Ensuring Students Read and Understand Course Readings
THE PURPOSEFUL READING REPORT

It is my intention to ensure that at the end of this workshop, you will be able to

1. Make a decision as to if and when you could use the PRR in your courses.
2. Explain to students why you are using the PRR and how it contributes to their learning and critical thinking in your course.
3. Extend the PRR process to promote collaboration and peer teaching.
“Learning results from what the student does and thinks and only from what the student does and thinks. The teacher can advance learning only by influencing what the student does to learn.”
FOUNDATIONS FOR THE USE OF THE PRR

- Research on conditions for deep learning and the development of expertise
- UVic research on student engagement
APPROACHES TO LEARNING*

DEEP vs SURFACE

- Deep = an intention to understand and to extract or find meaning

- Surface= an intention to memorize and reproduce what is presented

*Perry, 1970
Marton & Säljö, 1997
Entwistle, McCune & Walker, 2000
DEVELOPMENT OF EXPERTISE THROUGH DELIBERATE PRACTICE*

- Focused effortful practice
- Over a prolonged period of time
- On a specific task
- With self monitoring (metacognition)
- With adequate resources
- Not particularly pleasant (it is challenging work)

*based on the work of K.A. Ericsson and colleagues
LEARNING AND CRITICAL THINKING

Both require the development of metacognition.

- What is the purpose of my work?
  - What question am I trying to answer?
- What intellectual skills must I use?
  - What data or information do I need?
- What conclusions or inferences may I make (based on this information)?
CRITICAL THINKING AND LEARNING

- What is the key concept(s) (theory, principle, axiom) with which I am working?
- What is my point of view?
- What assumptions am I making?
- When I come to a conclusion(s), what will the implications and consequences be?
THE POWER OF ASSESSMENT

- If you assess ‘it’, students will attempt to learn ‘it’

- How you assess ‘it’ determines how students will learn ‘it’
Where and when do you learn?

- studying for exams
- outside of class time-assignments
- interactive seminars, laboratories, study groups
How often do you complete required readings before class?

- Not very often because the prof will explain it any ways and I probably wouldn’t get it if I read it before. Just a waste of time.
GETTING TO WORK

- Read the short article on your table
- Complete the Purposeful Reading Report –aka ‘the 3-2-1’
AT YOUR TABLE

- Come to a consensus on the 3 central ideas
- Try to resolve any areas of confusion amongst your group members
- Choose one question to ask the ‘author’
THE PRR PROCESS

3

Most important concepts, ideas,
Most central…
Most critical …. to the argument
Each one of these choices must be justified (this is the most important part of the response)
THE PRR PROCESS

2.
- Areas of difficulty, confusion, etc. and/or challenge to author

1.
- Question for the author that requires a response beyond that contained in the article or chapter.
YOUR 3’S AND WHY?
YOUR 2’S
AREAS OF CONFUSION OR CHALLENGE
COURSE RESEARCH

- 2 courses (2nd year and 3rd year) over a two year period

- Asked for PRP on 2 specific readings in year 1 that were matched with 2 other readings which did not require a PRP
COURSE RESEARCH
<table>
<thead>
<tr>
<th>Year</th>
<th>Course Level</th>
<th>Q1 Requirement</th>
<th>Q2 Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yr 1</td>
<td>100 level</td>
<td>needs PRR article A knowledge</td>
<td>needs non PRR article B knowledge</td>
</tr>
<tr>
<td>Yr 2</td>
<td>100 level</td>
<td>needs non PRR article A knowledge</td>
<td>needs PRR article B knowledge</td>
</tr>
<tr>
<td>Yr 1</td>
<td>200 level</td>
<td>needs PRR article A knowledge</td>
<td>needs non PRR article B knowledge</td>
</tr>
<tr>
<td>Yr 2</td>
<td>200 level</td>
<td>needs non PRR article A knowledge</td>
<td>needs PRR article B knowledge</td>
</tr>
</tbody>
</table>
Assessed by lab coordinator with a rubric for marking.

Approximately 11% higher grade on PRR readings/chapters across 4 questions in two years.
YOUR GROUP QUESTION AND OTHERS?
EXTENDING THE PROCESS

- Group or pair work (as in the work you did at the start of the session)
- Peer teaching
- other?
WILL IT WORK FOR YOUR SUBJECT AREA AND HOW?

- Modify terminology
- Add a 4 (4 questions on factual issues)
- Other?
REFERENCES ON OTHER STRATEGIES

Preparing students for class: How to get 80% of students reading the textbook before class (reading assignment and on-line quiz)

American Journal of Physics, 82, 989 (2014)
Cynthia E. Heiner, Amanda I. Banet, Carl Wieman, University of British Columbia
REFERENCES ON OTHER STRATEGIES
FACULTY FOCUS

http://www.facultyfocus.com/

11 Strategies for Getting Students to Read What’s Assigned

Content from The Teaching Professor
REFERENCES ON OTHER STRATEGIES

FACULTY FOCUS

http://www.facultyfocus.com/search-results?q=reading

Getting Students to Do the Reading

Reading Circles Get Students to Do the Reading

Reading Assignment Strategies to Boost Student Engagement

Two Strategies for Getting Students to Do the Reading

A Couple of Great Strategies to Improve Student Reading
THANKS!

- Emails for slides, other materials, template, and grading criteria