Motivating Students to Complete Pre-class Readings

Defining the Issue
It is a challenge to facilitate learning when close to 70% of students have not read assigned class readings. On any given day, only 30% of students complete assigned pre-class readings (Bhavsar, 2020, Hoeft, 2012).

Reasons for non-compliance with reading assignments:
- Inadequate reading comprehension.
- Time constraints, other priorities.
- Lack of interest in assigned readings.
- No student-to-student interaction surrounding readings.
- No accountability for completing pre-class readings assignments.

Strategies & Tips:
1. Rethink Syllabus Reading Lists
   - Use learning outcomes to determine reading assignments.
   - Go through the syllabus and make sure that all reading assignments are tied to learning outcomes.
   - Consider the various reading ability levels represented in your class. Choose reading materials that are easy to reach of the majority of students.
   - Clarify the relevance of pre-class reading assignments to students and encourage them to see the purpose.
   - Task-deloune students that should complete the assignment before coming to class.
   - Criteria: Share the rubrics or checklists with students.
   - Instructor explanation with peer interactive dialogue. Ask students what they think would they do if they were in your shoes.
   - Provide brief chapter summary videos and index card reflections.
   - Ask students to explain what they think would they do if they were in your shoes.
   - Involve students to engage.

2. Use Transparency
   - Use transparency to increase student engagement with reading materials.
   - Engage students in reading and media materials.
   - Use friendly instructions to show students why it is important to do the reading; make connection to real-world applications.
   - Student interaction surrounding readings.
   - Provide brief chapter summary videos and index card reflections.
   - Instructor explanation with peer interactive dialogue. Ask students what they think would they do if they were in your shoes.
   - Involve students in online pre-class readings.
   - Provide brief chapter summary videos and index card reflections.

3. Build Community Through Peer-To-Peer Interaction
   - Have students share their questions, group or project writing immediate responses in small groups.
   - Use the paired reading response (Question, Quotation, or Comment) (QQC) responses in small groups.
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4. Require Accountability
   - Tie reading assignments to a portion of course grade.
   - Use quizzes to increase student compliance.
   - Have students share their questions, group or project writing immediate responses in small groups.
   - Use the paired reading response (Question, Quotation, or Comment) (QQC) responses in small groups.
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   - Require students to expand the reading to include different kinds of readings and media.
   - Make reading and media materials available online through the easy access.
   - Have students assign short reading assignments.
   - Communicate in advance how reading will be relevant in class.
   - Use the paired reading response (Question, Quotation, or Comment) (QQC) responses in small groups.
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Advice:
- Relate the questions to areas of reading compliance research. Review student learning outcomes.
- Ask students to explain what they think would they do if they were in your shoes.
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References: