

Fostering Grade 3 Students' Reading Interest: The One Day One Reading Literacy Movement

Faizatul Widat^{1*}, Uswatun Hasanah², Arini Izzatin Nabila³

Universitas Nurul Jadid, Indonesia

Email Corresponding : widat@unuja.ac.id

Abstract

This study examines the application of *the One Day One Reading* (ODOR) method in increasing the reading interest of grade 3 students at MI Azzainiyah II Karanganyar. The primary focus of this study is to explore the impact of daily reading activities carried out before lessons start, as well as the challenges faced while applying this method. This study uses a qualitative approach with a case study type, data collected through interviews, class observations, and documentation analysis. The findings of the study show that although ODOR has succeeded in increasing students' interest in reading, time constraints and book diversity are important factors that affect the program's success. In addition, home environment support, such as the role of parents in accompanying reading activities, has also been proven to increase the success of ODOR. The implications of these findings provide important insights for developing more flexible and effective literacy programs at the elementary school level and improving understanding of the factors that influence students' reading habits.

How to Cite:

Widat, F., Hasanah, U., & Nabila, A. I. (2023). Fostering grade 3 students' reading interest: The one day one reading literacy movement. *Educazione: Journal of Education and Learning*, 1(1), 13-24.

Article History

Received : 07 / July / 2023
Revised : 07 / October / 2023
Accepted : 07 / December / 2023

Keywords:

Literacy Movement; One Day One Reading; Interest in Reading

INTRODUCTION

Students' interest in reading is one of the important indicators of educational success (Agasisti et al., 2021; Heppt et al., 2022; Ludewig et al., 2022). Reading is a skill and key to broadening students' horizons and understanding of various concepts (Agasisti et al., 2021; Heppt et al., 2022; Ludewig et al., 2022). Previous studies have shown that students' interest in reading in Indonesia is still relatively low (Affandi Arianto et al., 2021; Ali et al., 2022; Syamsuri & Bancong, 2022). According to the Central Statistics Agency quoted from research conducted by (Santi et al., 2021), only a small percentage of students regularly read books outside of class hours. One of the methods that has begun to be introduced to overcome this is *One Day One Reading* (ODOR), which invites students to read every day before the lesson starts. This program is believed to create fun reading habits and improve students' overall literacy skills. However, although this method has been implemented in some schools, there are still many challenges in implementing it effectively, especially related to limited time and the availability of diverse books.

Several previous studies have explored the application of structured daily methods in increasing students' interest in reading, although the time and variety of reading materials often limit them. For example, Kim et al. (2021), in their research on literacy management in schools, show that material variety and flexibility in the structure of school literacy programs are significant in maintaining students' interest in reading. Additionally, another study on structured reading blocks emphasized that consistent scheduling arrangements with little flexibility can help increase student engagement in literacy activities, although the main challenge remains in adjusting the time available (McKenna et al., 2021; Sparapani et al., 2020; Sysoev et al., 2022). Although the results of this study provide an important understanding of the effectiveness of daily reading, there are still limitations regarding the application of this method in elementary schools, especially in more specific and contextual contexts such as at MI Azzainiyah II Karanganyar.

Although several studies have shown the benefits of the daily reading method, the challenges faced in implementing *One Day One Reading* in primary schools are still very relevant and need further research. In particular, limited time management and the availability of diverse books are obstacles to optimizing the positive impact of this method. Previous research has also shown that the diversity of reading in the classroom reading corner plays an important role in maintaining students' interest in reading. However, no study has explored how these factors interact in a smaller, focused context, such as MI Azzainiyah II Karanganyar. This study aims to fill this gap by examining the application of ODOR in specific elementary school contexts and the impact of limited time and reading variations on students' reading interests.

This research makes a unique contribution by exploring the application of *the One Day One Reading* method at MI Azzainiyah II Karanganyar, a more focused and contextual case study than previous research. Although several studies have been conducted on reading programs, most have not noticed the interaction between limited time and reading variation in shaping students' reading habits. This research also focuses on environmental factors, both at school and home, that support the success of ODOR. Thus, the study not only confirms previous findings but also provides new insights into how time management and the variety of reading materials can affect students' reading interest in an ongoing manner. In addition, this study also explores how the role of parents in supporting daily reading activities can strengthen reading habits built in schools.

