

Reporting Results of Randomized Field Trials in Education: A Conceptual Framework

The growth in RCTs mounted during this decade has been dramatic. Since 2002, the Institute for Education Sciences alone has sponsored over 100 randomized controlled trials (RCTs) that rigorously test the effectiveness of educational policies, programs, and practices that purport to improve student academic and behavioral outcomes. This growth in the production of RCTs has spawned a new generation of knowledge on their design, implementation, analysis and reporting phases. The reporting phase has not received as much attention in the literature as other phases, although a number of organizations such as the Society for Prevention Research, AERA, and CONSORT Group have produced standards for reporting. Recently, the Institute for Education Sciences has funded the development and dissemination of reporting guidelines, through the Regional Education Laboratory Program, with a strong methodological emphasis. This seminar examines a conceptual framework for surveying reporting standards and guidelines, understanding their importance, and determining how they can be used to improve not only RCT reporting but also all phases of an RCT.