The “Reading Choice” Model: Student Voice, Jigsaw Activities, and Course Content

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Problem!

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- How do I cover the same amount of content? How do I get students to read more?
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Teacher-centered
What if we cover the same material **collectively**, but build-in student choice, *individually*?
The Reading Choice Model

**Survey**
Select readings of interest, assign the rest

**Classroom Jigsaw**
First in ‘expert’ groups, then interteaching

**Debrief/Plenary Qs**
Connect to themes, compare, etc.
My Takeaways

• Structured discussions worked
• Especially effective when readings disagreed
• Better depth of conversation and more connections

...so let’s do this every week
Who preferred RC versus full reading?
Confidence in Knowledge

Confidence (Own)  Confidence (Non)  Learned from Peers
“I feel that when I wasn’t quiet understanding a given reading, reflecting on it with my classmates deepened my understanding and helped me see what wasn’t originally clicking.”
We take 5 courses, some of us work, and we’re expected to have a social life. It’s hard to do everything, so choice and a bit less makes it easier to learn and engage.
“Class was most engaging when doing these structured conversations. It alleviated some of the weekly pressure.”
Next Steps…

Research

• Winter term survey analysis
• Content analysis of written work

Practice

• Redesigned Winter 2024 course to entirely follow RC Model
• Application to large course context