**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.**

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