

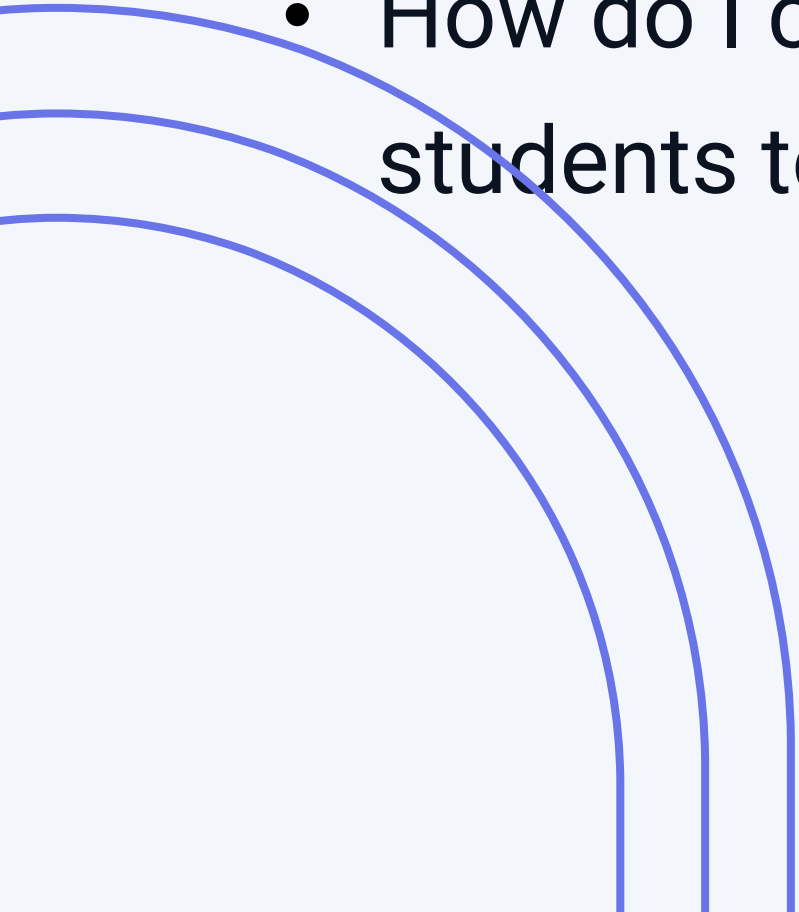

The “Reading Choice” Model:
Student Voice, Jigsaw
Activities, and Course Content

Michael Murphy (& Karalyn McRae)





Problem!

- Course has 2 fewer sessions than normal
 - How do I cover the same amount of content? How do I get students to read more?
- 
- 





Problem!

Teacher!



- Course has 2 fewer sessions than normal
- How do I cover the same amount of content? How do I get students to read more?