This study aims to analyze the application of *the One Day One Reading* method at MI Azzainiyah II Karanganyar and to explore the factors that affect its success in increasing students' interest in reading. With a case study approach, this research will explore the experiences of students and teachers related to the implementation of the daily reading program and the challenges faced in optimizing its positive impact.

The primary focus of this study was to identify how the limited time management and diversity of reading materials affect student engagement in reading activities. In addition, this study will also examine the role of the home environment in supporting students' reading habits. It is hoped that the findings of this study can provide valuable recommendations to improve the effectiveness of literacy programs in elementary schools, as well as contribute to the development of literacy theory and education policies that are more inclusive and responsive to the needs of students.

RESEARCH METHOD

The research was conducted in the context of a public school in Indonesia, specifically at MI Azzainiyah II Karanganyar, where the focus was on exploring the impact of the One Day One Reading (ODOR) method in improving students' reading interest. The context of an elementary school was chosen because it represents a crucial stage in literacy development, where students are forming foundational reading habits. The research uses a qualitative approach with case study types (Farquhar et al., 2020; Priya, 2021; Tomaszewski et al., 2020), ideal for providing an in-depth, contextual analysis of a single educational setting. This approach allows for a comprehensive exploration of the implementation of ODOR, focusing on specific practices and challenges within the school. The inductive approach allowed the researcher to generate insights directly from the data without imposing preconceived notions. The case study approach is particularly well-suited for this study, as it enables a detailed exploration of how a particular method impacts student behavior in a specific real-world educational context.

A combination of primary qualitative data was utilized for data collection, primarily through semi-structured interviews, observations, and documentary analysis (Buys et al., 2022; Santo-Tomás Muro et al., 2020; Striepe, 2021). Semi-structured interviews were conducted with key participants, including the homeroom teacher and students, to gather their experiences and perspectives regarding the ODOR method. These interviews provided insights into the perceived impact of ODOR on student reading habits and the challenges faced during its implementation. Additionally, classroom observations were performed to capture real-time interactions and behaviors related to the reading activities. This allowed for a deeper understanding of the environmental factors influencing reading interest. Finally, documentary analysis was used to review lesson plans and activity records, which helped provide a historical context of how ODOR was integrated into the curriculum. Combining these methods enriched the study by offering multiple perspectives and a comprehensive view of the research topic, ensuring a well-rounded understanding of the phenomenon.

The data analysis was conducted using the Miles and Huberman framework, which involves a systematic approach to analyzing qualitative data through three stages: data reduction, data display, and conclusion drawing/verification (Bingham, 2023; Morgan & Nica, 2020; Naeem et al., 2023). Data reduction involved organizing and condensing the interview transcripts, observation notes, and documents into manageable categories. This allowed the researcher to focus on relevant themes such as student engagement, teacher strategies, and the challenges of ODOR implementation. The data display phase involved creating visual representations, such as matrices and thematic charts, to help identify patterns and trends in the data. Conclusion drawing and verification involved synthesizing the findings and continuously comparing them with emerging data to ensure consistency and accuracy. This iterative process allowed for the refinement of insights and contributed to the reliability of the findings. Using this method, the research effectively captured the nuances of student and teacher experiences, providing valuable insights into the effectiveness of ODOR.

RESULT AND DISCUSSION

Result

This study aims to explore the application of the "One Day One Reading" method in increasing the reading interest of grade 3 students at MI Azzainiyah II Karanganyar. With a descriptive qualitative approach, data was obtained through in-depth interviews with teachers and students, classroom observations, and documentation related to school literacy activities. Thematic analysis was used to identify key themes that emerged from the participants' experiences, focusing on the application of daily reading methods and their challenges. The study involved seven participants, consisting of one teacher and six 3rd graders, to gain an in-depth view of the implementation of this method and its impact on students' reading interests.

The Application of the One Day One Reading Method in Increasing Students' Reading Interest

The *One Day One Reading* (ODOR) method is applied to the reading interest of 3rd-grade students of MI Azzainiyah II through reading activities every day before lessons start. The program aims to familiarize students with reading every day, which can improve their reading skills and enrich their understanding of the subject matter. This reading activity is carried out in a short time, between 5 to 10 minutes, followed by a question and answer session to measure the extent to which students understand the content of the reading. The goal is not only to improve reading skills but also to create fun reading habits for students. The one-day reading method carried out in class is shown in Figure 1.



