

NOTES—10/13

We'll be meeting next week on Friday and discussing how we want to proceed with our inquiry. Please reread our initial thoughts below and brainstorm on some projects, surveys, focus groups, or interviews in which you could find out whether our observation about student reading being passive is correct or not. Think about what we hope to gain, our goals. Then, on Friday next week (10/23) we'll have an opportunity to share all of our ideas. If you can't make Friday's meeting, please consider replying by email with your ideas. We can all work on these questions in our own disciplines--whether we work in advising, science, the library, math, criminal justice, or developmental studies.

Here's what we came up with last time:

Observation:

- Some students seem to read incredibly quickly with little or no awareness that they have not understood what they just read. Students do surface reading and do not read at the level they need to in order to succeed and learn. They are passive readers.

Clare's suggestion (and I think it's a good one) is:

A research question might be: What is an active reader? Perhaps we could ask students this question to start?

How do we teach and encourage active reading? What reading practices and theories have already worked to instill active reading habits in students? Can we try these practices and strategies in class (lab), too?

As an added thought, it would be cool to capture students' thoughts about active reading in a video. But we can do more than one kind of approach. What do you think?