**Ten Ideas for Getting Students to Do the Reading**

1. **Assign short reading responses.**
   * Make the questions substantive questions
     + Ex. What did you find most convincing?
   * Assign ahead of time
   * Keep length to at most a paragraph
   * Vary the kind of questions with each reading
     + Ex. “Come up with three research questions based on the readings” on one week and then “Identify strengths and weaknesses of the primary argument of each reading” on another
2. **Assign students to post discussion questions on Moodle about the readings in advance of class discussion.**
   * Assign 4-5 times a semester
   * Require thoughtful questions
   * Mandate posting ahead of time
   * Require upload by 5:00 p.m. the night before
   * Inform students that the questions need to be designed to elicit conversation from their colleagues
   * Allow all students to see the questions in advance of the class
3. **Assign summaries due on the day that the book or article will be discussed.**
   * Grade as did or did not do
   * Reference in the discussion
4. **Have students do a self-assessment.**
   * Check off boxes
     + Ex. Did I do the reading, etc.
   * Then ask for self-reflection
     + Ex. “I gave input,” participated in the group discussions, etc.
   * Do four times
   * Post on Moodle and alerted through email
   * Get them socialized to check email, do assignments, etc.
   * Apportion half of their participation grade
5. **Require students to report on whether they did the minimum essential assessment.**
   * Assess by 0 - didn’t do the reading; 1 - say did the reading; 3 - show you did the reading
   * Craft quick short prompts
6. **Hold a moot court that requires that the students have read the material to participate.**
7. **Give quizzes on readings.**
   * Offer multiple choice quizzes at lower level
   * Assign short answer quizzes at upper level
   * Allow students to bring study guide and written notes
   * Can choose to announce students on a random basis
   * Require that they focus on key concepts from the readings
8. **Require evidence from readings on mid-term and final essays.**
9. **“Cold call” on students in class for answers based on the reading.**
   * Recognize the problem of students anticipating who will be called upon
   * Can randomize
10. **Recognize that there are disciplinary-specific expectations about whether students will be required to read or not. Thus, disciplinary-specific strategies are required.**

Pedagogy Project Participants, April 6, 2018  
Leora Bar-El, Anthony Johnstone, Kim Reiser, Daisy Rooks, Tobin Miller Shearer, and Ashley Trautman