Figure 1. Application of the One Day One Reading Method

Figure 1 shows the application of the "One Day One Reading" method in the classroom, which depicts three students actively participating in a reading session. This image emphasizes the practical application of the method, where students take turns reading in front of their peers. The main message that can be taken from this image is that activities like this allow students to build confidence in reading and public speaking. Although this image does not provide quantitative data, it visually shows student involvement in the program. Based on the active participation of students, this method can positively impact fostering reading habits. However, the lack of clarity about individual development and possible uneven student engagement suggests that further research is needed.

This is also supported by a statement made by one of the teachers who explained, "At first, I doubted if students could be consistent with reading every day, but as time went by, they began to enjoy this reading session" (Inf-1). This teacher's acknowledgment shows that despite the initial doubts, the ODOR method has successfully created an interesting and enjoyable habit for students. Most of the students involved in this activity also feel the benefits. One student stated, "I feel good to be able to read every day because I know a lot of new stories" (Inf-2). This shows that the ODOR method improves students' reading skills, expands their knowledge, and provides fun in the learning process.

However, despite the positive impact, the study also identified some challenges that arose during the application of this method. One of the main challenges faced is the limited time available for daily reading activities. One student revealed, "Sometimes reading time feels lacking, and I want to read more books" (Inf-3). The limited duration makes students feel rushed and less able to enjoy the reading process to the fullest. This shows that although ODOR's goal of increasing reading interest has been achieved, more flexible time management is needed so that students can be more flexible in reading and understanding their reading material.

Departing from the findings of the research above, it can be understood that although the application of *the One Day One Reading* (ODOR) method has succeeded in increasing students' interest in reading, the main challenge that must be overcome is effective time management and ensuring that the time allocated is sufficient for students to enjoy reading mindfully. Limited time, about 5 to 10 minutes per reading session, often does not allow students to absorb and understand their reading fully. This can cause them to feel rushed and less focused on reading activities, potentially reducing the effectiveness of this method. Therefore, it is important to consider time flexibility so students can read calmly and deeply. In addition, the management of book variations also needs to be considered, considering the reading interests of varied students. Providing books appropriate to students' interests and comprehension levels will help them stay motivated and engaged in reading activities. This will also optimize the potential for student literacy development through ODOR.

The Role of the Learning Environment in Increasing Reading Interest

A supportive learning environment is critical in increasing students' interest in reading. One of the main factors that affect reading interest is the existence of facilities that students can access directly, such as a reading corner in the classroom. This reading corner serves as an area that provides a wide variety of storybooks, textbooks, and other supporting materials, making it easy for students to find interesting readings that suit their interests. Providing a comfortable reading room with a diverse selection of books allows students to choose the reading to their liking, which can increase their involvement in reading activities. For example, some students mentioned that they felt more enthusiastic about reading when they could choose a storybook they liked, such as adventure stories or science fiction. Therefore, the diversity of books in the reading corner is essential to maintain students' interest in reading, as not all students are interested in the same type of books. This is as seen in Figure 2.

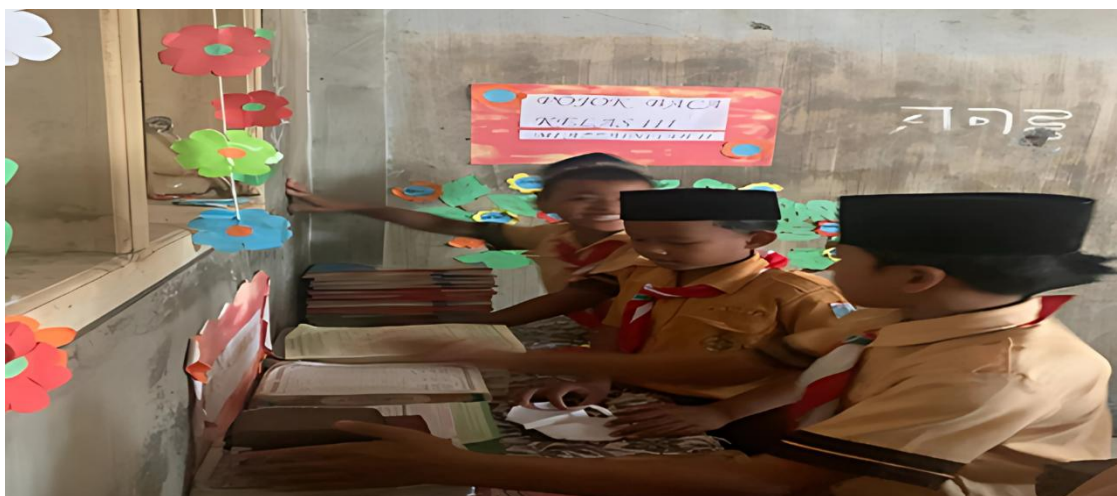


Figure 1. The Atmosphere of "Reading Corner"

Figure 1 shows the atmosphere of the "Reading Corner" in the classroom, which depicts students actively interacting with the available books. This image emphasizes the active role of students in utilizing existing reading materials. The colorful decorations around the reading corner also reveal an environment that welcomes and stimulates reading interest, designed to encourage students to engage more with books. This image shows that the reading corner has succeeded in creating a space that invites students to read positively. However, a limited number of books can limit student engagement. The existence of a variety of reading materials that are diverse and age-appropriate for students is very important to maintain their interest in reading. This image underscores the importance of creating engaging spaces with diverse reading resources to support students' literacy development.

One student said, "The reading corner in class helps me find interesting and new books. I became increasingly interested in reading" (Inf-4). This shows that providing comfortable and varied reading spaces can facilitate student involvement in reading activities. However, there are several challenges in the implementation of optimal reading corners. One of the challenges faced is the limited number of books available. As expressed by a student, "The book in the reading corner is just that. I wish there were more storybook options" (Inf-5). When the variety of books is limited, students can feel bored with the reading options available, which can ultimately reduce their motivation to read. Therefore, the diversity of books in the reading corner is important to maintain students' interest in reading so they feel interested in continuing to read and explore new books.

In addition, support from family is also very influential in shaping students' reading habits. One teacher stated, "Parental participation in reading activities at home greatly affects students' reading interest in school" (Inf-6). This shows that the home environment, where parents also support children's reading habits, can strengthen the habits built at school. Such support can include providing time for reading at home, choosing books that suit children's interests, and discussing the content of the books, which can encourage children to be more involved in the literacy process. Departing from this, in summary, the role of the learning environment in increasing the reading interest of grade 3 students at MI Azzainiyah II Karanganyar is shown in Table 1.

Table 1. The Role of the Learning Environment in Increasing Students' Reading Interest

Theme	Sub-Theme	Key Quotes
The Role of the Learning Environment in Increasing Reading Interest	Book Limitations	"The book in the corner"
The Role of the Learning Environment in Increasing Reading Interest	Family Support	"Parental participation"
The Role of the Learning Environment in Increasing Reading Interest	The Impact of the Reading Corner	"The reading corner in the classroom is very"

Departing from this, although the reading corner in the classroom plays an important role in increasing students' interest in reading, the limited number of books and the support of the home environment also play a significant role in forming sustainable reading habits. A limited reading corner of his book collection can limit students' reading choices, affecting their level of involvement in reading activities. Therefore, providing a wide selection of interesting books, ranging from storybooks to non-fiction books relevant to the curriculum, is crucial to maintaining the diversity of students' reading interests. In addition, active support from parents is essential in strengthening students' reading habits. Parents accompanying their children in reading activities at home and providing access to additional books can enrich students' literacy experience. With the combination of adequate facilities in schools and support from the home environment, the effectiveness of reading corners and literacy programs in schools can be significantly increased.

Discussion

This study explores the impact of applying the One Day One Reading (ODOR) method in increasing students' interest in reading at MI Azzainiyah II Karanganyar. Based on the main findings, it can be concluded that applying the ODOR method significantly contributes to increasing students' interest in reading. However, challenges related to limited time and the diversity of students' reading interests were also found, which required further attention in their implementation.

This research question aims to determine whether the ODOR method can increase students' reading interest in MI Azzainiyah II. The findings showed that most students felt more interested in reading after participating in OOR activities, even though the time allocated for daily reading was limited. These findings answer the research question by showing that the ODOR method can positively increase students' reading interest despite some challenges.

