instruction, more parents are seeking computer-mediated instructional tools to help develop their children's skills (Wood et al., 2020). According to Olmstead (2013), parents value technology as an effective tool that helps promote parental involvement. The present study focused on parents using online resources as a tool for understanding how to effectively promote early literacy skills in the home.

While there is a great focus on the effects of early reading instruction on children, further research is needed regarding parents' perceptions of the effectiveness of programs/resources intended to support parents in promoting skills that can facilitate early literacy development. Zevenbergen et al. (2018) focused on a dialogic reading programme with a sample of middle-income families and low-income/Head Start families and discovered from interview data that the lower income parents may have found the programme harder to execute and were significantly less likely to express positive impressions through their comments. Unlike the lower income parents, the responses from middle-income parents referenced how easy the program was and reported liking the books (Zevenbergen et al., 2018), suggesting that training programs need to be structured in ways that benefit families of different socioeconomic backgrounds. However, both groups referenced enjoying time with their children, which could possibly relate to the study's programme asking parents to use dialogic reading techniques for each of the four provided books at least three times. This may indicate a need for training programs/resources to

include a component where parents are encouraged to apply what they just learned in an interactive session with their children. The present study aimed to approach this by having parents participate in an application activity with their children that is recorded after they receive the video training and evaluate the video.

In-person workshops are a common instructional resource that have been perceived as helpful for training parents. For example, parents in Steiner's (2014) study responded favourably to an 8-week workshop intervention, where they felt that they were retaining the information taught and were confident in implementing the strategies they learned. The study focused on delivering content on shared reading strategies. A recent study also used a workshop format to present content on both traditional text reading and computer-assisted learning in workshops for parents (Wood et al., 2020). Children of parents who attended these workshops displayed increases in letter-sound knowledge and phonological awareness (Wood et al., 2020). A study by Chow et al. (2010) restricted the parent training to a 1-hour session of live instruction and demonstration. Parents were able to apply the dialogic reading strategies without the need of psychology or linguistics backgrounds (Chow et al., 2010). Not only are workshops viewed positively by parents and lead to positive outcomes for the children, they may also be more cost- and time efficient than interventions that focus directly on the child since they are oriented towards parents or teachers (Chow et al., 2010; Eisenhower et al., 2016).

However, not all parents are able to attend in-person workshops due to a variety of reasons that can range from affordability to ease of access. Some of these issues may be addressed by converting in-person workshops into online resources for parents to access. Technology based interventions that are engaging can lead to increased motivation to learn and an increased capacity to retain the information learned (Jamshidifarsani et al., 2019). Online

resources would not have the costs associated with in person training such as the hiring and training of an instructor and the physical space for the workshop but do require access to technology and the infrastructure (e.g., wifi) to permit users to access the workshops. Online resources can offer more flexibility to parents since, depending on the program's structure, they can access the content on their own time and may advance at their own pace. Unlike previously mentioned studies, the present study delivered all content through an online "workshop" with videos replacing the role of an in-person instructor.

The present study examined parent use and learning from an online module regarding shared reading. The shared reading module, developed by Wood & Gottardo (2021), used a cartoon-based format to cover concepts such as dialogic reading, including its steps, in an easy-to-understand format. Similar to Zevenbergen et al. (2018) who used a 15-minute video that covered PEER and CROWD prompts to train parents in dialogic reading, the present study used a video that covers the same strategies in a shorter duration.

The short video (approximately 5 minutes) included examples and recommendations so that parents could further understand the advice given and be motivated to use these strategies with their children. Having the video available allowed parents to review the materials if needed before applying the content learned with their children. Together, the content, structure and accessibility of the online video module presented an opportunity to educate parents.

Although having materials available makes it possible for parents to acquire knowledge at home and at their own pace, there is little literature examining how parents interact with online instructional tools. Specifically, we do not know whether parents access online supports once or multiple times. Similarly, we do not know whether the number of times parents access some or all of the materials impacts their ability to adapt the materials into a practical context. The

present study examined how parents interact with online instructional materials and assessed

their ability to extract key information from online materials and translate it into practical

experiences for them and their children. Specifically, the study analyzed parents who are

provided a supervised single viewing of the online video module. The supervised environment

ensured all materials were viewed and, consistent with in-person workshops, presented the

information in a linear fashion with opportunities for parents to review after the full presentation

takes place. Parents were asked to provide a short video of them using some aspect of the content

presented while reading to their child which would permit an assessment of transfer of

knowledge gained.

Present Study: Research Questions and Hypothesis

The study explored how parents interact with online instructional materials. In addition,

outcomes contributed to the existing literature on parental training on early reading development.

One key research question investigated potential changes in parent knowledge following viewing

of the online module. A pretest post-test domain knowledge check assessed parental knowledge

of early literacy concepts prior to and after exposure to the online module. It was hypothesized

that there would be gains in parental knowledge over time to demonstrate the effectiveness of the

online videos. In addition, exploratory examination (due to the small sample size) of parental

interactions with children yielded information regarding the efficacy of the modules for

conveying shared reading concepts to parents.

A second key research question involved examination of parents' perceptions regarding

the quality of the online shared reading module. Exploratory analysis of parent evaluations on

viewing the modules in a supervised environment yielded information regarding natural use of

online instructional materials among parents and the relative effectiveness of this presentation

style for learning.

Design

The present study featured a pretest that parents participated in before exposure to the

online module and a post-test after they completed viewing the video.

Figure 1

Overview of Study's Design

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┌─────────────────────────────┐
│          Pretest            │
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┌─────────────────────────────┐
│      Supervised Video       │
│          Training           │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│          Post-Test          │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│    Parent-child Recordings  │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│   Child Vocabulary Check    │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│      Post-Application       │
│       Activity Survey       │
└─────────────────────────────┘
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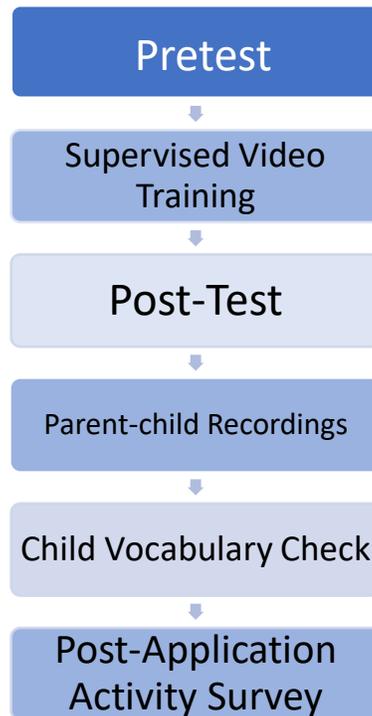
Method

This study is part of a larger project. The materials reported reflect the aspects of the

larger study specific to the current study. The present study included components of three

surveys, a child vocabulary test, an online video module on shared reading, and parent-child

video recordings.

Participants

In total, 29 parents (2 males and 27 females, $M_{age} = 35.38$ years, $SD = 4.36$) volunteered to participate in this study.

Parents

Overall, 82.8% of the 29 parents were married while the remaining 10.3% and 6.9% were single or in common-law relationships, respectively. Parents were asked to identify the continent on which they were born and where they had spent most of their life. Overall, most parents were born (69%) and had spent most of their life (79.3%) in North America. A smaller group were born and had spent most of their life (20.7%) in Asia. In addition, three participants who had spent most of their life in North America were born elsewhere; Africa (n = 2), South America (n = 1).

The sample reflected an educated group with 58.6% having completed a university or college degree and 27.6% completed a graduate (master or doctoral) degree. The remaining parents (13.8%) had started but did not complete post-secondary (university or college). Similarly, 51.7% of partners had completed a degree at university or college, with 20.7% having completed a graduate degree and 10.3% having started but not completing post-secondary education. Two parents' partners had completed secondary/high school and three parents did not respond to this question.

