Turn the dilemma into an answerable question

Objective(s)

Learners use the PICO tool to identify an answerable question related to a dilemma about enhancing storybook reading with young children.

Description

In this activity, learners use a tool called PICO to turn a dilemma about how to incorporate dialogic reading practices during storybook reading into an answerable question around dialogic reading practices.

Required Materials/Resources

Learner Materials

- Video 6.1: The teacher's viewpoint
- Format for learner responses (written activity form, guidance for discussion)

Detailed Facilitator Instructions

1. Provide access to the dilemma video and/or transcript. Video or transcript can be view as a class or independently outside of class.
2. Have learners describe Tenisha and the goals they heard her state.
3. Have learners turn the dilemma into an answerable question using a tool called PICO. Remind learners that PICO requires you identify the following information:

    P – Person (characteristics of the child or family who will participate in the intervention)

    I – Interventions being considered

    C – Comparison to other interventions (if there is research that compares two or more interventions)

    O – Outcomes desired

This activity is part of Module 6: Dialogic Reading Practices. To view the content related to this activity, go to Step 2: Question.

Instructional Method
Problem Solving Session

Level
Intermediate

Estimated Time Needed
5 minutes for instructor preparation

30-40 minutes for learner activity

Learner Form
Activity 6.2a

Putting the details into a chart may be helpful for learners to identify the question:

PICO	**P** **Person** (child or family who will receive the intervention)	**I** **Interventions** or practice(s) being considered	**C** **Comparison** to other interventions (if there is research that compares two or more interventions)	**O** **Outcomes** desired
Possible Responses	Young children in early care and education programs	Dialogic reading practices	NA	Developing emergent language and literacy skills

4. Have learners complete the chart to develop a PICO to create an answerable question relating to Tenisha's dilemma. Possible responses are above, but learners do not need to provide these exact responses.
5. Collect responses from learners.
6. Provide feedback.

Suggested Assessment

When reading to young children in early care and education settings (P), is the use of dialogic reading (I), effective in developing early language and literacy skills (O)?

Facilitation Tips

- The suggested assessment is provided as a guide, but learners can develop their own PICO that follows this structure.
- Learners can respond in class, online or using the PDF form; which can be printed, emailed, or submitted online.
- Break into groups to discuss and respond.
- Invite guest panel members to discuss the dilemmas from their perspective (via teleconference, on-site, or through an online discussion).
- Link students to *cyber-mentors*; parents and professionals who volunteer to spend 10-15 minutes once a week in an email or online discussion board responding to a student questions and thoughts that emerge during class.

Alternate Version(s) (refers to different levels of difficulty)

- Activity Guide 6.2b: Piece together the question

Credits

The CONNECT Content Team