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

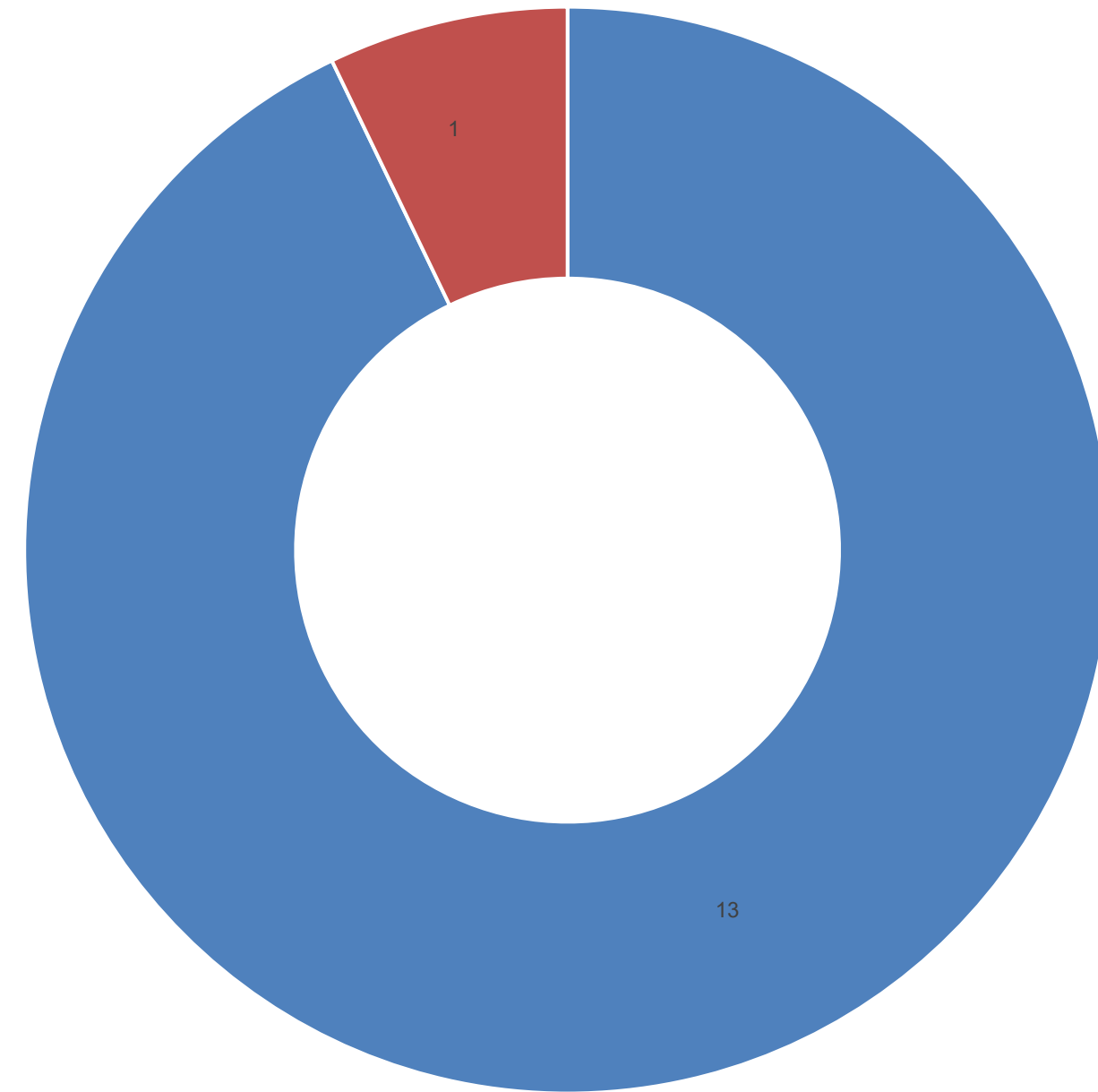
- Structured discussions worked
- Especially effective when readings disagreed
- Better depth of conversation and more connections