Parents' Language Experience. Parents identified the first language they learned to speak, read, and write fluently as well as other languages they may have learned, have fluency in or have knowledge of but may not have complete fluency (see Table 1). With respect to acquisition of a first language 72.4% of parents (n = 21) were monolingual, six parents were bilingual, and two were trilingual. In terms of the first language spoken, 93.1% (n = 27) learned

English as their only language or as one of their first languages. For bilingual parents, their first languages in addition to English included Malayalam (n = 3), Hindi (n = 1), Spanish (n = 1), and Krio (n = 1). For the two parents with three simultaneous spoken languages, in addition to English one parent spoke Cantonese and Mandarin while the other parent spoke Malayalam and Hindi.

Similarly, most parents, 89.7% (n = 26), first learned to read in one language with three first learning to read in two languages. Among those that first learned to read in one language, 24 learned to first read in English only and one in Spanish and the other in Malayalam. Of those who learned to speak two languages, all learned to read in English with two parents also learning to read in Hindi and one also learning to read in Malayalam.

With respect to learning to write, 89.7% (n = 26) first learned to write in one language, two in two languages, and one in three languages. Among those that first learned to write in one language, 24 learned to first write in English only and one in Spanish and the other in Malayalam. Of those who reported writing in two languages, both learned English as one of their two written languages, with one parent reporting Hindi and the other reporting Malayalam as their other language. For the parent who learned to write in three languages, the languages included English, Hindi, and Gurjarati.

Parents' Current Language Fluency. Parents were also asked to identify their current language fluency. They rated themselves on a 5-point scale regarding their overall ability to communicate in spoken and written English, ranging from "not at all fluent" to "very fluent/native speaker." None of the parents scored lower than a 4 on the 5-point scale. The vast majority of parents (86.2%, n = 25) rated themselves as very fluent/native-like speaker and writer.

In addition, parents identified the current number of languages they speak, read, and write fluently. In total, 44.8% of parents (n = 13) self-reported speaking only one language fluently, 11 parents spoke two languages fluently, two parents spoke three languages fluently, and one parent spoke six languages fluently. In terms of reading fluently, 48.3% of parents (n = 14) read one language fluently, while 10 parents read two languages fluently and two parents read three. Similarly, in terms of writing fluently, 48.3% of parents (n = 14) self-reported writing in one language fluently, while 10 parents were fluent writers in two languages and two parents in three languages.

Parents were asked to identify the specific languages in which they were currently fluent (spoken, reading, and written), however two parents did not answer the questions related to spoken language and three did not answer the reading and written related questions. Among the remaining 27 parents, all identified English as a spoken language in which they were fluent. Languages other than English among parents that spoke two fluent languages included French (n = 5), Hindi (n = 1), Malayalam (n = 1), Punjabi (n = 1), Somali (n = 1), Krio (n = 1), and Kiswahili (n = 1). Hindi and Malayalam were the two languages other than English spoken by the two parents that speak three fluent languages. The five languages other than English that one parent spoke fluently included Malayalam, Tamil, Hindi, Kannada, and Arabic.

In terms of reading and writing, English was identified as one of the languages fluently read and written by all parents who answered the question (n = 26). Twelve parents indicated reading and writing fluency in other languages. Languages other than English among the parents that read and wrote fluently in two languages included French (n = 5), Hindi (n = 2), and Krio (n = 1). Languages other than English among the parents that read and wrote fluently in three languages included Malayalam, Somali, Hindi, and Gurjarati. Languages other than English

among the parents that wrote fluently in three languages included Malayalam, Gurjarati, and

Hindi. In addition, one parent identified being able to read in three languages (English, Somali,

and Arabic) but only being able to write in two (English and Somali).

Children

Parents were asked to answer questions based on one of their children that met the

study's eligibility requirements (children aged 3 to 5 years old). Target children's ages ranged

between 3 and 6 years (M_{age} = 3.91 years, *SD* = 0.96 years, n = 28, one person did not report). In

total, 27.6% of the parents reported information about an only child (M_{age} = 4.13 years, *SD* =

1.25 years, range = 3 to 6). Remaining parents indicated having two children (44.8%, M_{age} = 3.73

years, *SD* = 0.89 years, range = 3 to 5, n = 13), three children (17.2%, M_{age} = 4.2 years, *SD* =

0.84 years, range = 3 to 5, n = 5), four children (6.9%, M_{age} = 4.5 years, *SD* = 0.71 years, range =

4 to 5, n = 2), and six or more children (n = 1, 3.4%, age not reported). Of the 26 children who

completed the vocabulary test, 48.3% of the children were males (n = 14). Of the 23 children

who participated in the parent-child video recording, 44.8% were males (n = 13).

All parents reported speaking to their children in English, 79.3% all the time, 10.3%

almost all the time, and 10.3% some of the time (see Table 2). In addition, 89.7% indicated that a

partner/spouse also spoke to their children in English. Of the three parents who did not indicate a

spouse or partner, two indicated that an extended family member spoke to their child in English,

and one indicated no other adult spoke to their child in English. In addition, parents were asked

to identify other children in the family and their interactions with the target child and general

reading.

No parents indicated that their child had a learning disability or challenge that would

limit their ability to read.

Materials

The application Zoom was used to observe the participants while they completed all aspects of the study. The pretest, post-viewing, and post-video application surveys were delivered online through the survey site Qualtrics.

Pre-Test Survey

The pre-test survey (see Appendix A) was comprised of two sections: demographics and the domain knowledge check. The demographics section first gathered information on the parent such as their age, their education level, and the languages in which they speak, read, and write. This section also asked about their family composition (including the number of children they have), and their experience with reading independently and reading with children. The domain knowledge check section related to the concepts presented in the shared reading module such as the benefits of shared reading, dialogic reading steps, and types of prompts used in dialogic reading. This section tested the parents' familiarity with the concepts before exposure to the online video.

Post-Viewing Survey

The post-viewing survey (see Appendix B) featured a quality assessment section in addition to the domain content test completed in the pre-test. The quality assessment section asked for the parents' feedback regarding the online module in terms of its quality, visual and sound aspects, and the information presented.

Post-Video Application Survey

There was also a short 2-minute survey given to parents following the parent-child application activity (see Appendix C). This survey gathered parents' feedback regarding the application activity.

Child Vocabulary Check

The child vocabulary check consisted of the Expressive One Word Picture Vocabulary Test (EOWPVT) (α = .96) measure to assess their child's vocabulary skills. This test presented a series of pictures that the child must identify using one word. For example, when shown a picture of an adult using a sewing machine, the child is expected to produce the word "sewing" when asked what the person is doing. The EOWPVT (Brownell, 2000) began with four example pictures as practice to demonstrate to the child how the rest of the test will proceed. The test featured starting points for different ages and had a basal of six consecutive correct answers and a ceiling of six consecutive errors. The EOWPVT was delivered online in English during the Zoom meeting by using a slideshow to present the pictures.

Shared Reading Online Module

The shared book reading online module, developed by Wood & Gottardo (2021), was initially developed and housed as a Youtube video as part of the Partners in Promoting Learning knowledge transfer program but is now housed on the Centre for Leading Research in Education at Wilfrid Laurier University (see https://researchcentres.wlu.ca/centre-for-leading-research-in-education/resources/partners-in-promoting-learning.html). The video is the first in a series of five videos that were developed for parents to assist them in literacy skill knowledge and training for their children. The shared book reading video is approximately 5 minutes in length. The module used an animated format with a narration voiceover that explained the content to the viewer. The module began with describing the three main benefits of shared book reading. The module informed viewers that there are two ways to read books with children. After the initial introduction, dialogic reading was the primary focus of the video as it taught parents to engage their children while reading instead of simply reading the stories straight through. Dialogic

reading involved following steps that parents can remember through the acronym PEER (Prompt, Evaluate, Expand, Repeat). Each step was a strategy that parents can use to engage their children in the reading process, such as asking questions. The module then expanded on the Prompt step by informing viewers that the different kinds of prompts that parents can use. These types of prompts, represented by the acronym CROWD (Complete the sentence, Recall, Open-ended questions, WH- questions, Distancing prompts), were described to viewers before being reminded that not every strategy had to be used all at once. The module ended by encouraging parents to try out one of the strategies the next time they read a book with their children.

