The Big Challenge:

Getting Students To Read Their Text

Ken Gray – College of DuPage
Jean Johnson – Governors State University
Deborah S. Podwika – Kankakee Community College
Lora Vasiliauskas– Virginia Western Community College

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Why Don’t Students Read the Text?

• Time
• Reading level of the text vs their abilities
• Interesting text
• Interested in the topic
• Not seeing connection to assessments
• Can’t afford the text
Why Don’t Students Read the Text?

• They May Have Learned They Do Not Have To
• Too Tired
• Expectation Passing Grade For Attending or $
• They Think Everything Is Covered in Class
• Giving Up
• Are they familiar with the Style of Textbooks
Why Don’t Students Read the Text?

- Do they believe it is better to read right before the exam?
- Do they realize how much time it takes?
- Are they reading when they are tired?
- Do they believe it is all covered in class?
“But I Am Reading The Text!”

- Do they know what is important (Skimming)
- Are they multitasking
- Are they taking notes
- Are they using chapter outcomes
- Are they making Connections & Associations
What Can We Do?

• Clear expectations
• Choose text with reading levels evaluated
• Students help determine text selection
• Make sure to assess over text material
• Discuss research on studying
What Can We Do?

• Discuss how much time is needed
• Discuss research on multitasking
• Discuss note taking methods
• Textbook online resources (etext, audio etc.)
• **Provide Resources** (Dr. Chew, MyPsychLabs, etc.)

Discussion Boards, Blogs etc
What Can We Do?

• Reflection Papers
• Student Constructed Test Reviews
• Critical Thinking Question
• Correct Any Errors in the Text
• Quiz Before Starting Chapter
• Cliff Hangers
What Can We Do?

- Challenge questions
- Random student topic interest taught to class
- Pop quizzes & regular quiz questions
- Crossword puzzles (Individual or Group)
- I Clickers
- Seek & Find student questions
- Jeopardy
- Scavenger Hunt
- All these can be student driven as well
What Can We Do?

• Use the text in class
• Allow a “notes” page for exams
• Allow students to submit tentative exam/quiz questions (with right answers and PAGE numbers included) and guarantee to use a % of them on the next quiz/exam (lowers test anxiety too!)
• Use/Assign end of the chapter exercises (select texts that include them).
• “Catch Me!” Put errors in your Powerpoints with extra credit for finding them.
What Can We Do?

• Only extend, clarify, or update the material in the readings. Stop spoon-feeding!
• “Cold-call” on students and grade their answer (good faith effort). Put each of your students’ names on an index card and shuffle the deck each time. Mark the “grade” (0-2) on the card, return the card to the deck, and shuffle again.
What Can We Do?

PT@CC Electronic Project Contest:

Contact Info

Ken Gray – grayke@cod.edu
Jean Johnson – jjohnson@govst.edu
Deborah S. Podwika – dpodwika@kcc.edu
Lora Vasiliauskas – lvasiliauskas@virginiawestern.edu