Reading Strategies for eLearning

OLC Accelerate 2018 Conference
Orlando, FL
Dr. Juliet Cassidy-Floyd
Session Evaluations & Drawing

- Download and open OLC Conferences mobile app
- Navigate to specific session to evaluate
- Select “Evaluate Session” on session details screen (located under session type and track)
- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry
Five (5) $25 gift cards will be awarded to five (5) individuals
Must submit evals using the OLC Conferences mobile app or website
Who am I?

- Ph.D., Education from Capella University
- M.S., Educational Psychology from Capella University
- B.A., English Literature from University of North Florida
- 16 Years in K-12
Talk to your neighbors and answer this question:

What are some challenges when it comes to students reading the course material?
Outcomes

• identify common challenges students have with eTexts.
• compare a variety of active reading strategies.
• select at least one active reading strategy they can incorporate into their own course(s) to support students in becoming more proficient readers of eText.
AGENDA

Today you will leave with reading strategies to improve student achievement.

• Acknowledge challenges
• Discuss solutions
• Demonstrate/Practice strategies
• Share
• Questions?
Reading Challenges

• Students won’t read before class.
• Hard to have engaging activities if I have to cover course material.
• It doesn’t feel like students have any prior knowledge.
• They read superficially.
Reading Reality

• Don’t have enough time.
• Don’t comprehend material.
• Don’t know why.
Marking eTexts

Decoding Strategies

- Circle words
- Context Clues
- Highlight
- Underline 5Ws
- Read aloud
- Read 10Xs

ONLY 22% of student read text more than once
Chunking Text

• Helps identify key words and ideas
• Develops ability to paraphrase
• Assists in organizing and synthesizing information
Chunking Text

- **Break** chapters **down** into pages
- **Break** pages **down** into paragraphs
- **Break** paragraphs **down** into sentences
- **Break** sentences **down** into phrases
RSC H 202
Introduction to Research Methods

- Read Ch. 1 (ppt for ch. 1 has 35 slides)
- Read Ch. 2
- Read Ch. 3
- Read Ch. 4 (total of 69 pages)
- 60 minute library tutorial
- 6 module pages.

- Chapter 6 §
  - 6a: Maintaining a working bibliography, for compiling list of sources at the end of your paper
- Chapter 12 §
  - 12e: Annotated bibliography (economics), to understand the reference list entry by summarizing the source
- Chapter 5: Evaluating sources, for specific tips on evaluating sources

*Note that you will probably need to refer to Chapter 14 of A Pocket Style Manual, APA Version, for formatting of different types of references.
Modeling

- What is modeling?
  - “It is easy to forget that simple copying is one of the most important ways in which we learn” (Orlando, 2018)
Practice Modeling

Instead of only focusing on such specific skills we aim to emphasize the role of some basic skills in the students’ daily academic tasks and learning process.
Practice Modeling

Instead of only focusing on such specific skills we aim to emphasize the role of some basic skills in the students’ daily academic tasks and learning process. Moreover, the development of essential intellectual and study skills namely Reading, Writing and Reasoning are stated to be the basics for the success of any college student (Fairbairn and Winch 1996).
Setting a purpose
Setting a Purpose Strategy

Optional Reading Guides

- 86% of Students finished the guides some of the time
- 50% of Students finished the guides all of the time
Setting a Purpose Strategy

Optional Reading Guide Example

1. Why is a research course important?
2. Why do humans conduct research?
3. What are some potential sources of false beliefs?
4. What is the difference between descriptive and inferential statistical techniques?
5. Explain why the null hypothesis is a statement of no difference?
6. Which characteristic of a research question do you think is most important and why?
7. What are some potential sources of research questions?
8. Write a null hypothesis and then write the alternative hypothesis for the null hypothesis.
9. Operationalize the following research question: Taller men earn more per hour than shorter men do for the same work.
10. What are the basic tenets of the Scientific Method?
Setting a Purpose Strategy

ARQs (Active Reading Strategies)

- Visualize
- Clarify
- Question
- Predict
- Connect
- Evaluate
Setting a Purpose Strategy

• Four A’s (Orlando, 2018)
  – What Assumptions does the author of the text hold?
  – What do you Agree within the text?
  – What do you want to Argue with in the text?
  – What parts of the text do you want to Aspire to?
Consensus

- Assign a section
- Students write what they think about it
- Students discuss
- Students come to consensus
Reading/Comprehension abilities allow students to access knowledge, understand and elaborate concepts always integrating information from lectures and reference books’ content. When lecturers are asked to refer to their students’ skills proficiency they frequently mention that students do not read analytically, can not distinguish between important and unimportant ideas, can not adjust their reading to the different materials they encounter, do not seem to enjoy reading and hence approach texts unenthusiastically. The ability to read well is no longer something which college instructors take for granted in their students. Students seem to have more and more trouble reading. Since reading is comprehension, students who cannot acceptably reconstruct the author’s main idea, supporting ideas and supporting facts as well as some critical evaluation of those things, cannot read for the purposes of their course, regardless of what types of material they read outside of class.

You do it

1. Go to this padlet: https://padlet.com/cassidj5/g0mkpijj2of
   2. Read Paragraph
   3. Fill in:
      a. Assumptions of the author
      b. Agreements with the text
      c. Arguments with the text
      d. Aspire from the text
Setting a Purpose Strategy

ARQs (Active Reading Strategies)

Pre-Reading: KWL Chart Template

Directions: Fill in the K and W columns before you read. After you read complete the L column.

Title/Topic:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>K</td>
<td>What do you already know about the topic or title?</td>
</tr>
<tr>
<td>W</td>
<td>What do you want to know about the topic or title?</td>
</tr>
<tr>
<td>L</td>
<td>What did you learn about the topic or title?</td>
</tr>
</tbody>
</table>

Find more resources at [https://goalbook.org](https://goalbook.org)
Metacognition:

- What are the steps that I need to follow here?
- I am wondering...
- Metacognition: intentional thinking about how you think and learn
- Cognition: your thinking activities and processes
- What is the assignment asking me to do?
- It reminds me of...
- Where did I get stuck when trying to solve this problem?
- What do I already know about this topic?
Metacognition

• Slow down
Metacognition

- Activate Prior Knowledge
Questions?

• Questions?
• Comments?
• Complaints?
• Family Secrets?

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