*...so let's do this **every week***

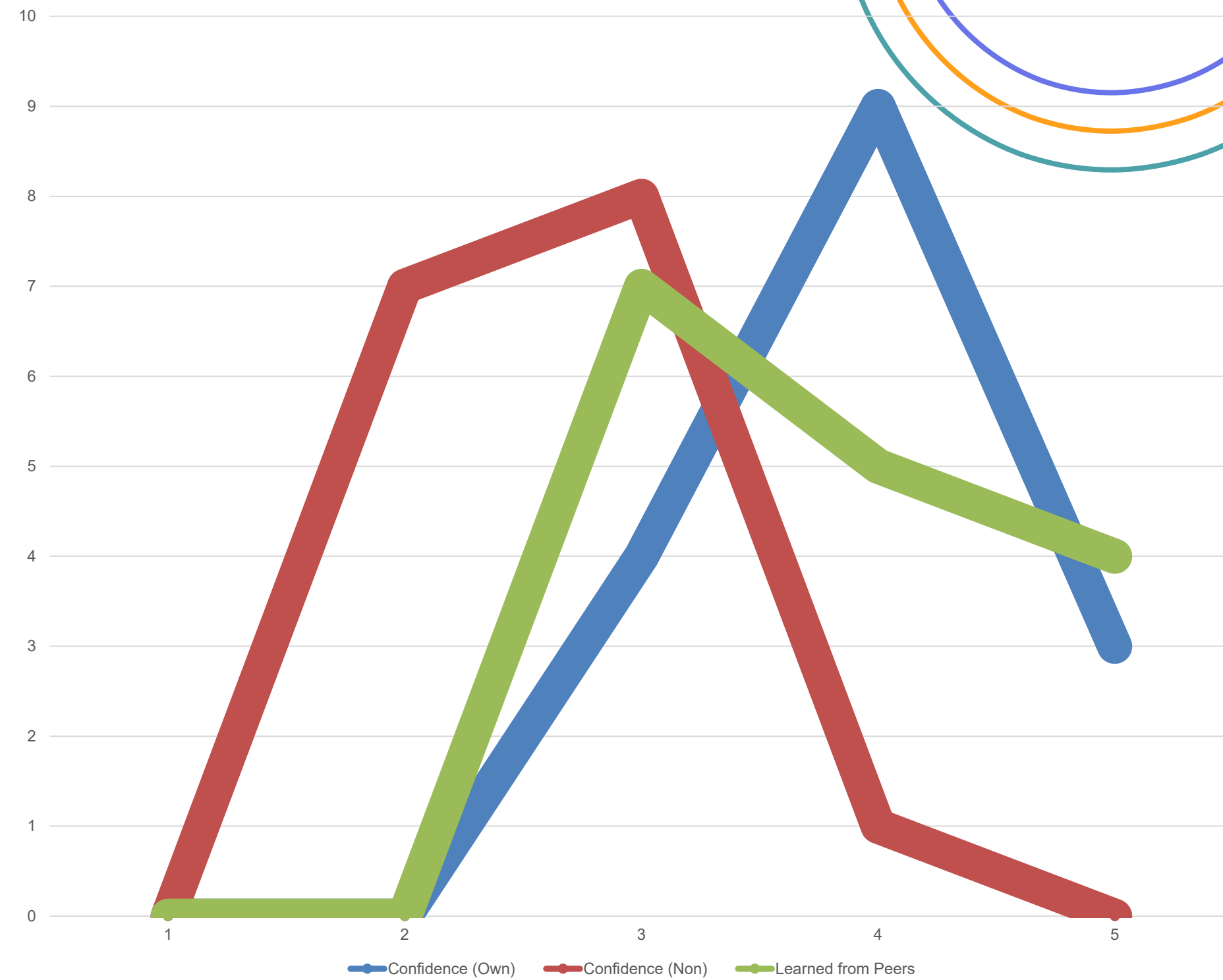





Who preferred
RC versus full
reading?



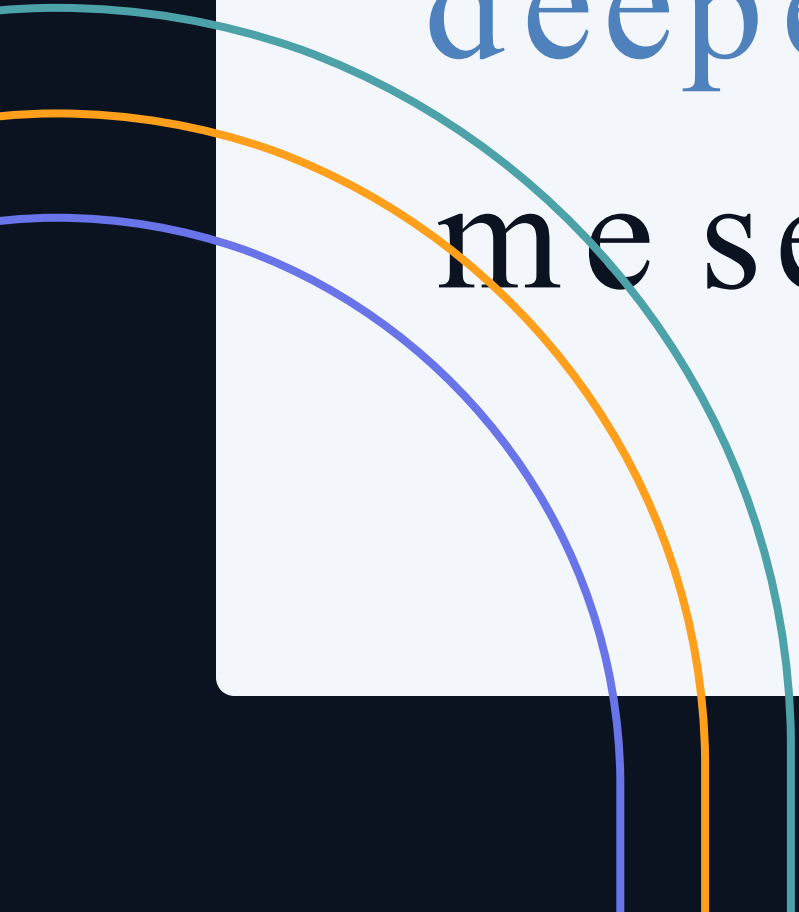
■ Reading Choice ■ Full Reading




● ● ●
Confidence in
Knowledge



“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

Canva

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