Ten Ideas for Getting Students to Do the Reading

1. **Assign short reading responses.**
   - Make the questions substantive questions
     - Ex. What did you find most convincing?
   - Assign ahead of time
   - Keep length to at most a paragraph
   - Vary the kind of questions with each reading
     - Ex. “Come up with three research questions based on the readings” on one week and then “identify strengths and weaknesses of the primary argument of each reading” on another

2. **Assign students to post discussion questions on Moodle about the readings in advance of class discussion.**
   - Assign 4-5 times a semester
   - Require thoughtful questions
   - Mandate posting ahead of time
   - Require upload by 5:00 p.m. the night before
   - Inform students that the questions need to be designed to elicit conversation from their colleagues
   - Allow all students to see the questions in advance of the class

3. **Assign summaries due on the day that the book or article will be discussed.**
   - Grade as did or did not do
   - Reference in the discussion

4. **Have students do a self-assessment.**
   - Check off boxes
     - Ex. Did I do the reading, etc.
   - Then ask for self-reflection
     - Ex. “I gave input,” participated in the group discussions, etc.
   - Do four times
   - Post on Moodle and alerted through email
   - Get them socialized to check email, do assignments, etc.
   - Apportion half of their participation grade

5. **Require students to report on whether they did the minimum essential assessment.**
   - Assess by 0 - didn’t do the reading; 1 - say did the reading; 3 - show you did the reading
   - Craft quick short prompts

6. **Hold a moot court that requires that the students have read the material to participate.**

7. **Give quizzes on readings.**
   - Offer multiple choice quizzes at lower level
   - Assign short answer quizzes at upper level
   - Allow students to bring study guide and written notes
   - Can choose to announce students on a random basis
   - Require that they focus on key concepts from the readings

8. **Require evidence from readings on mid-term and final essays.**

9. **“Cold call” on students in class for answers based on the reading.**
   - Recognize the problem of students anticipating who will be called upon
   - Can randomize

10. **Recognize that there are disciplinary-specific expectations about whether students will be required to read or not. Thus, disciplinary-specific strategies are required.**

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