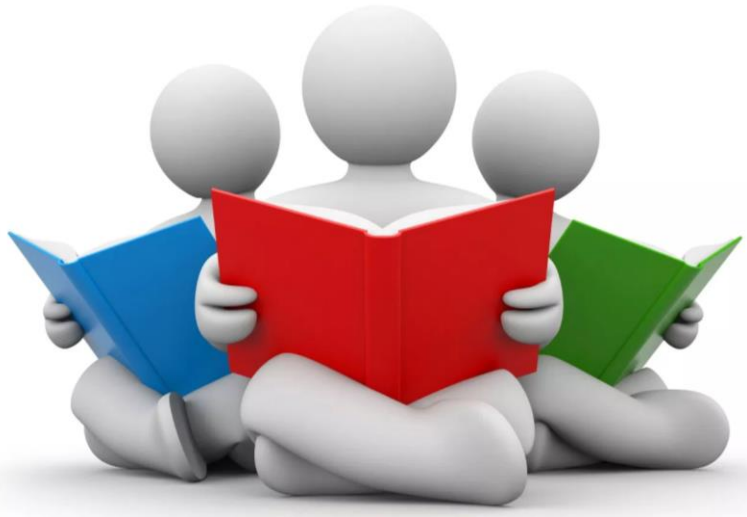


# **Getting Students to READ: Scaffolding Students' Reading, Engagement, Analysis, and Discovery through Texts**

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# The Problem: Getting Students to READ



- Persistent problems across all disciplines
- Not one size fits all solution

# The Method: Student Survey

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- Asked students to tell us about what helps them READ
- Survey administered to ~300 students across diverse disciplines

QUESTIONS    RESPONSES    54

What is the approximate amount of reading for all classes combined you are required (not suggested) per week? (~number of pages) \*

Short answer text

Please comment on which classes give you the most reading? \*

Long answer text

Please comment on the difficulty of the reading. What [type of] readings (or classes) do you find most difficult? \*

Long answer text

Please comment on the ease of the reading. What [type of?] readings (or classes) do you find easier? \*

Long answer text

What helps you complete your reading assignments? \*

- Answering written questions
- Answering questions in class
- Pre-reading activities in class
- Explaining the context of the reading
- Knowing there will be a quiz on it
- Knowing the reading is connected to a major test or assignment
- Group work requires knowledge of the reading
- Lighter load that week/had the time
- Other...

# The Results:

- Number of classes: 4 – 6 classes on an average
- Number of pages: discipline specific
  - 50 -100 pages for most
  - >150 pages for some
- Complete an average of 50-60% of the reading but strongly depends on the class
  - Read just before class
  - Comprehend an average of 60% of the reading
- Reading is more regular until Midterm

# The Questions: What helps you complete your reading assignments?



Answering questions in class



Answering written questions



Explaining the context of the reading



Knowing the reading is connected to a major test or assignment



Knowing there will be a quiz on it



Lighter load that week/Had the time



Pre-reading activities in class

# The Questions: What is the largest obstacle limiting your understanding of the reading?



Cost of the  
textbook



Difficulty of  
reading material



Lack of context



Lack of examples



Lack of interest



Vocabulary

# The Interventions:



READING  
QUIZZES



LOANER  
TEXTBOOKS



PROVIDING  
CONTEXT



IN-CLASS  
DISCUSSIONS



GROUP  
JOURNALS



TAILORED  
ASSIGNMENTS

# The Successes:

- Drop in % students not reading due to book cost
- Higher assignment averages



# The Wishlist:

- Conduct a Student Focus group



# **SUPPLEMENTAL SLIDES**





# Getting students to read in the discipline of Psychology

Students in PSYC 324 were asked to develop a survey interview about why students don't read for class. In doing so, they identified potential reasons for exploration in the FLC survey. Utilizing the FLC survey, 100 students in PSYC 211 and 65 students in PSYC 324 were asked to complete a survey on reasons for not reading. From that data, 3 issues were identified by the instructor as strong factors. Those issues are listed in the table below. 32 PSYC 324 students in SP 2019 were surveyed regarding the strategies utilized to increase reading.

Identified by students as factors in not reading FA2018	Implemented to address factors in WT 2019 and SP2019 PSYC 324	Feedback from Students Midterm SP2019 (response rate roughly 70%)
Cost of Text	Greater attention was addressed to helping students explore low cost options for text. Digital copies of first readings were provided to enable time to explore low-cost options. Students with financial difficulties were encouraged to see the professor who loaned out copies of the text.	Only 4% of students in SP2019 identified lack of a text book as a reason for not reading.
Demands outside of academics	Accommodations were made to make sure students were allowed more time as necessary to complete assignments and accommodations were made for dropping an assignment for grading.	45% reported "not having time" as a reason for not completing the reading. This was the most frequently reported reason.
Cost/Benefit analysis of reading	Efforts were made to increase the benefits of reading by linking reading the assignments to the practical mission of the course (learning to interview others) Students were provided a prompt to consider reading akin to interviewing an expert and consider questions they'd have for the expert 3 other previously utilized strategies for increasing the benefit to reading were also assessed at midterm SP2019	23% of respondents indicated that the prompt was useful to completing readings Of the previously employed strategies: 86% found homework based on the readings as useful to encouraging reading. 27% found frequent quizzes helpful and 23% found utilizing reading as an opportunity to practice the interview skill of

