

Evidence Exchange

An external-source research and discussion-preparation packet.

CCSS.ELA-Literacy.SL.11-12.1a "Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful..."

NAME _____

DATE _____

1 READ AND MARK _____ Read it twice

YOUR JOB Use this packet with the original studies: before discussion, open and read the assigned sections of both studies below and research one additional credible source. These orientation notes do not replace those sources. Complete Stages 1-2 and Questions 1-2 before meeting; complete Stage 3 and Question 3 afterward.

What kind of classroom phone policy does the evidence support?

- ① Reading A - Beland and Murphy (2016), Ill Communication: Technology, distraction & student performance, Labour Economics 41. Read the abstract and Sections 3-5, using tables as needed. The study links school phone-policy histories in four English cities with student exam records and compares changes around bans. It reports improved exam performance after bans, especially among previously lower-achieving students. The policies were not randomly assigned. Open the author-hosted article:
https://www.richardmurphy.org/_files/ugd/bfbfd3_9a905fb60c9f40048c028c11cc6ddfed.pdf
- ② Reading B - Deng, Cheng, Ferreira, and Pavlou (2025), From Smartphones to Smart Students, Information Systems Research. Read the abstract and Section 1. The researchers conducted randomized classroom experiments at a Chinese vocational school, comparing restrictions with unguided and teacher-guided use; a second experiment added a paper-aid condition. Guided use improved learning gains relative to a ban in that setting. Open the article:
<https://pubsonline.informs.org/doi/full/10.1287/isre.2022.0078>

- ③ Prepare to discuss a classroom policy recommendation, including exceptions, implementation needs, and uncertainty. Research an additional source that tests a claim, adds a missing perspective, or informs feasibility. Distinguish what a study measured from what you infer for another setting. A result about one kind of phone use or one learner population does not settle every policy question. The discussion should refine the reasoning, not force agreement or choose a policy by vote.

2 ANSWER WITH EVIDENCE _____ Use the passage

- ① Use your two Stage 1 records. Explain how one retrieved method detail from each study affects confidence in its conclusion; include its locator.

- ② What claim will your additional source test or qualify? Identify the source and its relevant evidence.

- ③ Which prepared evidence stimulated a useful exchange, and how did the exchange affect your conclusion?

3 YOUR TURN

Your own words

Prepare and record evidence in Stages 1-2, then discuss and write your evidence-based recommendation in Stage 3. Work in groups of three or four after independent preparation. Each learner needs a worksheet, pencil, and original texts or printed copies. The teacher checks access and schedules reading/research time first. Use a library or school device if needed. No personal phone, real policy change or personal student data is required.

1. Read and prepare

For each assigned study, use six lines: label A or B and record the source/section, an exact finding or method detail, your interpretation, and a limitation. Read the specified original sections; mark copied words with quotation marks and paraphrase in your own words.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and extend across the width of the page. There are no margins, text, or other markings on the paper.

2. Research and connect

Find and read a third credible source. Record creator, title, date (or undated), URL/page/section and access date, relevant evidence, and why it is credible for this question. Write a provisional recommendation and one question that connects this source to A or B. Bring all three sources to discussion.

[illegible]

3. Exchange and reconsider

Each learner cites prepared readings and additional research to make a reasoned contribution, probe or challenge a peer, and respond to the reply. Record the evidence-based exchange, your refined question and your final recommendation with any qualifications. Continue until everyone has contributed and responded; then answer Question 3.

[illegible]

PART 1 • READ AND MARK

Use this packet with the original studies: before discussion, open and read the assigned sections of both studies below and research one additional credible source. These orientation notes do not replace those sources. Complete Stages 1-2 and Questions 1-2 before meeting; complete Stage 3 and Question 3 afterward. Accept any marking that follows this job and points at the right text.

PART 2 • ANSWERS

#	QUESTION	ANSWER
1	Use your two Stage 1 records. Explain how one retrieved method detail from each study affects confidence in its conclusion; include its locator.	Check the methods recorded in Stage 1 and both explanations/locators against the original studies. For A, an example is its use of prior achievement and school effects when estimating policy changes; explain how those controls address some alternative explanations without random assignment. For B, the same prelecture and postlecture tests support a within-learner gain measure; explain what that measures and a remaining limit. Accept other accurate methods with a justified implication, not a repeated orientation note.
2	What claim will your additional source test or qualify? Identify the source and its relevant evidence.	Accept an actually retrieved credible source with creator, title/date, locator, relevant evidence and a clear connection to a claim. Do not accept an invented source or remembered finding without verification.
3	Which prepared evidence stimulated a useful exchange, and how did the exchange affect your conclusion?	Accept the named source and exact detail, a peer's connected challenge or question, and a reasoned change, qualification or retention of the conclusion.

PART 3 · YOUR TURN (SAMPLE ANSWER)

Illustrative preparation: A is a policy-change study, not random assignment; B tests guided and unguided uses under experimental conditions. These different questions should be compared rather than treated as interchangeable ban votes.

Example additional source: NCES, "More than Half of Public School Leaders Say Cell Phones Hurt Academic Performance," February 19, 2025, opening policy findings and collection-method paragraph, accessed September 9, 2026: <https://nces.ed.gov/learn/press-release/more-half-public-school-leaders-say-cell-phones-hurt-academic-performance>. Its December 2024 School Pulse Panel reports policies and leaders' views; it does not measure the causal effect of a policy on grades.

Illustrative exchange: "Our sources distinguish unstructured access from a guided instructional use. I would test a rule limiting off-task use with defined instructional exceptions." A peer asks how the evidence supports local feasibility. The speaker cites the third source as evidence that policy types vary, acknowledges that prevalence is not effectiveness, and asks what staffing and implementation information is still needed. The recommendation remains provisional; each learner must use their own verified source and record the actual exchange.

TEACHER ASSESSMENT NOTES

Check preparation before discussion: two assigned original readings plus independently retrieved research, accurate locators, relevant evidence and limits. During discussion, observe explicit use of that preparation to stimulate a reasoned exchange, not disconnected source-name dropping. Evaluate evidence use and response, not support for a preferred policy. Abstracts and orientation notes alone do not fulfill assigned A reading. If an article is inaccessible, provide its assigned sections or a comparable accessible primary study before discussion; do not replace research with recall. Accept justified conclusions that differ from the model. This external-source preparation packet intentionally requires the original readings, independently retrieved research and a live exchange. Check answers against those sources and the observed exchange; the orientation notes alone cannot verify them.