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FACULTY SPOTLIGHT

Collaboration is the key to innovation.

Dr. William "Bill" Neace

Guided Summaries

Thank you, Dr. Neace, for your willingness
to share and collaborate!



Active Reading Documents Explained

Passive reading strategies like highlighting, underlining, and even rereading have been shown to have little effect on student learning outcomes. However, active reading documents that include guiding questions help students develop their reading comprehension skills and reduce anxiety while they are learning new material from a college textbook. One of the reasons highlighting is not an effective practice is because students do not know what to highlight and often highlight nearly the entire text before giving up. Active reading documents help students learn to read critically and identify concepts needed to master learning objectives. Guiding questions can also facilitate the development of higher-order thinking skills and prepare students for classroom discussions. If collected, active reading documents provide instructors with valuable formative feedback about student engagement, study skills, and content mastery.

What motivated you to create guided summaries for each chapter?

Based on student engagement and performance after one semester of hybrid learning, I felt that students were not fully committed to their own learning. I believe that a fundamental reason for the poor performance and lack of engagement I observed is that the average student lacks the study skills that prepare them for college. I also believe that they are not fully aware of the commitment or effort they must make to facilitate their own learning. To address my concerns, I thought that the best way to help them engage with material is to guide them through it more directly. As a result, I developed guided worksheets that students will be required to fill out (by putting pen to paper) for each chapter I cover in my PSYC 1003 course.

What was the thought process behind your design?

To accomplish my goal, I designed a workbook that consists of short answer questions requiring students to explain major concepts, definitional items that require students to provide examples in addition to defining major concepts, matching terms to definitions (facilitating recognition memory), and application items that require students to explain how they might implement or apply major concepts using their own unique examples. I included a space for them to give their opinion or thoughts on a particular concept I chose that I thought might be most relevant for them at their current career level and developmental stage.

The workbook is organized by major chapter section (the text I use is broken into three to six brief modules that cover the material). Because I want students to actually write something down (and not just copy-paste from the textbook), I have designed the workbook sections to be written in and left spaces for students to do their work by putting pen to paper under the theory that writing is an active process that will produce the level of engagement that I want them to have. The key element in my design of these workbooks is active learning by having them write notes and think about what they are writing down and how concepts apply by using their own examples of them.

Finally, there is a “test yourself” section with three or four multiple-choice questions that I have included at the end of each major chapter section as a way for students to measure their own learning. These questions will also give them some experience with the types of questions they will get on quizzes that are graded (so, self-tests are formative in the sense that students and I can gauge their learning and prepare them for summative evaluations on the material on exams).

What is your plan for implementation?

Students will be required to turn in completed workbooks for each chapter on the day we begin discussion on it. This will require students to have gone through the major concepts at least once, and they will provide a basis for class discussion at a deeper level than would be possible were I to lecture on the material. I am trading off passive learning with active learning and will ensure students take notes in class and participate in discussions in class (there will also be a discussion forum question for them to do outside of class). I plan on using class sessions to help develop their learning skills by showing them how to determine what is important in their readings, how to take notes, and how to apply the material outside of the textbook.

I will collect the completed workbooks and grade them for completeness rather than for accuracy. I will select a few of the completed workbooks at random and examine them more closely so that I can gauge student progress and provide direction to the class. These workbooks will then be returned to students at the next class meeting with any comments I make on them. I have put language in the syllabus recommending that students purchase three-ring binders so that they can organize their work for study and keep track of things like their completed workbook sections, quizzes, and other graded work that is returned to them, and generally manage the course materials.

A print option and an electronic .pdf option will be available to students. Remote students can print the pages or write out answers on separate notebook paper, scan, and turn them in online.

SEE A SAMPLE

[Chapter 1](#)

[Guided Summary.pdf](#)