Procedure

Due to the COVID-19 pandemic-related suspension of in-person activities during the study's recruitment period, all recruitment was completed virtually. Parents located in local communities in midsized Canadian cities were recruited through online Facebook groups that are exclusive to parents in these cities. Digital advertisement flyers were posted to these Facebook groups and delivered through emails to daycare centres and early childhood community centres. Parents were encouraged to notify other eligible parents that they know to join the study. Additional recruitment was conducted using the university's research participation program, where eligible students with children participated in the study for course credit. In this present study, parents with children that were between 3 and 5 years old were eligible to participate.

All consent forms were distributed online and completed before the start of the pre-test, consistent with the ethics of the APA and CPA. Oral assent from the child participants was obtained once parent participants agreed to participate.

Parents that responded to advertisements arranged a time to attend a Zoom session (approximately 1 hour long) with a researcher. Parents needed to have a reliable connection to

the Internet, a working webcam and microphone, and the ability to access the Zoom application.

Parents were given the required information (i.e., meeting ID, password) before the scheduled

session. These sessions were not recorded. The research team was available to address any

concerns during the Zoom session or clarify any confusion for any questions on the surveys.

Parents completed each aspect of the study individually. At the start of the session parents were

introduced to the researcher. The researcher had a slideshow prepared to present to the parent as

a visual aid. The researcher reviewed the Zoom meeting settings for the session (e.g., locked

meeting, the Zoom meeting functions required for the study, etc.). The researcher then provided

a verbal summary of the tasks that would be done in the session and compensation, and

introduced the topic of the online video, shared reading.

        All parents were assigned a code that was used to match all their data. Testing began by

having parents complete the online consent form followed by the pre-test survey. The consent

form and pre-test survey were accessed through a link provided by the researcher through

Zoom's chat function. Once completed, parents were sent a link to access the shared reading

video. Parents were observed by a researcher remotely as they viewed the online video and any

interactions/questions with the researcher were noted. After the video was viewed once without

interruption, parents completed the post-test. An opportunity to view the shared reading video an

additional time was given to parents following the post-test. Those who accepted were provided

the link to the video again and were able to watch the video in whatever way they liked (e.g.,

only watch certain parts, watch the full video again, repeat certain sections, etc.).

        Parents were given an in-home opportunity to practice with their children using any

concept learned from the video and have these interactions recorded. Parents were told how to

ask their children for their permission to participate and be recorded. Parents were required to

turn off their video and audio in the Zoom meeting at that point so that they could record the

demonstration on another device. Parents were told to record a video that was approximately 1-2

minutes in length. If parents were unable to demonstrate the concept with their child at that time

in the Zoom session, they prepared one video clip of their interactions with their children after

the Zoom session. The process of preparing, recording, and submitting the clip may have taken

about 5-10 minutes. All parents needed to send the video recording through email to the research

team.

Parents asked their children to participate in the child vocabulary check. The child was

introduced to the researcher who gained assent from the child to conduct the EOWPVT. The

child needed to identify each picture shown on the screen using one word. The researcher asked

what the picture was or what was happening in the picture. Parents were told not to assist their

child. The researcher asked the child to do a few practice examples so that the child was

comfortable with the procedure before gaining assent to proceed with the test. Once the ceiling

for the test was reached, the researcher ended the test and thanked the child for their

participation.

The third survey was provided to the parents through a link following the vocabulary test.

The parent feedback survey was distributed to assess parental experiences during the recording

experience with their child. Parents who opted to complete the recording outside of the Zoom

meeting were provided the link to the feedback survey by email once researchers received their

video recording. Lastly, parents were debriefed and thanked for their participation once they

reached the end of the study. They were told to direct any further questions or concerns to the

researcher by email.

Results

Two aspects of the data were analyzed: survey data regarding parent and child behaviours

regarding shared reading, and evaluation of the online video for parents. All analyses were

conducted using SPSS version 26.

Parent-Child Shared Reading

Parents Engaging in Early Literacy Activities

Parents' mean ratings ($M = 3.52$, $SD = .87$) regarding how confident they would be in

their ability to teach early literacy to their children were above the midpoint of the scale. Only

three parents indicated a rating below the midpoint of the scale with one parent indicating a

rating of not at all confident (3.4%) and two parents indicating they would be a little bit

confident (6.9%).

Using a 5-point scale, parents identified how frequently they engaged in 14 early literacy

behaviours with a child that was either unable to read or was just beginning to learn how to read

(see Table 3). The frequency with which parents engaged in each of the early literacy skills

ranged from almost ceiling level high (e.g., $M = 4.86$ for reading aloud and $M = 4.38$ for defining

and explaining word meanings) to relatively infrequent occurrences associated with tasks that

required children to write responses (e.g., $M = 1.79$ for having a child write summaries and $M =$

1.93 for having a child write answers to questions about stories). The vast majority of parents

(86.2%, n = 25) indicated they read aloud to a child and did so very often. All other literacy

activities were endorsed as very frequently occurring activities by less than 60% of the parents.

Parents identified the number of different types of reading materials in their home using a

scale that ranged from 1 (zero items) to 8 (50+ items). The number of children's picture books

was close to ceiling ($M = 7.24$), and the number of adult books was also high ($M = 6.72$)

reflecting a range of "16-20" and "21-49" items on the scale for child and adult reading

materials, respectively (see Table 4). A total average score was calculated for each of the home

reading materials for children and adults, respectively. These overall averages fell just above the

midpoint of the scale: for children ($M = 4.55$) and adults ($M = 4.71$).

Child Vocabulary Test

Out of the 29 parent participants, 26 parents elected to have their children participate in

the EOWPVT. The children's ages ranged between 3 and 6 years ($M_{age} = 3.96$ years, $SD = 0.96$

years) and 48.3% of the children were males (n = 14). The mean ceiling score for the test was

70.77 ($SD = 22.65$).

Literacy Concept Knowledge Before vs After Viewing Module

Parents were asked to define dialogic reading before viewing the module, however, 26

parents did not attempt to answer. Of the remaining three parents, one provided an incorrect

definition, one demonstrated partial understanding, and one provided a thorough and accurate

definition. After viewing the module, all parents attempted to answer. The majority of parents

were able to accurately define dialogic reading (86.2%, n = 25).

When asked to define the PEER acronym before viewing the module, only one parent

made an attempt, and three of the four elements (P, E and R) attempted were incorrect (see Table

5). After viewing the module, 96.6% of parents (n = 28) attempted to define PEER. Overall,

41.4% (n = 12) of the parents were able to accurately define all four elements of PEER while

13.8% (n = 4) accurately defined three of the four elements of PEER. When asked to define

CROWD prior to viewing the video, only one parent made an attempt for the first two letters of

the acronym and both attempts were incorrect. After viewing the module, 69% of parents (n =

20) attempted to define CROWD. Overall, 17.2% (n = 5) of the parents were able to accurately

define all five elements of CROWD, followed by 3.4% who correctly defined four elements (n =

1) or three elements of CROWD (20.7%, n = 6).

In terms of familiarity with the PEER and CROWD strategies, parents were asked to

identify how familiar they were with the acronyms PEER and CROWD prior to viewing the

video and after viewing the video. Parents' mean familiarity ratings increased from prior to

viewing to after viewing for both PEER ($t(28) = -14.35$, $p < .001$) and CROWD ($t(28) = -10.23$,

$p < .001$; see Table 6). At both time points parents' familiarity ratings were higher for the PEER

acronym versus the CROWD acronym (smallest t for pre-viewing $t(28) = 2.99$, $p < .01$, see

Table 6).