These findings support the theory of literacy put forward by Dewey (1916) in (Chanifah et al., 2021; Levy et al., 2021; Marougkas et al., 2023) that states that education should focus on direct experiences that are relevant to students' lives. In this context, routine reading activities through the ODOR method offer hands-on experiences that can enrich students' literacy skills. This research also aligns with the view of Rachmaningtyas et al. (2022), which emphasizes the importance of habituation in literacy education to increase student involvement. ODOR actively engages students in daily reading activities, allowing them to build habits that can improve their interest and reading skills.

However, these findings also suggest limitations in the time allocated, which could potentially reduce the effectiveness of this method. This is in contrast to some studies, which show that more extended periods of reading activity can improve students' comprehension and engagement more deeply (Duke et al., 2021; Li et al., 2021; Locher & Pfof, 2020).

Therefore, this study provides new insights by showing that although short reading activities can increase reading interest, longer durations may be necessary to ensure a deeper understanding of the reading material. Compared to previous research, these findings expand existing knowledge about the OOR method, which was previously more widely applied in the context of more structured and time-limited learning. For example, some studies shows that routine-based learning that involves reading every day can develop better literacy skills (Chu & Jhuo, 2023; Smith et al., 2020; Wolthuis et al., 2022). The study expands on these findings by providing concrete evidence that ODOR can still increase students' interest in reading despite time constraints. However, these results are not entirely in line with expectations regarding duration. However, the study also challenges previous findings that suggested that broader reading diversity is a key to maintaining students' interest in reading. In this study, the limited number of books in the reading corner showed that despite the increased interest in reading, the diversity of books is still an important factor that needs further attention. This shows that, although ODOR has succeeded in increasing reading interest, it is important to create a richer literacy environment with a selection of books that match students' interests.

This research contributes significantly to the literature gap on implementing *the One Day One Reading* method. These findings support existing literacy theories and introduce a new dimension to understanding the challenges in increasing students' interest in reading. The study specifically identified that although this method was effective in building students' reading habits, some challenges remained, such as limited time available and a lack of diversity of reading materials. By exploring limited time and the variety of reading materials, this research enriches our understanding of creating a more effective and engaging learning environment for students. This provides important insights for developing more flexible literacy programs, which focus not only on the duration of time but also on the quality and variety of books provided to support student engagement on an ongoing basis. These findings open up opportunities for further research on time optimization and providing more varied reading materials.

CONCLUSION

This study discusses the challenges in increasing reading interest among elementary school students by applying *the One Day One Reading* (ODOR) method. This study explores the effectiveness of this method in building reading habits and identifying factors that support and hinder its success. The findings suggest that although the ODOR method has a positive effect on student engagement in reading, challenges such as time constraints and lack of variety of books in the reading corner affect the potential of this method. In addition, a supportive home environment is vital in strengthening students' reading habits. These findings emphasize the importance of a more flexible approach to time allocation and providing more diverse books to maintain student engagement on an ongoing basis. Further research can explore optimal strategies to expand reading resources and adjust time constraints to increase the impact of literacy programs. This research invites education stakeholders to invest in more dynamic and inclusive literacy practices for better outcomes for students.

ACKNOWLEDGMENT

We would like to express our heartfelt gratitude to the head and staff of MI Azzainiyah II Karanganyar for their invaluable cooperation during the research process. Special thanks go to the homeroom teachers and the 3rd-grade students for their willingness to participate, which contributed significantly to the completion of this study. Additionally, we sincerely thank our colleagues at Universitas Nurul Jadid for their support and encouragement.

