

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.**

Pedagogy Project Participants, April 6, 2018

Leora Bar-El, Anthony Johnstone, Kim Reiser, Daisy Rooks, Tobin Miller Shearer, and Ashley Trautman