

Taking the Mystery Out of EFF

OLRC News

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Remember the EFF publication *Results that Matter: An Approach to Program Quality Using Equipped for the Future* (Bingman & Stein, August 2001)? http://www.nifl.gov/lincs/collections/eff/results_that_matter.pdf This publication presents 5 key principles that reflect the foundation of program practice:

- A Purposeful and Transparent Approach to Teaching and Learning
- An Approach to Teaching and Learning That Builds Expertise
- A Contextualized Approach to Curriculum and Instruction
- An Approach to Assessment Based on Cognitive Science
- A Systematic Approach to Program Improvement



These principles also answer the question: “What does EFF implementation look like in action?” At the center of the document is the EFF Quality Model that makes explicit the vision and process of system reform using EFF Standards and other tools used during the *EFF Orientation: Taking the Mystery Out of EFF* <http://literacy.kent.edu/ohioeff/prof-dev/orientation/index.html>.

To further increase our understanding of program implementation using EFF, three *Research to Practice Notes* (Gillespie, October 2002) have been recently released and will help us:

- Identify the research basis for the principles
- Learn key concepts and terms associated with the principles
- See examples of how other programs have implemented the program practices
- Reflect on how you and your program can implement the program practices

Note 1 summarizes the research basis for a purposeful and transparent approach to learning, the first key research principle underlying the EFF initiative and includes these findings:

- Learning is a purposeful, goal-directed activity
- Purposeful and transparent learning builds on learners’ prior knowledge and experience to construct new knowledge
- Purposeful and transparent learning means that learners monitor and assess their own progress and are mindful of metacognitive strategies

<http://www.nifl.gov/lincs/collections/eff/masters/01research-practice.pdf>

Note 2 describes how research related to constructivism has been applied to the EFF Framework and the EFF Continuum of Performance and includes these findings:

- Building expertise is a complex developmental process in which new knowledge is built on prior knowledge
- A richly structured knowledge base includes knowing how to use and apply cognitive and metacognitive strategies
- Scaffolding instruction helps learners to develop their fluency, independence, and range of performance as they move from novice to expert

<http://www.nifl.gov/lincs/collections/eff/masters/02research-practice.pdf>

Note 3 stresses the use of real-world activities using a contextual approach and includes these findings:

- Effective learning requires not only the acquisition but the active application of knowledge, skills, and processes
- To encourage transfer to other contexts, effective learning requires acquiring a knowledge base of content knowledge, skills, and strategies
- Learning is a function not only of the activity itself but also of the context and culture in which it takes place

<http://www.nifl.gov/lincs/collections/eff/masters/03research-practice.pdf>

All EFF resources are available online at the EFF Special Collection under Publications at <http://www.nifl.gov/lincs/collections/eff/eff.html>. For multiple copies, contact Ginny Bleazy, bleazey@utk.edu or 855-974-8426 of the EFF Center for Training and Technical Assistance at the Center for Literacy Studies, University of Tennessee:

Ohio Literacy Resource Center

Enhancing Adult Literacy