REFERENCES

- Affandi Arianto, M., Saukah, A., Basthomi, Y., & Wulyani, A. N. (2021). Previous Studies Have Several Limitations: Indonesian Doctoral Students', Indonesian Academics', and International Authors' Research Gap Strategies in ELT Research Article Abstracts and Introductions. *Journal of Language and Education*, 7(2), 25–44. <https://doi.org/10.17323/JLE.2021.11735>
- Agasisti, T., Avvisati, F., Borgonovi, F., & Longobardi, S. (2021). What School Factors Are Associated with the Success of Socio-Economically Disadvantaged Students? An Empirical Investigation Using PISA Data. *Social Indicators Research*, 157(2), 749–781. <https://doi.org/10.1007/s11205-021-02668-w>
- Ali, Z., Palpanadan, S. T., Asad, M. M., Churi, P., & Namaziandost, E. (2022). Reading Approaches Practiced in EFL Classrooms: A Narrative Review and Research Agenda. *Asian-Pacific Journal of Second and Foreign Language Education*, 7(1), 28. <https://doi.org/10.1186/s40862-022-00155-4>
- Bingham, A. J. (2023). From Data Management to Actionable Findings: A Five-Phase Process of Qualitative Data Analysis. *International Journal of Qualitative Methods*, 22, 16094069231183620. <https://doi.org/10.1177/16094069231183620>
- Buys, T., Casteleijn, D., Heyns, T., & Untiedt, H. (2022). A Reflexive Lens on Preparing and Conducting Semi-Structured Interviews with Academic Colleagues. *Qualitative Health Research*, 32(13), 2030–2039. <https://doi.org/10.1177/10497323221130832>
- Chanifah, N., Hanafi, Y., Mahfud, C., & Samsudin, A. (2021). Designing a Spirituality-Based Islamic Education Framework for Young Muslim Generations: A Case Study from Two Indonesian Universities. *Higher Education Pedagogies*, 6(1), 195–211. <https://doi.org/10.1080/23752696.2021.1960879>
- Chu, S.-Y., & Jhuo, R.-A. (2023). Family Support: Implementing Embedded Learning Opportunities Within Family Routines. *Journal of Developmental and Physical Disabilities*, 35(5), 807–833.
- Duke, N. K., Ward, A. E., & Pearson, P. D. (2021). The Science of Reading Comprehension Instruction. *Reading Teacher*, 74(6), 663–672. <https://doi.org/10.1002/trtr.1993>

- Farquhar, J., Michels, N., & Robson, J. (2020). Triangulation in Industrial Qualitative Case Study Research: Widening the Scope. *Industrial Marketing Management*, 87, 160–170. <https://doi.org/10.1016/j.indmarman.2020.02.001>
- Heppt, B., Olczyk, M., & Volodina, A. (2022). Number of Books at Home as an Indicator of Socioeconomic Status: Examining Its Extensions and Their Incremental Validity for Academic Achievement. *Social Psychology of Education*, 25(4), 903–928. <https://doi.org/10.1007/s11218-022-09704-8>
- Kim, J. S., Burkhauser, M. A., Mesite, L. M., Asher, C. A., Relyea, J. E., Fitzgerald, J., & Elmore, J. (2021). Improving Reading Comprehension, Science Domain Knowledge, and Reading Engagement through a First-Grade Content Literacy Intervention. *Journal of Educational Psychology*, 113(1), 3–26. <https://doi.org/10.1037/edu0000465>
- Levy, B. L. M., Oliveira, A. W., & Harris, C. B. (2021). The Potential of “Civic Science Education”: Theory, Research, Practice, and Uncertainties. *Science Education*, 105(6), 1053–1075. <https://doi.org/10.1002/sce.21678>
- Li, H., Majumdar, R., Chen, M. R. A., & Ogata, H. (2021). Goal-Oriented Active Learning (GOAL) System to Promote Reading Engagement, Self-Directed Learning Behavior, and Motivation in Extensive Reading. *Computers and Education*, 171, 104239. <https://doi.org/10.1016/j.compedu.2021.104239>
- Locher, F., & Pfost, M. (2020). The Relation Between Time Spent Reading and Reading Comprehension Throughout the Life Course. *Journal of Research in Reading*, 43(1), 57–77. <https://doi.org/10.1111/1467-9817.12289>
- Ludewig, U., Kleinkorres, R., Schaufelberger, R., Schlitter, T., Lorenz, R., König, C., Frey, A., & McElvany, N. (2022). COVID-19 Pandemic and Student Reading Achievement: Findings From a School Panel Study. *Frontiers in Psychology*, 13, 876485. <https://doi.org/10.3389/fpsyg.2022.876485>
- Marougkas, A., Troussas, C., Krouska, A., & Sgouropoulou, C. (2023). Virtual Reality in Education: A Review of Learning Theories, Approaches and Methodologies for the Last Decade. *Electronics (Switzerland)*, 12(13), 2832. <https://doi.org/10.3390/electronics12132832>
- McKenna, J. W., Adamson, R., & Solis, M. (2021). Reading Instruction for Students with Emotional Disturbance: A Mixed-Methods Investigation. *Behavior Modification*, 45(3), 399–437. <https://doi.org/10.1177/0145445519868804>
- Morgan, D. L., & Nica, A. (2020). Iterative Thematic Inquiry: A New Method for Analyzing Qualitative Data. *International Journal of Qualitative Methods*, 19, 1609406920955118. <https://doi.org/10.1177/1609406920955118>
- Naeem, M., Ozuem, W., Howell, K., & Ranfagni, S. (2023). A Step-by-Step Process of Thematic Analysis to Develop a Conceptual Model in Qualitative Research. *International Journal of Qualitative Methods*, 22, 16094069231205788. <https://doi.org/10.1177/16094069231205789>

