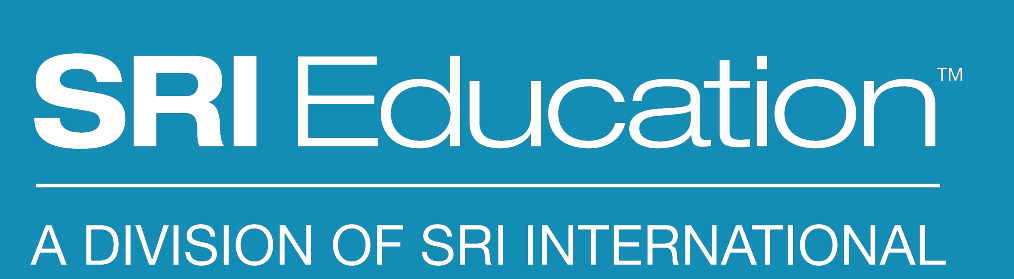


Molly Of Denali: Findings from an RCT and Replication Study

Molly of Denali supports use of Informational Text for 1st graders



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Ready To Learn Research

Study Goal: to understand whether the Molly of Denali resources impacted children's informational text skills and dispositions.

Originally intended as a single study, the pandemic interrupted initial study implementation and researchers transformed the disruption into an opportunity to conduct both an initial and then replication study.

Both studies were nine-week randomized controlled trials

Ready To Learn Programming supports the development and dissemination of educational children's media with the goal of supporting school readiness for young children.

- 1 Molly of Denali Pilot study 2019
- 2 Molly of Denali RCT study 1, Spring 2020
- 3 Molly of Denali RCT study 2, Summer 2022

Study Participants

A diverse national sample of children living in low-income households.

263 First-grade children (Average age: 7 years old)

- 48% female
- 16% home language other than English
- 17% IEP, or special ed supports
- 23% parents with HS or GED or less
- 69% annual income of \$50,000 or less
- 32% Black
- 28% White
- 22% Multiracial
- 14% Hispanic/Latino
- 2% Indigenous Peoples
- 3% Other

Two condition study:

Treatment Group:

- Tablets for participants that had curated Molly of Denali resources pre-loaded

Control group:

- Tablets for participants blocked access to all of PBS KIDS, as well as other apps focused on Informational Text

Both Groups:

- Received a tablet with a 9-week data plan, instructions for tablet use, text message reminders about the study, family orientation guide to the study; access to all study resources at the end of the study

Content was organized into "bundles" focusing on 6 content areas

- Captions
- Indexes
- Search boxes
- Procedural text
- Flow diagrams
- Evaluating sources

Each video targeted one or two content areas

New content was released weekly

Children's media use was tracked

What resources did treatment participants receive?

Families in the treatment group received access these *Molly of Denali* resources:

- 52 videos
- 3 digital games
- 3 hands-on, real-world activities
- 7 introductory videos for parents

Findings

What did children learn?

- Access to the *Molly of Denali* resources improved children's ability to use informational text to solve real world problems.
- Younger children benefitted more from access to *Molly of Denali* resources
- The more time children spent with the *Molly of Denali* resources, the better they performed on the Informational Text assessment. For every hour that children spent with *Molly of Denali* resources, they scored about a quarter of a point higher at post-test.

Replication of findings:

The replication study found similar positive and statistically significant impacts as Study 1, with new participants

Impact of Access to *Molly of Denali* Resources, by Study

Study 1 Control Group	8.9	*g = .27
Study 1 Treatment Group	10.4	
Replication Study Control Group	12.1	*g = .25
Replication Study Treatment Group	13.4	

Findings

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For more information see our article in AERJ: <https://cct.edc.org/sites/cct.edc.org/files/ms-resources/AERAMolly.pdf>

Or visit: <http://CCT.EDC.ORG/RTL>