Parents were also asked to rate how likely they would have been to look for children's

storybooks suitable for dialogic reading, PEER, and CROWD use before and after viewing the

module. Parents' mean scores indicated a significant increase in likelihood to consider these

constructs when selecting storybooks after viewing the module (see Table 7, smallest t for

dialogic reading $t(28) = 5.27$, $p < .001$).

Parents were asked to describe two benefits of shared reading before viewing the online

video and after. Out of the 29 parents, 26 answered the question before viewing the video and all

29 parents attempted to answer the question after viewing the video. For both sets of data all

responses were read through in their entirety by the same rater. The rater initiated thematic

analysis with responses to the question prior to viewing the video. Using an inductive open-

coding technique (Boyatzis, 1998), themes were extracted from these pre-viewing responses, and

theme labels were revised until almost all response information was included. A second rater

read the themes' definitions and all responses. The two raters discussed four responses that were

not initially coded. Following discussion, all responses by parents were incorporated within a

total of five themes (see Table 8). The most frequently endorsed theme "General Learning" (20

references) encompassed responses that alluded to learning benefits but were either general in

nature or not related to reading. This theme was the most frequently endorsed by parents (61.5%

of participants). Parents also identified shared reading time as an opportunity to bond and

connect with their child, share, and develop emotions, build specific reading skills, and be

exposed to reading materials. "Exposure to reading materials" was the least frequently endorsed

theme (only two instances) and was only identified by 7.7% of parents.

For responses generated after viewing the online video, all responses were read by the

same initial rater and coded using the thematic categories identified for the pre-video viewing

responses. All responses generated post-video viewing were captured using the themes generated

prior to viewing. The most frequently endorsed theme "Specific Reading Skills" (25 references)

was also referenced by most parents (86.2%) during the post-test, as many parents now

mentioned building vocabulary in their responses. While three of the other four themes were still

referenced after viewing the online video, none of the parents made any references to the

"Bonding" theme.

Parents' responses were also scored according to whether they matched two of three

benefits of shared reading presented in the online video. Before viewing the online video, most

parents' responses (72.4%, n = 21) did not match any of the three benefits from the video. After

viewing the module, more than half of the parents (62.1%, n = 18) correctly identified at least

two of the three shared reading benefits (see Table 9).

Parents' Additional Viewings of Online Video Module

Following completion of the post-viewing survey, parents were given an opportunity to

view the online video again. Parents could view the whole video or choose which parts they

wanted to view again. Overall, 44.8% of parents (n = 13) chose to watch the online video again.

The researcher observed and recorded the sections of the video parents decided to review.

Observations were coded using a dichotomous scale to score whether parents reviewed PEER,

CROWD, other concepts besides PEER and CROWD (e.g., benefits of shared reading), or if they

elected to view the entire video (see Table 10). Of the 13 parents that reviewed the video, 61.5%

(n = 8) focused on the CROWD portion of the video, while five parents watched PEER and five

watched the entire video. Only three parents (23.1%) reviewed concepts other than PEER and

CROWD during their additional viewings.

Parent-Child Video

          After viewing the online video, parents were asked to submit a short 2-minute video

recording while engaging with their child using one construct demonstrated in the online video.

Overall, 23 out of the 29 parents submitted videos of their interactions with their children. Of the

23 children who participated in the video recording, 44.8% were males (n = 13).

          Parents were asked to identify which concept they selected from the online video to

demonstrate with their children. Four major concepts were evident throughout the responses:

dialogic reading, PEER, CROWD, and Other (e.g., critical thinking) with some parents

identifying a specific element of the PEER or CROWD acronyms. Parent responses were scored

according to the four major concepts (e.g., dialogic reading, PEER, CROWD, and Other) and the

individual elements of the PEER and CROWD acronyms (e.g., "Prompt," "Expand," etc.) (see

Table 11). Of the 22 parents that responded, seven (24.1%) reported dialogic reading as the

concept they would demonstrate in their recordings. "PEER" was directly referenced by five

parents (17.2%), with only the "Prompt" step being specifically described by four parents

(13.8%). None of the parents referenced the "CROWD" acronym when describing their selected

concept. However, five parents (17.2%) did reference the "Complete" prompt, three (10.3%) referenced the "Open-ended questions" and "WH questions" each, and two (6.9%) referenced the "Distancing" prompt. Only four parents (13.8%) described demonstrating a concept that did not directly relate to PEER or CROWD.

Videos were watched in their entirety and coded using a dichotomous scale to score whether certain shared reading strategies consistent with PEER and CROWD were present or not in the submitted recordings. Among the most frequently occurring strategies, all 23 parents demonstrated at least one instance of the "Prompt" element in their recordings while 21 parents asked at least one "WH" question in their recordings (see Table 12). Among the least frequently occurring strategies, only one parent (3.4%) used a "Recall" prompt during their recording. Some parents engaged in strategies that fell beyond the constructs in PEER and CROWD. Specifically, four parents at least once demonstrated actions relevant to shared reading but did not relate to PEER or CROWD directly.

For each parent video, a total score was calculated to identify how many elements from each of PEER and CROWD were evident in each parent-child shared-book reading interaction. A maximum score of four was allocated to reflect the four elements in PEER and a maximum score of five reflected all five elements of CROWD. Average totals across parents for the number of PEER and CROWD elements are depicted in Table 13. Almost half of the parents (48.3%) demonstrated only one element of PEER. With respect to CROWD, 20.7% of parents demonstrated one element and 20.7% demonstrated two elements. Although instructed to identify one element from the video, mean scores indicated that parents exceeded this in their shared book reading.

Parents' descriptions of what concepts they would demonstrate were then matched to their actual actions in their video recordings. Overall, 31% of parents (n = 9) demonstrated PEER-related actions, 27.6% (n = 8) demonstrated CROWD-related actions, and 31% (n = 9) demonstrated actions related to shared reading (other than PEER and CROWD) just as they described.

Post Parent-Child Video Survey

Following the completion of their parent-child interaction video, parents were asked to rate their shared reading experience on five items (see Table 14). Overall, out of the 23 parents who completed the recording, 44.8% of parents (n = 13) reported that they thought they were able to demonstrate their selected concept very well. Similarly, 44.8% of parents (n = 13) agreed that the online video provided them with enough information to apply the concept they chose to demonstrate with their children. Most parents (48.3%) indicated that they remembered almost everything about their chosen concept and how to apply it before creating their shared reading video activity. Using a 3-point scale, most parents (51.7%) indicated that they felt very confident they could apply most concepts from the online video module ($M = 1.43$, $SD = .66$). Two parents, however, reported feeling not at all confident that they could apply most concepts from the video module with their child.

Regarding their children's engagement during the activity, the majority of parents either reported that their children were very engaged (34.5%) or completely engaged (37.9%), with the mean score ($M = 4.35$, $SD = .78$) being between very engaged and completely engaged.

Out of the two parents that reported a complete lack of confidence, one parent reported that they did not feel they had demonstrated the concept well enough, that they did not really feel the video prepared them enough, and that they forgot almost everything when applying the

concepts. However, this parent also reported that their child was completely engaged during the session. The second parent scored similarly regarding preparation from the video and ability to remember and apply the concepts, but thought they did slightly well with demonstrating the concept and felt neutral about their child's engagement.

Examining the Relationship Between Parent and Child Variables for PEER and CROWD Strategies

Three exploratory linear regressions were conducted with the aggregated total of PEER and CROWD behaviours as the dependent variable. These regressions are exploratory given the small sample size in the present study.

Regression 1. Results indicated that parental familiarity with PEER, parental familiarity with CROWD (after watching the online video), and parents' perceived ability to remember and apply a selected concept from the online video did not significantly predict the number of unique PEER and CROWD behaviours parents demonstrated with their children, ($F(3, 19) = .55$, $p > .05$, $R^2 = .08$).

