The following material has been excerpted from the Instructor’s Manual for *Thriving in College & Beyond: Research-Based Strategies for Academic Success and Personal Development,* 4th ed. (Cuseo, et al., 2016). Dubuque, IA: Kendall Hunt.

***Reading* Exercises**

The following exercises are designed to promote students’ awareness of (a) the need to identify important concepts in their assigned reading and (b) how forming reading teams is an effective strategy for confirming whether they are extracting the most important ideas from their assigned reading.

***Student Teams Compare Reading Highlights***

Steps:

1. Assign a chapter for students to read before the next class session.

2. Have students work in pairs and compare whether they highlighted and took notes on similar

ideas contained in the reading.

4. Ask the pairs to discuss the similarities/differences in the material they highlighted, as well as

the processes or criteria they used to identify important information.

Note: A variation of this exercise would be to provide students with reading objectives (learning outcomes) relating to chapter 1, such as those supplied in the file titled “Student Reading Guide,” and give them the assignment of reading and answering these objectives that’s due by the next class meeting. At that class session, have students work in pairs or small groups to compare their responses to the reading objectives for accuracy and completeness.

##### *Students Compare Their Reading Notes with their Instructor’s Reading Notes*

Steps:

1. Assign a chapter for students to read for the next class session.

2. At the beginning of the next class session (when the reading was due), show students what

information in the chapter you highlighted or took notes on, and ask them to compare their

notations with yours.

3. Have students record (in writing) the similarities and differences they found between what

they identified as important information and what you identified as important.

4. Engage the class in a discussion of these similarities and differences, as well as the processes

or criteria you both used to identify important information.

***Pairs Think – Turn Teach***

Steps:

1. Forms teams of four and have them subdivide into two sets of pairs.

2. Each pair learns one-half of a textbook chapter, or chapter section.

3. Each pair turn-teaches its half of the unit to the other pair.

***Team Reading***

The following procedure serves two purposes: (a) it holds students responsible for

completing their reading assignments, and (b) it encourages students to work

collaboratively and develop consensus-building skills.

Steps:

1. At the start of class, have students complete a reading assignment (e.g., a section of the text).

2. Individually, students take a closed-book quiz on the assigned reading.

3. Students take the same quiz as a team, attempting to reach consensus with respect to

the correct answers for all test questions. This “team quiz” is submitted to the instructor and

all teammates receive the same “team score.”

4. Each student’s individual quiz score and team quiz score are counted equally toward

the student’s final course grade.