# Students Lack:

- Interest 84%
- Time 57%
- Understanding of vocabulary 25% or Text 39%
- Examples within Text 25%
- Context (how reading relates to class) 20%

67% Read Assignment “Just before class”

61% Comprehend the Reading

# Teaching Strategies

## *Currently:*

- Preview Readings in Class
- BB Readings and Response Questions
- On-Board Matrix highlights, quotes
- 25-point or 30-point assignments

## *Future:*

- Survey of time spent, clarity of purpose
- Share results with students/relate to class grade

## Before

- Connect to previous topic(s)
- Distribute definition of terminology sheet
- Share reading guiding questions

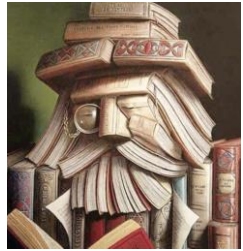
## During

- Collect answers to sheets and questions (graded on completion)
- Open book/notes group discussion of guiding questions
- Use application /discussion/class activities

## After

- Connect topic/ideas/theories to course assignments and/or exam

# Getting students to read in the discipline of FOREIGN LANGUAGES



Leer

I have focused on my two intermediate Spanish courses (SPAN 201 & 202) for this FLC. Short readings are one of the different authentic resources to familiarize students with the culture in these two courses. Students complete a comprehension questionnaire online before coming to class. Problem, not all students do it. OR they do not understand *what the reading is about*.

After analyzing and discussing the FLC survey, for my classes, in group they write a short summary “*on their own words*” of the reading. Then moving to work on three reflection questions in order to compare and to connect with the main topic of the chapter.

I plan to continue exploring strategies to improve on “getting students to read for SPAN 201 & 202”

## FYS 101 Turning to One Another: Beliefs and Behaviors A Discussion Based Course

Trend: Students read fairly regularly until around mid-term. This is the second year that this was obvious, in this small seminar, due to the impact on class discussion.

Group journaling is part of my expectations and their final grade. The reading often happens, even if late, because they are forced to respond to each other. Per our data, students do most of their reading right before class, which does not ensure time to reflect on what is being read.

Next year, I am going to be more strategic in the assignments for the journals. I will tie the prompts even more closely to the readings, and, when possible, the journal responses will actually be ahead of the class topic. This will help my students be more prepared for discussions. I naively thought that for first year students learning via class discussions would help with the quality of their journals, but that is not really the case. The journals are better and more connected to the readings when they learn from each other, and then we process the material as a class.

The goal will be to keep them engaged with the reading for the entire class, not just the first half, and to establish reading behaviors that occur earlier so there is some preparation. The outcome would be greater contributions to discussions and, perhaps, a deeper understanding of the material.



## Reading Interventions: 100-Level Composition Course; WMST 101 (Paige Rogers)

### A. Survey Data:

- Fewer than 50% read more than 25% of assigned readings
- Reasons include (most to less frequent) lack of time, lack of motivation, lack of skills, and lack of interest
- Implications include poor course performance, boring class discussions (quiet and irritated students), low morale (me)
- One student wrote: “In my last English course, we weren’t graded on reading. He made it fun to read for debates. Sadly, I don’t think I’ll ever have a class like that again” (I gave reading quizzes this year)

### B. Original Methods and Techniques:

- Discussion, in-class questions in small groups, reading quizzes online (open text), formal writing assignments, exams (WMST 101)

### C. Interventions/ New Methods Based on FLC Work:

- In-class individually assigned questions, small group discussion, class discussion, small application-based assignments, reading short articles aloud in class, in-class closed book “tests,” reading response portfolio assignments

### D. Results to Date for 100-Level Composition Courses:

- 60% or more read more than 35% of assigned readings
- Higher class assignment averages, better essays, more engagement, better discussions
- Only two students stated that they still would have read for class if there were no reading tests

# Earl Brooks: ENGL 300 Texts and Contexts

Implemented changes to Engl 300 inspired by the results of the reading survey

- A reading quiz for each reading assignment
  - The goal here was to create a material consequence for unpreparedness with a low stakes quiz. Even though a quiz is only worth two points, it's enough to draw attention.
- Rotating group presentations based on reading assignments
  - The use of this strategy allowed me to leverage peer pressure and the challenge of public speaking towards a deeper level of preparedness.
- The incorporation of Padlet, which is a website designed to share and visualize ideas.
  - Some students reported that they had difficulty understanding how the readings connected to each other. Padlet was used to map out some of the main points from the readings