Regression 2. Parent confidence about applying the learned concept, and their perceived sense of preparation from the online video did not significantly predict the number of unique PEER and CROWD behaviours parents demonstrated with their children, ($F(2, 20) = 1.75$, $p > .05$, $R^2 = .15$).

Regression 3. Children's vocabulary test scores, and their parents' perception of their children's engagement during the video activity did not significantly predict the number of unique PEER and CROWD behaviours parents demonstrated with their children, ($F(2, 19) = .27$, $p > .05$, $R^2 = .03$).

Evaluation of the Online Video for Parents

Evaluations of Design Quality

After viewing the module once, parents were asked to evaluate various design aspects of the module, including sound, visuals and informational content using a 5-point scale (see Table 15). Overall, the mean scores exceeded a rating of 4 on the 5-point scale, with the lowest score for quantity of examples. Additionally, the mean score regarding the length of the module was below 3 (just right) but above 2 (short) ($M = 2.76$, $SD = .51$).

Evaluations of Instructional Quality

Parents were asked to indicate how thoroughly they believed each concept was explained in the module. On average, the mean scores for each concept scored above a 3 (moderately explained) and below a 4 (explained very well). For ability to understand the module and potential future use, the means were above a 4 (agree) but below 5 (strongly agree) (see Table 16).

Discussion

Two key research questions were addressed in the present study. The first question examined the impact of the shared reading video on parent knowledge. The second question involved evaluating parents' perceptions regarding the quality of the online shared reading module. To assess knowledge gains, assessments were made prior to and after viewing the video. As expected, parents gained more familiarity with the concepts described in the module over time. In addition, examination of the parent and child interaction videos suggested that parents were able to apply most concepts learned in the shared reading online module. With respect to the perceived quality of the design, delivery and content of the online videos, parents found the online video appealing and enjoyable. Outcomes are discussed further below.

Parent Knowledge on Shared Reading

The PEER and CROWD video content reflect effective shared reading strategies (Whitehurst et al., 1994) and as such they served as core content in the online module. Prior to viewing the online module almost none of the parents successfully defined the elements of these strategies. In fact, all but one parent failed to even try to define the constructs. However, after viewing the video, almost all parents (over 96%) attempted to define elements of PEER while over a third (69%) attempted to define elements of CROWD. Parents acknowledged a shift in their knowledge. Parents' mean familiarity ratings for both PEER and CROWD reflected this shift as they significantly increased after viewing the online video.

In addition to pre- to post-viewing increases in familiarity with the PEER and CROWD content, parents' ratings also indicated that familiarity between these two elements of the video differed. Specifically, parents rated their knowledge of the PEER acronym more highly than the CROWD acronym before viewing the module (even though they were unable to define any aspect of PEER before) and after viewing the module. After viewing the module, only five parents were able to accurately define all five elements of CROWD whereas 12 parents accurately defined each element of PEER. Differences in the understanding of these two video elements may be a product of presentation order, memory demands or the specificity of the elements. For example, presentation order may have influenced this outcome as PEER was presented first in the module followed by CROWD. Memory demands may have made it easier to acquire the four elements of the PEER acronym. Given the relatively limited capacity of short-term memory (Miller, 1994), adding the additional five elements of CROWD after exposure to PEER may have exceeded memory capacity in the short space of time parents spent viewing the video. In addition, it is possible that the length of the acronym itself may have influenced

memory with PEER being the shorter acronym. Also, PEER may have been more memorable as

the elements of PEER were distinct elements of dialogic reading while CROWD was identified

as an extension of the "Prompt" component of PEER. For future consideration, it would be

important to study order effects, primacy, and recency when creating training videos while still

ensuring the information is presented in a logical flow.

Perspectives of Video Module

The online shared book reading module (Wood & Gottardo, 2021) was a 5-minute video

that used an animated format with a voiceover narration. Overall, parent evaluations of each

aspect of the video design and presentation were very high and in most cases at or close to

ceiling in ratings. When technology, in the form of multimedia instruction, has clear learning

objectives and integrates characteristics of successful instructional design, it can be an effective

learning aid (Mayer, 2009). Effective design for multimedia instruction covers three main areas:

reducing extraneous processing, managing essential processing, and fostering generative

processing (Mayer, 2008). Although the online video module does not incorporate all of the

features of multimedia (e.g., interactivity), several aspects of effective design are relevant to the

module. Specifically, seven of the 10 evidence-based principles outlined by Mayer (2008) are

evident in the module's design: signaling, coherence, spatial contiguity, temporal contiguity,

segmenting, modality, and multimedia. The module in this current study reduced extraneous

processing by highlighting important material (signaling), keeping the animations and imagery

simple yet relevant (coherence), presenting printed words next to their corresponding graphics

(spatial contiguity), and presenting narration and the corresponding animations together

(temporal contiguity). Both segmenting (breaking down concepts into smaller parts) and

modality (presenting words as spoken text) were reflected in the module's presentation of the

PEER and CROWD strategies, as well as in its description of shared reading benefits. The effectiveness of overall design and specific features of design was supported through positive parent assessment of the shared book reading module.

The parent ratings of the module indicated that its format appealed to the parents as they rated the various design features (sound, visuals, informational content) highly and the video overall was rated close to ceiling in terms of appeal and enjoyment. More specifically, parents' mean scores for their ability to understand the content presented were close to ceiling and, on average, parents believed the shared reading concepts in the online video were explained well. However, 13 parents opted to review the module when given the opportunity. Future research may need to explore whether giving parents an opportunity to review the online video would significantly increase their familiarity in comparison to those who only watch it once. Researchers could explore if a more focused approach (e.g., only revisiting certain sections) when reviewing content increases familiarity more than simply watching the entire video again as some parents chose to do in this study.

When the parents indicated how well explained each shared reading concept was, the mean score for the CROWD strategy was rated lower than PEER. Among the parents who reviewed the module, five chose to review the CROWD section. It is possible that parents need more time than initially given to remember and understand the elements of CROWD fully. Gormley and Ruhl (2007) identified the value of providing opportunity for repetition when using online modules as part of effective design. The need to provide opportunities for review of the module or repetition of information within the module may be important to allow parents to master the content presented in the video without having to seek additional help to do so.

On average, parents rated the length of the module as between "just right" and "short."

Given this rating it may be that the current module could be expanded without compromising the

perceived length (i.e., making it too long). Expansions–especially through additional content

with respect to the CROWD examples and information—could provide more opportunities and

time for parents to process the content. A revised video module could be constructed in the

future to compare this added benefit of this expanded online video module with the present

shorter version. In addition, comparing outcomes of the present shorter version with additional

required viewing (two or three views) with an expanded version may be important to determine

which design yields the best learning outcomes and best meets the needs of diverse groups of

parents.

While it is important to measure parental gain in knowledge after viewing the online

video, it is also important to examine parents' beliefs about the future use of the online video's

content. Parents were asked how likely they would check for features in children's storybooks

that facilitate the use of dialogic reading, PEER, and CROWD before and after watching the

online video. After viewing the video, likelihood to consider these strategies significantly

increased. This is highly important as 86.2% of the parents read aloud to a child very often and

the number of children picture books in their homes was close to ceiling based on the survey

(50+ items). With an increased likelihood of checking a book's features, parents would now

strive to select books suitable for dialogic reading and make the time spent reading aloud to their

children more impactful by employing these dialogic reading strategies.

Content Application in Parent-Child Videos

After viewing the video, parents were asked to identify one concept they learned from the

online video and to create a short video of them engaging in that reading strategy with their

child. Overall, evaluation of the parent videos suggested that parents were able to transfer the

information learned through the video to effective reading behaviours with their child. Videos

were scored for the number of PEER and CROWD behaviours and other shared reading concepts

present, in addition to whether parents' behaviours matched what they said they would do.