- Priya, A. (2021). Case Study Methodology of Qualitative Research: Key Attributes and Navigating the Conundrums in Its Application. *Sociological Bulletin*, 70(1), 94–110. <https://doi.org/10.1177/0038022920970318>
- Rachmaningtyas, N. A., Kartowagiran, B., Retnawati, H., & Hassan, A. (2022). Habituation of Mathematical Literacy Trained in Junior High School. *International Journal of Educational Methodology*, 8(2), 321–330.
- Santi, E., Kholipa, R., Putri, M. G., & Mujiono. (2021). Reading Interest Strength and Vocabulary Acquisition of EFL Learners: A Meta-Analysis. *Journal of Language and Linguistic Studies*, 17(3), 1225–1242. <https://doi.org/10.52462/jlls.87>
- Santo-Tomás Muro, R., Granados, C. S. de T., & Rodríguez Romero, E. J. (2020). Green Infrastructures in the Peri-Urban Landscape: Exploring Local Perception of Well-Being Through “Go-Alongs” and “Semi-Structured Interviews.” *Sustainability (Switzerland)*, 12(17), 6836. <https://doi.org/10.3390/SU12176836>
- Smith, M., Chambers, S., Campbell, A., Pierce, T., McCarthy, T., & Kostewicz, D. E. (2020). Use of Routine-Based Instruction to Develop Object Perception Skills with Students Who Have Visual Impairments and Severe Intellectual Disabilities: Two Case Studies. *Journal of Visual Impairment & Blindness*, 114(2), 101–113.
- Sparapani, N., Solari, E., Towers, L., McIntyre, N., Henry, A., & Zajic, M. (2020). Secondary Analysis of Reading-Based Activities Utilizing a Scripted Language Approach: Evaluating Interactions Between Students with Autism and Their Interventionists. *Journal of Speech, Language, and Hearing Research*, 63(9), 3130–3154. https://doi.org/10.1044/2020_JSLHR-19-00146
- Striepe, M. (2021). Combining Concept Mapping with Semi-Structured Interviews: Adding Another Dimension to the Research Process. *International Journal of Research and Method in Education*, 44(5), 519–532. <https://doi.org/10.1080/1743727X.2020.1841746>
- Syamsuri, A. S., & Bancong, H. (2022). Do Gender and Regional Differences Affect Students' Reading Literacy? A Case Study in Indonesia. *Eurasian Journal of Applied Linguistics*, 8(1), 97–1110. <https://doi.org/10.32601/ejal.911522>
- Sysoev, I., Gray, J. H., Fine, S., Makini, S. P., & Roy, D. (2022). Child-Driven, Machine-Guided: Automatic Scaffolding of Constructionist-Inspired Early Literacy Play. *Computers and Education*, 182, 104434. <https://doi.org/10.1016/j.compedu.2022.104434>
- Tomaszewski, L. E., Zarestky, J., & Gonzalez, E. (2020). Planning Qualitative Research: Design and Decision Making for New Researchers. *International Journal of Qualitative Methods*, 19, 1609406920967174. <https://doi.org/10.1177/1609406920967174>
- Wolthuis, F., Hubers, M. D., van Veen, K., & de Vries, S. (2022). The Concept of Organizational Routines and Its Potential for Investigating Educational Initiatives in Practice: A Systematic Review of the Literature. *Review of Educational Research*, 92(2), 249–287.