

## Best Practices for Incorporating Active Reading: A Collection of Practical Ideas from Faculty Members at WWCC

**Instead of...**presenting the material to class via instructor lecture...

**Try Divided Reading:** Assign each segment of the chapter to a student group. Groups must meet outside of class to discuss and understand the material. Each group presents the material to the class. Groups may use presentation software, posters, whiteboard, quizzes, or other techniques to ensure comprehension.

**Instead of...**assigning an article to read at home...

**Try Annotation:** Students must annotate on a photocopied article. They should underline main ideas, circle new terms, and make comments or ask questions in the margin of the article. Students submit the article (with annotations) for credit.

**Try Flashcards:** While reading, students write down new concepts and terms on flashcards, including a thorough definition on the back of the card. Students conduct a partner quiz in class the next day. Instructor could collect these flashcards to help design tests or quizzes on the material.

**Instead of...**asking students to create an outline of the reading...

**Try Concept Mapping:** Students gather in groups to map the major concepts in the reading. The central idea will go in the middle of the paper with a circle around it. Connecting lines show supporting evidence, and further “bubbles” show more detailed ideas. Students should work together to create a group map, and then copy it on a separate piece of paper for individual study use.

**Instead of...**assigning a chapter to read or “look over” at home...

**Try a Scavenger Hunt:** Design a worksheet with spaces for students to write titles, subtitles, and headings of the chapter. Include spaces for new terminology or other key ideas of your choice.

**Instead of...**asking questions about the reading to determine student comprehension...

**Try a Critical Q Discussion Board:** Use the discussion board format to get quality responses from each of your students. Post several critical thinking questions about the reading, then require that they respond to two of the prompts. They should use their best critical thinking skills to respond to the question, and then respond to two of their classmates’ postings.

**Try Directed Questioning:** After reading the text, students write a series of questions they have about the reading. Students use their questions for small group discussion. Reconvene as a whole class to play “stump the teacher”. Instructor can gather question for a Jeopardy or QuizBowl style review. Questions can also be incorporated into tests or quizzes.

**Instead of...**asking students to “take notes” on the reading...

**Try a Response Notebook or Log:** Students keep a notebook of ideas about their reading assignments for your course. For each reading assignment, students should list the main ideas of the reading, work any examples or problems in the text, ask questions regarding the material, and share any insights or reflections. Instructor can collect just one response, or page, from the log, or can collect the entire notebook at the end of a set period of time.