Interestingly, mean scores indicated that parents did more than what they described they would

do, such as demonstrating two elements from PEER when they only identified one target

behaviour as their focus initially, or demonstrating a mix of PEER and CROWD behaviours

instead of just one exclusively. Also, none of the parents demonstrated behaviours that were

irrelevant to the shared reading video which shows that parents were able to recognize and use

the concepts learned specifically from the video when interacting with their children.

Most parents reported that they felt very confident they were able to apply most concepts

from the video. These outcomes demonstrate that parents are capable of extracting necessary

information from training video resources and do not necessarily need to be in a more traditional

setting such as a workshop or classroom to retain information. Modules with clear and research-

based content function as effective and standardized presentation formats that can promote

learning on their own or even as supplements to instruction by a knowledgeable instructor

(Sayeski et al., 2015). Unlike previous studies (e.g., Chow et al., 2010; Zevenbergen et al., 2018)

that also provided parents with notes on the content, the present study focused solely on

delivering the content through video and was still able to measure significant gains in parental

knowledge.

On average, parents reported that their children were either very engaged or completely

engaged during the shared reading video activity. The construction of tools that support parents'

interactions with their children and have the potential to facilitate children's development is an

important contribution of the present research. Bronfenbrenner's (1979) ecological model identified those in the microsystem, such as parents, as having a critical influence on children's development. Specifically, his theory states that learning and development in children can be facilitated when children engage in reciprocal activities with those they share a close and emotional bond with, such as their parents. Since shared reading requires the parent to engage with their child by talking about the book and asking questions, opportunities for learning and growth arise.

Parents in the present study demonstrated capacity to translate one or more of the shared reading strategies that have a history of success in improving children's early reading skills (Whitehurst et al., 1994; Zevenbergen et al., 2018). Thus, the tools offer promise as a teaching resource for parents that can influence their interactions with their child. It would be important to explore this outcome more completely. For example, it would be important to have parents demonstrate each of the concepts taught in the video to ensure all constructs are represented at least once. These demonstrations could yield important information regarding which constructs may be more easily executed by parents (e.g., all parents used the Prompt element while only 3.4% used Recall in the current study).

Examining the child's response to the parents' use of strategies might also be an important consideration in future research. The current study focused on the parent's actions during the parent-child shared book reading aspect with the primary goal being whether the parent demonstrated the identified strategy well. Parents were asked to rate their perception regarding their child's engagement. In the future, it may be valuable to analyze the child during the shared reading activity to see if their behaviours actually match the engagement level their parents report.

Limitations

Sample size and lack of diversity were significant limitations in the present study. This study was conducted during the lockdown phase of the COVID-19 pandemic. During the time the study was being conducted there were periods when daycares and schools were closed, and parents were working from home. These additional stressors on parents may have limited availability of parents for the research and severely limited recruitment strategies. The overall sample size of the study was small and the sample size of parents who submitted videos of their interactions with their children was even smaller. This is problematic in terms of generalizing the current findings to other groups. This is especially the case given that the present sample tended to be highly educated. It would be important in future research to have a larger more diverse group of parents. In addition, none of the parents had children with disabilities that could impact their reading. An interesting extension of the present study would be to include parents of children with challenges that could impact their reading to see if video training for parents is still effective in these cases.

Future Directions

Although several extensions to the current research have been identified above, one additional adaptation regarding self-study might be of importance to examine. It would be interesting to examine how parents might navigate and apply the online video content in an unsupervised environment. In the current study parents were observed as they navigated the video, and they explored the video in a linear fashion (beginning to end). A future direction would be to allow parents to explore the video more casually. Parents could record how they explored the video using a journal log for researchers to examine. An unsupervised setting would allow for further insight on how parents would access and view the online video in their own

home and the challenges they may face such as dedicating time to learn the content and distractions. These findings could then be compared to the learning of parents who received the video training in a supervised setting like those in this current study.

Concluding Comments

The present study demonstrated that parents endorsed the shared book reading online video module as a well-produced, informative source of information. Given the ubiquitous nature of the internet in the lives of people today (Bakker & Sádaba, 2008; Valcke et al., 2010; Wood et al., 2020), it is important that evidence-based, well-constructed online media materials be both available and appealing to users. The present study indicated that the online video was both appealing and useful as parents were able to adapt the content to contexts involving their own children. Given the importance of early intervention in promoting early literacy and reading skills (Eisenhower et al., 2016), and the critical role parents can play in this process (Sénéchal & LeFevre, 2002), creating and evaluating easily accessed, accurate and appealing supports for parents, such as the shared reading video evaluated in the present study, is important. The outcomes of this exploratory study revealed avenues for future research that may refine our understanding of how these types of supports assist parents in their shared reading practices with children.

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Tables

Table 1

Descriptive Summary of Parents' Language Experience

	M	*(SD)*
Total number of languages parents first learned to speak	1.34	(.61)
Total number of languages parents first learned to read	1.10	(.31)
Total number of languages parents first learned to write	1.14	(.44)
Total number of languages parents indicated they speak fluently	1.74	(1.06)
Total number of languages parents indicated they read fluently	1.54	(.65)
Total number of languages parents indicated they write fluently	1.54	(.65)
How fluent parents rated themselves in terms of ability to communicate in English (spoken and written)	4.86	(.35)

Table 2

Descriptive Summary of Language Experience Regarding Children

	M	*(SD)*
Do you speak to your child/children in English?	1.31	(.66)
Do you speak to your child/children in another language?	3.83	(1.10)
Total number of other languages parents use most often with child	1.20	(.41)
Do any other adults in your household speak to your child/children in English?	1.55	(1.06)
How many children in your family can read books written in English?	3.48	(2.73)
If you have more than one child, how frequently do they talk to each other in English in the home?	1.29	(.78)
How many children in your family can read books written in a language other than English?	6.14	(2.10)
How many children in your family are learning to read in English?	2.14	(1.73)

Table 3

Descriptive Summary of Parental Ratings for Frequency of Experience with Early Literacy Activities

	M	*(SD)*	Frequency Indicating Scale Item "Very Often" (%)
Reading aloud to a child/children	4.86	(.35)	86.2
Having a child read aloud to you	3.55	(1.24)	31.0
Reading aloud to a child and having the child repeat back to you (e.g. echo reading)	3.10	(1.35)	20.7
Having a child break words into sounds/parts	3.69	(1.14)	31
Having a child sound out words	3.76	(1.30)	44.8
Spelling a word for a child	3.72	(1.07)	24.1
Asking a child to spell a word for you	3.41	(1.15)	20.7
Defining and explaining word meanings	4.38	(.82)	58.6
Filling in literacy/reading worksheets	2.83	(1.39)	13.8
Summarizing stories/text for children	3.83	(1.07)	34.5
Asking a child to summarize a story/text orally	3.38	(1.37)	27.6
Asking children questions about stories/text orally	4.04	(1.00)	41.4
Asking children to write summaries of stories/text	1.79	(1.15)	3.4
Asking children to write answers to questions about stories/text	1.93	(1.28)	3.4

Table 4

Descriptive Summary of Early Literacy Materials in the Home Environment

	M	*(SD)*
Number of children's pictures books currently in their home	7.24	(1.22)
Number of rhyming books currently in their home	5.07	(1.49)
Number of magazines for children currently in their home	3.21	(1.92)
Number of magazines for adults currently in their home	2.97	(1.64)
Number of books for adults currently in their home	6.72	(1.69)
Number of online apps/software programs for children's reading currently in their home	2.69	(1.29)
Total average score for children's literacy materials	4.55	(.96)
Total average score for adults' literacy materials	4.71	(1.17)

