

# ONLINE STUDENT ENGAGEMENT VIA ADAPTATION OF THE PURPOSEFUL READING REPORT

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# This session will be recorded

- When prompted, click continue



**We acknowledge with respect the Lekwungen peoples on whose traditional territory the University of Victoria stands, and the Songhees, Esquimalt and WSÁNEĆ peoples whose historical relationships with the land continue to this day.**



# Outline

- What is the Purposeful Reading Report?
- How can I use the structure of the report to support critical reflection?
- How can I use this tool with synchronous activities?
- How can I use this tool with asynchronous activities?

HOW MANY OF YOU READ THE  
REQUIRED READING FOR TODAY?



There was no required reading today.



# Critical Thinking & Metacognition

- Critical thinking
  - Applying appropriate skills and strategies to achieve a desired outcome (Halpern, 1998) [such as an answer or conclusion]
- Metacognition
  - Knowing and regulating one's own cognitive processes (Miller, 2000)

# What is the Purposeful Reading Report ?

- Van Gyn, G. (2013). The Little Assignment with the Big Impact: Reading, Writing, Critical Reflection, and Meaningful Discussion. Faculty Focus. Retrieved July 10, 2020 from <https://www.facultyfocus.com/articles/course-design-ideas/the-little-assignment-with-the-big-impact-reading-writing-critical-reflection-and-meaningful-discussion/>
- Also called a 3-2-1 or ABC report

# Structure of a Purposeful Reading Report

## Section A

What are the **3** most important aspects [concepts, themes, facts, etc.] of the [material] and why

## Section B

Identify at least **2** aspects of the [material] that were difficult to understand and briefly discuss how this affected overall understanding of the [material]

## Section C

Ask **1** question which goes beyond the [material] content, such as what are the implications or applications of the [material]



# The purpose of the structure

## Section A

What are the 3 most important aspects [concepts, themes, facts, etc.] of the [material] and why

## Section B

Identify at least 2 aspects of the [material] that were difficult to understand and briefly discuss how this affected overall understanding of the [material]

## Section C

Ask 1 question which goes beyond the [material] content, such as what are the implications or applications of the [material]

- Section A
  - Did the student get the “big ideas” I intended?
  - Did the student perceive the material differently than I did?
- Section B
  - What concepts seem to be causing confusion or are difficult for students?
  - Is the way the concepts are being presented affecting student understanding?
- Section C
  - Are students able to apply the concepts in a different context?
  - Are students integrating concepts from earlier material or other classes with this new material?
  - Is the material stimulating student curiosity about this content?
  - Are students ready to build off of this material?

# Material?

- Materials
  - Not just for reading!
    - Podcasts, blogs, TV episodes, movies, etc.
  - Not just a single item
    - Today's lecture, this module

## 2 examples from my teaching

- HINF 420
  - Episode: The Good Place (Season 3, 2018) “Jeremy Bearimy” (22:00)
    - Undergraduate course
    - Identifying how different ethics philosophies apply
    - Differentiate between identifying ideas or themes versus “plot” points
- HINF 516
  - Course Module
    - Pervasive Technologies
    - Graduate course
    - The last week of the module is driven by a PRR report on the prior classes in the module

# What can I do with these reports?

- Use answers to drive class discussions
  - Working together to understand complicated parts
  - Exploring together new applications of the main ideas
- Course pacing
- Course content

# Synchronous & Asynchronous

- Let's discuss how the PRR could be adapted to fit with what you're doing
- Looking for a volunteer who's willing to share an example of where they'd like to increase student engagement in a course

# Questions?

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