Getting Students to Read their Textbooks

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Over 78% of freshman and sophomore students reported not reading the textbook at all, or reading it only sparingly, for at least one introductory course.
Are Students Reading?
Clump, Bauer, & Bradley (2004)

Are Students Reading?
Clump, Bauer, & Bradley (2004)
Students “Know” they Should Read

Students don’t expect to do well if they just skim or don’t read the textbook

(Elias, 2005)
Students Realize Reading is Linked to Academic Performance

Stratten (2011)

Student Agreement on 4 point scale

- Reading connected to grades
- Perform better when I read

Student Agreement on 4 point scale
Students know their professors expect them to read
Berry, Hill, and Stevens (2011)

How much does your professor expect you to read?

- Unsure
- Less than 1 hour
- 1-3 hours
- More than 3 hours
Why are students not reading the textbook as much as we expect them to?
<table>
<thead>
<tr>
<th>Reasons for Lack of Reading</th>
<th>(Lei et al., 2010)</th>
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</thead>
<tbody>
<tr>
<td><strong>Students</strong></td>
<td></td>
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<tr>
<td>Reading comprehension</td>
<td>Fear of negative</td>
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<tr>
<td>difficulties</td>
<td>evaluations</td>
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<tr>
<td>Lack of self-efficacy</td>
<td>Discouraged by</td>
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<td></td>
<td>prior attempts not</td>
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<tr>
<td>Lack of interest in</td>
<td>working</td>
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<td>content</td>
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<td>Underestimate the</td>
<td>Believe students</td>
</tr>
<tr>
<td>importance of reading</td>
<td>are responsible</td>
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<td></td>
<td>for reading</td>
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Interventions

What can professors do?
The Student Perspective

What do students say will work?
What would make it more likely for you to read?

Aagaard, Conner II, & Skidmore (2014); Stratton (2011)

Time

Professor Actions

- Reading Quizzes
- Graded Study Guides
- Lectures that do not “cover” everything and instead allow for group work and discussion
Increasing Accountability for Reading
Quizzing Research

- Weekly quizzing
- Testing until you get it correct

Landrum (2007); Di Hoff, Brosvic, & Epstein (2003); Epstein, Epstein, & Brosvic (2001)
An Alternative to the “Pop Quiz” - Random Quizzing Works!

Ruscio (2001)
Quizzes versus Focused Worksheets
Ryan (2006)

124 Psychology students

25% of Grade

Classes were randomly assigned to:

- Planned Quizzes (10-12 Multiple Choice Questions)
- Focus Worksheets with Check, Check Plus, Check Minus
- Focus Worksheets with Feedback
Focus Worksheet

1. Read pages 539-556 of Chapter 15.
2. Define the following terms, using your own words or examples: Attribution, attitude, role, foot in the door phenomenon, conformity, and obedience.
3. Describe a personal experience (or one that you heard about) where you or someone you know was the victim of the “foot in the door phenomenon”.
4. List the three most important social roles that you play in your own life. For example, I am a mother, wife, and psychologist. What about you?
5. Describe the Asch experiment using your own words in 6-7 sentences.
6. What do you think you would have done if you were the subject of the experiment? Describe.
7. List two positive things and two negative things about conforming and obeying. What is good about conformity and obedience, for you and others?
The Results...
Ryan (2006)
Reading Assignments

- Guided Questions
- Partner Review
- Spot Check and Review
Learning Journals

1. Which two things were the most interesting for you to read about in this chapter and why?

2. How does this chapter relate to you and/or the people in your life in some way? and/or indicate why it is important for you to have knowledge about the content in this chapter

3. List two questions that you have a result of reading this chapter

4. If you were to go on and become a researcher in this field, what is a research issue that you would like to investigate?

Direct from Bartolomeo-Maida (2016) p. 443
Learning Journal Results
Bartolomeo-Maida (2016)

Amount of Hours Spent Reading

- 13.1% No Reading
- 78.7% 1-5 Hours per Week
- 8.2% 6-10 Hours per Week

Compared to Other Courses

- 86.9% Reading for this Course
- 58.6% Reading for Other Courses

70.1% of students demonstrated critical thinking
On-line Discussions of Text
Lineweaver (2010)

- Read more carefully
- Reported higher level of understanding
- Felt more prepared for exam
- But no significantly different results in exam scores were found
Making Changes in our Reading Assignments

**General**

- Read Chapter 1

**Specific**

- Read Chapter 1
  - Focus on major psychological theories
  - Answer questions
  - Use Power Point to take notes
Increasing Reading Comprehension
Activity Time...

Baseball Knowledge

Low

Moderate

High
Importance of Background Knowledge
Recht and Leslie (1988)

<table>
<thead>
<tr>
<th></th>
<th>High Baseball Knowledge</th>
<th>Low Baseball Knowledge</th>
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<tbody>
<tr>
<td>Good reader</td>
<td>31.4</td>
<td>18.8</td>
</tr>
<tr>
<td>Poor Reader</td>
<td>27.5</td>
<td>13.9</td>
</tr>
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</table>
How Can We Help Students Build Prior Knowledge BEFORE reading?

**Mini-Lecture**

- Before Assigning Reading
- Reading Assignment Questions
- Organizational Tools such as Power Point slides

**Teach Skills**

- Chapter Summary
- Table of Contents
Teach Reading Skills
Reading Strategies Work!

**3R** McDaniel, Howard, & Einstein (2009)

- Read
- Recite
- Review

**SQ3R** Artis (2008); Carlston (2011)

- Survey
- Question
- Read
- Recite
- Review
Providing Online Support

The Read-Recite-Review Study Strategy

Effective and Portable

Mark A. McDonald,1 Daniel G. Howard,1 and Gilles O. Einstein2

1Washington University in St. Louis and 2Furman University

Providing Online Support

Research Article

The Read-Recite-Review Study Strategy

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Internet/face experiments with college students have indicated the effectiveness of the 3R (read-recite-recipe review) strategy for learning from educational materials. The 3R strategy was compared with reading and self-taking study strategies using fixed recall, multiple-choice, and short-answer inference tests immediately after study and after a 2 week delay. In Experiment 1, the 3R imposed structure and delayed free recall of the based-paradigm relative to the reading and self-taking strategies. In Experiment 2, which used longer, more complex passages on interesting topics, performance on multiple-choice and short-answer tests were significantly better in the 3R than in the reading condition, and was equivalent to the 3R and self-taking conditions, though 3R took less study time than note taking. An important advantage of 3R relative to other learning methods is improving learning in more situations. In the present experiment, it is important to compare its approaches and efficiency with that of the commonly used and generally effective strategy of note taking. Another critical consideration is that the applicability of testing is limited because testing is externally driven. Students will benefit from the advantages of testing only in classes in which instructors are willing to give up valuable class time in order to administer quizzes. Accordingly, an effective learning-controlled testing method would have multiple advantages. For instance, such a method could be used in all learning settings, both formal and informal.

Common concern among institutions of higher education in the United States is retention. Schaeffer (1999) reports a national attrition rate of 26 percent and notes that the costs are more than just loss of funds to the institution. There is a significant negative personal impact on many of the students. Therefore, the following questions have been identified to facilitate the transition between secondary and post-secondary education. Did the interventions to enhance freshman success, the freshman seminar is typically the most effective. With samples obtained over a period of fourteen years, they found that students who have experiences participate in this kind of activities, however, the impact of students who have experiences participate in this kind of activities, however, the impact of
Thank You!

Questions? Contact me at drchristinehamington@verizon.net