Table 5

Summary of Parents' Incorrect and Correct Responses Pre- and Post-Video Viewing

	"Correct" Pre-Video (%)	"Incorrect" Pre-Video (%)	"Correct" Post-Video (%)	"Incorrect" Post-Video (%)
Prompt		.03	72.4	10.3
Evaluate	.03		65.5	27.6
Expand		.03	69	24.1
Repeat		.03	55.2	41.4
Complete		.03	41.4	6.9
Recall		.03	27.6	27.6
Open-ended questions			31	3.4
WH questions			69	
Distancing			41.4	13.8

Table 6

Parents' Mean Familiarity Ratings for PEER and CROWD Strategies Pre- and Post-Video

Viewing

	Pre-test		Post-Test		
	M	*(SD)*	*M*	*(SD)*	t-test
Rate how familiar you are with the acronym PEER (definition)	1.45	(.69)	4.24	(.91)	$t(28) = -14.35, p < .001$
Rate how familiar you are with the acronym CROWD (definition)	1.21	(.49)	3.34	(.97)	$t(28) = -10.23, p < .001$
PEER versus CROWD	$t(28) = 2.99, p < .01$		$t(28) = 5.91, p < .001$		

Table 7

Comparisons of Parents' Ratings to Consider Dialogic Reading, PEER and CROWD Strategies

Pre- and Post-Video Viewing

	Before Video		After Video		
	M	*(SD)*	*M*	*(SD)*	t-test
Dialogic reading	1.83	(.85)	2.48	(.74)	$t(28) = 5.27, p < .001$
PEER	1.76	(.83)	2.55	(.74)	$t(28) = 5.88, p < .001$
CROWD	1.66	(.77)	2.38	(.82)	$t(28) = 6.10, p < .001$

Table 8

Descriptive Summary of Thematic Analysis Regarding Parents' Perceived Benefits from Shared Book-Reading

		Pre-Video		Post-Video	
		# of times endorsed	(%) of parents that endorsed	# of times endorsed	(%) of parents that endorsed
Theme	Example				
Bonding (e.g., spending time together, etc.)	"Quality time with my children"	15	57.7	0	0
General learning (i.e., understanding, promoting learning)	"Learning new things"	20	61.5	14	48.3
Specific reading skills (e.g., building vocabulary, learning sounds of words)	"It helps my child learn letters and combine them to make a word"	13	34.6	25	86.2
Exposure to reading materials (i.e., interacting with books in printed formats)	"They learn the concepts of print"	2	7.7	11	37.9
Developing emotions (e.g., enjoyment, appreciation of reading)	"Supporting love of reading"	8	30.8	7	24.1

Table 9

Summary of Parents' Matched Responses Regarding Benefits of Shared Reading Pre- and Post-

Video Viewing

	(%) of parents that matched correctly to online video	
	Pre-Video	Post-Video
None	72.4	17.2
1 Matched Benefit	17.2	20.7
2 Matched Benefits	0	62.1

Table 10

Summary of Areas of Focus During Additional Online Video Viewings

	"Did not Review" (%)	"Reviewed" (%)
Parent reviewed "PEER" (out of 13)	61.5	38.5
Parent reviewed "CROWD" (out of 13)	38.5	61.5
Parent reviewed sections other than PEER/CROWD (out of 13)	76.9	23.1
Parent reviewed the entire video (out of 13)	38.5	61.5

Table 11

Summary of the Presence of Shared Reading Concepts in Parent Responses

	"Not Present" (%)	"Present" (%)
Parent said would teach Dialogic reading in video	51.7	24.1
Parent said would teach "PEER" in video	58.6	17.2
Parent said would teach "CROWD" in video	75.9	0
Parent said would teach "Prompt" in video	62.1	13.8
Parent said would teach "Expand" in video	75.9	0
Parent said would teach "Evaluate" in video	75.9	0
Parent said would teach "Repeat" in video	75.9	0
Parent said would teach "Complete" in video	58.6	17.2
Parent said would teach "Recall" in video	75.9	0
Parent said would teach "Open-ended questions" in video	65.5	10.3
Parent said would teach "WH questions" in video	65.5	10.3
Parent said would teach "Distancing" in video	69	6.9
Parent said would teach Other in video	62.1	13.8

Table 12

Dichotomous Scores for the Presence of PEER and CROWD Elements in Parent-Child Video

Recordings

	"Not Present" (%)	"Present" (%)
Prompt	0	79.3
Expand	58.6	20.7
Evaluate	69	10.3
Repeat	65.5	13.8
Complete	31	48.3
Recall	75.9	3.4
Open-ended questions	48.3	31
WH questions	6.9	72.4
Distancing	51.7	27.6

Table 13

Mean Scores for the Presence of PEER and CROWD Elements in Parent-Child Video

Recordings

	M	*(SD)*
Average PEER elements in videos (max = 4)	1.57	(.79)
Average CROWD elements in videos (max = 5)	2.30	(1.11)
Average total of PEER and CROWD elements observed in video (max = 9)	3.87	(1.19)

Table 14

Descriptive Summary of Parents' Perceptions Regarding the Parent-Child Video Recording

	M	*(SD)*
a) How well do you think you were able to demonstrate this concept?	2.48	(.99)
b) Did the video prepare you enough for applying the concept with your child?	2.22	(.90)
c) Were you able to remember the concept and how to apply it entirely before starting the activity with your child?	2.35	(.83)
d) Overall how engaged was your child while doing the activity?	4.35	(.78)
e) Overall how confident are you that you could apply most concepts in the video?	1.43	(.66)

Note. For questions a-c, higher scores on the 5-point scale reflect not well at all, no not at all, and no I forgot everything entirely, respectively. For question d, higher scores on the 5-point scale reflect completely engaged. For question e, higher scores on the 3-point scale reflect not at all confident.

Table 15

Descriptive Summary of Parental Ratings for Design Quality of Online Video Module

	M	*(SD)*
Sound		
Volume of the sound	4.72	(.59)
Pace of speech of narration	4.62	(.56)
Overall clarity of sound	4.72	(.53)
Visuals		
Quality of images	4.69	(.47)
Relevance of images	4.66	(.55)
Presentation of written information	4.52	(.57)
Transitions between concepts	4.52	(.69)
Quality of animations	4.62	(.62)
Information		
Quantity of information	4.59	(.57)
Clarity of the information presented	4.45	(.51)
Usefulness of the information presented	4.72	(.46)
Quantity of examples given	4.34	(.67)
Organization of the information	4.66	(.55)
Ability to follow the presented information	4.36	(.62)
The information presented in terms of its importance to you	4.69	(.54)
Enjoyable to watch	4.34	(.77)
Easy to navigate overall	4.59	(.50)
Was appealing	4.24	(.79)

Table 16

Descriptive Summary of Parental Ratings for Instructional Quality of Online Video Module

	M	*(SD)*
How thoroughly do you think each of the following concepts were explained in the video		
3 Main Benefits of Shared Reading	3.83	(.38)
Different ways of reading a book	3.76	(.58)
Dialogic Reading Steps (PEER)	3.69	(.54)
Different types of prompts (CROWD)	3.34	(.55)
Able to understand all information presented	4.17	(.54)
Would use video to improve my shared reading skills	4.38	(.68)
Would recommend the video to a friend to learn about shared reading skills	4.31	(.85)

Appendix A

Pre-Test Survey

Part A: Demographics

What is your gender? Male, Female, Not listed (please specify): _____

How old are you (in years)? _____

On what continent were you born? Africa, Antarctica, Asia, Australia, Europe, North America,

South America

On what continent have you spent the majority of your life? Africa, Antarctica, Asia, Australia,

Europe, North America, South America

What is your current relationship status? Single, Married, Common-law, Separated, Divorced,

Not listed (please specify): _____

What is your highest level of education?

  o Some Primary /Elementary School (up to grade 8)

  o Completed Primary /Elementary School (up to grade 8)

  o Some Secondary /High school (Grade 9-12)

  o Completed Secondary /High school (Grade 9-12)

  o Some Post-secondary (University or college)

  o Completed a degree at University or college

  o Completed a graduate degree at University or college

  o Not listed (please specify): _____

If you have a partner, what is your partner's highest level of education? (same scale as above)

