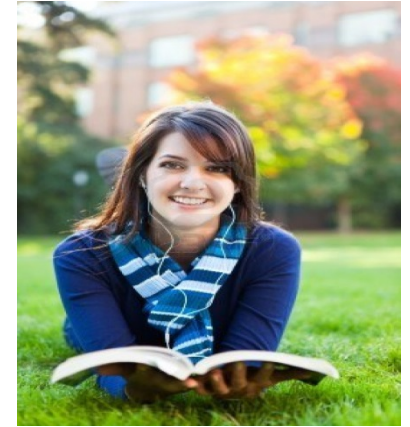


The Big Challenge:



Getting Students To Read Their Text

Ken Gray – College of DuPage

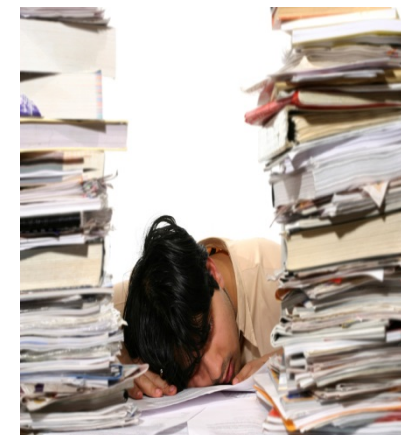
Jean Johnson – Governors State University

Deborah S. Podwika – Kankakee Community College

Lora Vasiliauskas – Virginia Western Community College

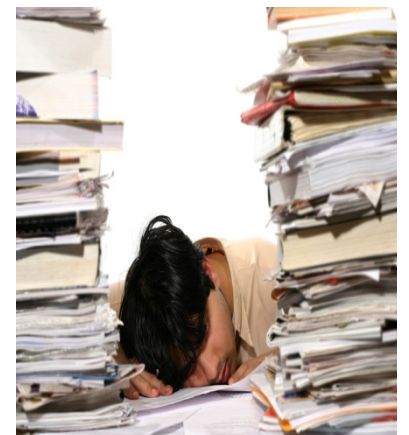


Midwest Students & Teachers of Psychology
Conference
February 22, 2014



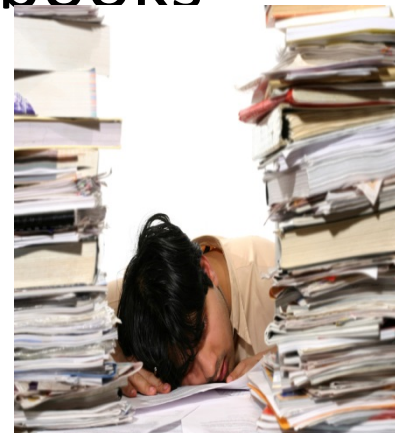
Why Don't Students Read the Text?

- 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



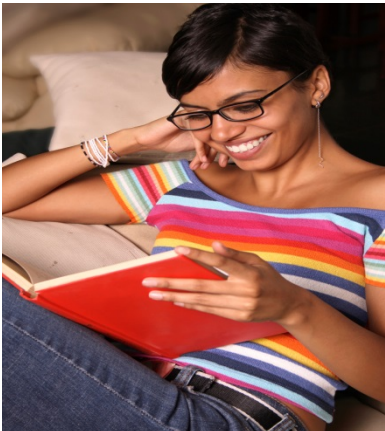
“But I Am Reading The Text!”

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



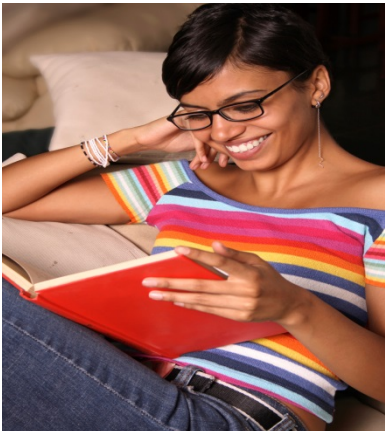
What Can We Do?

- 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.)

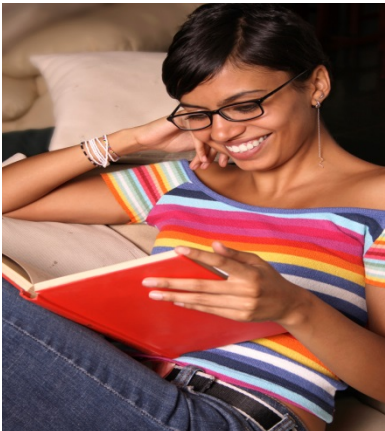


Discussion Boards, Blogs etc



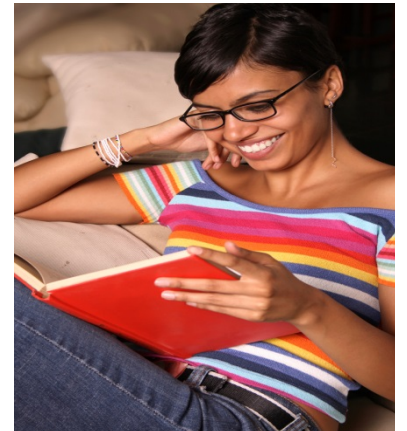
What Can We Do?

- Reflection Papers
- Student Constructed Test Reviews
- Critical Thinking Question
- Correct Any Errors in the Text
- Quiz Before Starting Chapter
- Cliff Hangers



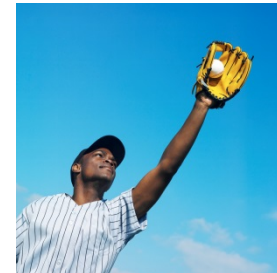
What Can We Do?

- 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:

[http://www.apa.org/ed/precollege/undergrad/
ptacc/ptcc-contest-guidelines.aspx](http://www.apa.org/ed/precollege/undergrad/ptacc/ptcc-contest-guidelines.aspx)



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