

PowerPoint Slides

How Do I Get Students to Read Their Assignments Before Class?

Presented by:

Dr. Maryellen Weimer





Presenter Bio:

Dr. Maryellen Weimer has edited *The Teaching Professor* newsletter since 1987 and writes the *Teaching Professor* blog at www.teachingprofessor.com. She is a professor emerita of Teaching and Learning at Penn State Berks and won Penn State's Milton S. Eisenhower award for distinguished teaching in 2005. Dr. Weimer has consulted with over 300 colleges and universities on instructional issues and regularly keynotes national meetings and regional conferences. Her Ph.D. is in Speech Communication from Penn State.



Need tech help?

Please call our Customer Service department at (800) 433-0499 ext.2 or email them at support@magnapubs.com.

©2009 Magna Publications Inc.

All rights reserved. It is unlawful to duplicate, transfer, or transmit this program in any manner without written consent from Magna Publications.

The information contained in this online seminar is for professional development purposes but does not substitute for legal advice. Specific legal advice should be discussed with a professional attorney.

To make this program available to all your faculty and staff, contact Magna's Customer Service department at 1-800-433-0499 ext. 2 and ask about our Campus Access License.

How Do I Get Students to Read Their Assignments Before Class?

Maryellen Weimer
Editor, *The Teaching Professor*

The syllabus *says* to do the reading before coming to class

Instead, we hear:

"I didn't do the reading, but I can tell you what I think."

2

1. Let there be consequences

3

Why do they show up unprepared?

- They're busy
- Some are lazy/have trouble with motivation
- Might not be good readers

4

The real reason?

Nothing happens to them if they come unprepared!

5

1. Let there be consequences

Students should not be able to sit comfortably in class when they are not prepared

6

Sample strategies:

- “What in the reading influenced your opinion on this topic?”
- “Why is the Yardley Case relevant here?”
- “We will start class tomorrow with a discussion of this topic.”

7

2. Use text in class

Show students that reading assignments are important when you use their contents in class –

Not with general references but with specific bits and pieces of content

8

Sample strategies

- First day: take out books and tell them what you have underlined
- The next day: don't tell them what you've underlined.
- Discuss what they have underlined

9

3. Make students responsible for material you don't cover in class

This approach isn't popular because students have little or no confidence in their ability to figure out what they should "get" from the reading.

10

Sample strategy:

- Put students into groups. Make each group responsible for a section of text material that you haven't discussed.
- On the due date, distribute copies of materials to the rest of the class.
- Let students "grade materials"

11

But what about using quizzes?

- In general, they test recall
- They rely on extrinsic motivation
- They don't make students *want* to do more reading

12

I may be idealistic, but...

I think we want students to do the reading because they discover how much more they learn and how much easier course material is to master once they've done the reading.

13

Thanks for your time!

We would like to hear from you! Please consider completing an evaluation form found at www.surveymonkey.com/mentor23

14