What was the first language you learned to speak? _____

What was the first language you learned to read? _____

What was the first language you learned to write? _____

How many languages do you speak fluently or very well? 1, 2, 3 or more

        In which languages are you a relatively fluent speaker? _____

In how many languages are you a relatively fluent reader? 1, 2, 3 or more

        In which languages are you a relatively fluent reader?_____

In how many languages are you a relatively fluent writer? 1, 2, 3 or more

        In which languages are you a relatively fluent writer? _____

In terms of your ability to communicate in English (spoken and written), how fluent would you

rate yourself? 1= Not at all Fluent, 3 = Somewhat Fluent, 5 = Very Fluent/Native Speaker

 How many children do you have? 1, 2, 3, 4, 5, 6 or more

How old is your youngest child? _____

How old is your oldest child? _____

Does any other adult in your household speak to your child/children in English?

        o Yes, all of the time

        o Yes, almost all of the time

        o Yes, some of the time

        o No

    If yes, check all that apply: Partner / Spouse, Other child in the family,

    Extended family member (e.g. grandparent, aunt), Other (please specify): _____

Do you have any children that have a learning disability/challenge or any other disability that

limits their ability to read? Yes / No

Please identify the extent to which you have engaged in each of the following types of activities

with a child who does not yet know how to read or is just beginning to read

Scale: Never, Rarely, Sometimes, Often, Very often

Reading aloud to a child/children

Having a child read aloud to you

Reading aloud to a child and having the child repeat back to you (e.g. echo reading)

Having a child break words into sounds/parts

Having a child sound out words

Spelling a word for a child

Asking a child to spell a word for you

Defining and explaining word meanings

Filling in literacy/reading worksheets

Summarizing stories/text for children

Asking a child to summarize a story/text orally

Asking children questions about stories/text orally

Asking children to write summaries of stories/text

Asking children to write answers to questions about stories/text

How confident would you be in your ability to teach early reading or early literacy skills to your

child/children? Not at all confident, A little bit confident, Somewhat confident, Quite

confident, Very confident

Approximately how many of the following do you have in your home right now?

Scale: 0, 1-2, 3-5, 6-10, 11-15, 16-20, 21-49, 50+

Children's picture books

Rhyming books

Magazines (for children)

Magazines for adults

Books for adults

Online apps/software programs for children's reading

Part B: Domain Knowledge Check

1. Have you heard of the term "dialogic reading"? Yes / No

      If yes, can you define the term "dialogic reading"? _____

2. Please describe 2 benefits of shared book reading: _____

3. Two acronyms are used to outline the steps associated with shared book reading. Please rate

how familiar you are with the acronym PEER:

1= I don't know what this term stands for

2= I have seen this acronym but I don't know what it stands for

3= I know only one or two parts of this acronym and could describe those steps

4= I know almost all of the letters in the acronym what they stand for but can only describe some

of these steps

5= I know what each of the letters in the acronym stand for and can describe them

What does each letter of PEER (dialogic reading steps) stand for? Please describe.

P: ____, E: _____, E: _____, R: _____

Please rate how familiar you are with the acronym CROWD:

1= I don't know what this term stands for

2= I have seen this acronym but I don't know what it stands for

3= I know only one or two parts of this acronym and could describe those steps

4= I know almost all of the letters in the acronym stand for but can only describe some of these

steps

5= I know what each of the letters in the acronym stand for and can describe them

What does each letter of CROWD (types of prompts) stand for? Please describe.

C: _____, R: _____, O: _____, W: _____, D: _____

Appendix B

Post-Viewing Survey

Part A: Quality Assessment

Sound

Please read the following questions regarding the sound of the video module and check the box

that is most applicable to each question.

Scale: Very Poor, Poor, Fair, Good, Very Good

How would you rate the overall volume of the sound?

How would you rate the pace of the speech in the video?

How would you rate the overall clarity of the sound?

Visuals

Please read the following questions regarding the visuals in the video module and check the box

that is most applicable to each question. How would you rate each of the following:

Scale: Very Poor, Poor, Fair, Good, Very Good

Quality of images

Relevance of images

Presentation of written information

Transitions between concepts

Quality of Animations

Information

Please read the following questions regarding the information in the video module and check the

box that is most applicable to each question. How would you rate each of the following:

Scale: Very Poor, Poor, Fair, Good, Very Good

The quantity of information

The clarity of the information presented

The usefulness of the information presented

The quantity of examples given

The organization of the information

1. Please define the term "dialogic reading" _____

2. Please describe 2 benefits of shared book reading? _____

3. Two acronyms are used to outline the steps associated with shared book reading. Please rate

how familiar you are with the acronym PEER:

1= I don't know what this term stands for

2= I have seen this acronym but I don't know what it stands for

3= I know only one or two parts of this acronym and could describe those steps

4= I know almost all of the letters in the acronym what they stand for but can only describe some

of these steps

5= I know what each of the letters in the acronym stand for and can describe them

What does each letter of PEER (dialogic reading steps) stand for? Please describe.

P: _____, E: _____, E: _____, R: _____

Please rate how familiar you are with the acronym CROWD:

1= I don't know what this term stands for

2= I have seen this acronym but I don't know what it stands for

3= I know only one or two parts of this acronym and could describe those steps

4= I know almost all of the letters in the acronym stand for but can only describe some of these

steps

5= I know what each of the letters in the acronym stand for and can describe them

 What does each letter of CROWD (types of prompts) stand for? Please describe.

C: _____, R: _____, O: _____, W: _____, D: _____

How thoroughly do you think each of the following concepts were explained in the video?

>   Scale: Not explained at all in this video, Slightly explained, Moderately explained,

>   Explained very well, I don't recall seeing this

The 3 Main Benefits of Shared Reading

Different ways of reading a book

Dialogic reading steps (PEER)

Different types of prompts (CROWD)

Overall impression

Please read the following statements regarding your overall impression of the video and check

the box that is most applicable to each question.

The length of the video module was: Extremely short, Too short, Just right, Too long,

>   Extremely long

>   Scale: Strongly Disagree, Disagree, Neither Disagree nor Agree, Agree, Strongly Agree

I was able to understand all of the information presented in the video module.

The video module was enjoyable to watch.

The video module was easy to navigate overall:

I would use the video module to improve my shared reading skills.

I would recommend a friend to use the video to learn about shared reading skills.

Overall, the video module was very appealing to me

Concepts

Before watching this video, how new were the following concepts to you?

     Scale: Completely New, new, Somewhat Familiar, Familiar, Very familiar

Dialogic reading

PEER

CROWD

If you were asked to find an effective children's story book before watching this video, how

likely would you have been to check for the applicability of each of the following components?

     Scale: Not At All Likely, Somewhat Likely, Very Likely

Dialogic reading

PEER

CROWD

If you were asked to find an effective children's story book now, how likely would you be to

check for the applicability of each of the following components now after watching the video?

Dialogic reading

PEER

CROWD

Appendix C

Post-Video Application Activity Survey

1. What concept from the video did you choose to use with your child? _____

2. How well do you think you were able to demonstrate this concept?

     Scale: 5 = Very well, 3: Neutral, 1: Not at all well

3. Did the video prepare you enough for applying the concept with your child?

     Scale: 5: Yes, quite a lot, 3: Neutral, 1: No not at all

4. Were you able to remember the concept and how to apply it entirely before starting the

activity with your child?

     Scale: 5: I remembered everything entirely, 1: Not at all

5. Overall, how engaged was your child while doing the activity?

     Scale: Not at all engaged, Slightly engaged, Neutral, Very engaged, Completely engaged

6. Overall, how confident are you that you could apply most concepts in the video?

     Scale: Very Confident, Slightly confident, Not at all Confident