

# Research briefs

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Research brief

## [The Role of Academic Buoyancy and Emotions in Students' Learning-Related Expectations and Behaviours in Primary School](#)

By Riikka Hirvonen, David W. Putwain, Sami Määttä, Timo Ahonen & Noona Kiuru

Published British Journal of Educational Psychology, 2020, 90, 948-963.

DOI:10.1111/bjep.12336



Research brief

# [The Effect of Using a Mobile Literacy Game to Improve Literacy Levels of Grade One Students in Zambian Schools](#)

By Jacqueline Jere-Folotiya, Tamara Chansa-Kabali, Jonathan C. Munachaka, Francis Sampa, Christopher Yalukanda, Jari Westerholm, Ulla Richardson, Robert Serpell & Heikki Lyytinen

Published Educational Technology Research and Development, 2014, 62, 417-436. DOI: 10.1007/s11423-014-9342-9



# **Challenges Associated with Reading Acquisition in Sub-Saharan Africa: Promotion of Literacy in Multilingual Contexts**

**By Heikki Lyytinen, Emma Ojanen, Jacqueline Jere-Folotiya, Stella Damaris Ngorosho, Francis Sampa, Pamela February, Flora Malasi, Jonathan Munachaka, Christopher Yalukanda, Kenneth Pugh & Robert Serpel**

**Published In Spaul, Nic; Comings, John (Eds.) Improving Early Literacy Outcomes: Curriculum, Teaching, and Assessment, IBE on Curriculum, Learning, and Assessment, 4. Leiden: Brill Sense, 2019, 119-132. DOI: 10.1163/9789004402379\_007**



Research brief

# **Letter Knowledge Predicts Grade 4 Reading Fluency and Reading Comprehension**

**By Ulla Leppänen, Kaisa Aunola,  
Pekka Niemi & Jari-Erik Nurmi**

**Published Learning and Instruction, 2008,  
18, 548-564. DOI:  
10.1016/j.learninstruc.2007.11.004**



Research brief

# **A Comparison Between Verbal Working Memory and Vocabulary in Bilingual and Monolingual**

# South African School Beginners: Implications for Bilingual Language Assessment

By Kate Cockcroft

Published International Journal of  
Bilingual Education and Bilingualism,  
2016, 19(1), 74-88. DOI:  
10.1080/13670050.2014.964172



Research brief

## Child-centred versus Teacher- directed Teaching Practices: Associations with the Development of Academic Skills in the First Grade at School

**By Marja-Kristiina Lerkkanen, Noona Kiuru, Eija Pakarinen, Anna-Maija Poikkeus, Helena Rasku-Puttonen, Martti Siekkinen & Jari-Erik Nurmi**

**Published Early Childhood Research Quarterly 36, 145-156.**



Research brief

## **Designing for Scale: Reflections on Rolling Out Reading Improvement in Kenya and Liberia**

**By Amber Gove, Medina Korda Poole,  
& Benjamin Piper**

**Published In A. Gove, A. Mora, & P. McCardle (Eds.), Progress toward a literate world: Early reading interventions in low-income countries,**

**New Directions for Child and Adolescent Development, 155, 77–95.**



Research brief

## **Differentiation of Effect Across Systemic Literacy Programs in Rwanda, the Philippines, and Senegal**

**By Rachel Christina & Elena  
Vinogradova**

**Published In A. Gove, A. Mora, & P.  
McCardle (Eds.), Progress toward a  
literate world: Early reading  
interventions in low-income countries,  
New Directions for Child and Adolescent  
Development, 155, 51–65.**



Research brief

# GraphoLearn India: The Effectiveness of a Computer-Assisted Reading Intervention in Supporting Struggling Readers of English

By Priyanka Patel, Minna Torppa, Mikko Aro, Ulla Richardson, & Heikki Lyytinen

Published Front. Psychol. 9:1045. doi: 10.3389/fpsyg.2018.01045



Research brief

# Great Expectations: A Framework for Assessing and Understanding Key Factors Affecting Student Learning of



# Foundational Reading Skills

By Audrey-Marie Moore, Amber Gove,  
& Karen Tietjen

Published In A. Gove, A. Mora, & P. McCardle (Eds.), Progress toward a literate world: Early reading interventions in low-income countries, New Directions for Child and Adolescent Development, 155, 13–30.

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