

Reading Texts: An Interactive Workshop

Reading Texts: An Interactive Workshop

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LEARNING CENTRES**

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**READING
TEXTS
ONLINE
WORKSHOP**



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<https://pressbooks.bccampus.ca/readingtextsskillsworkshop/?p=4>

Welcome to Reading Texts! In this short workshop, you will:

- Assess your current textbook reading habits and strategies
- Identify the ways that reading textbooks will help you meet your learning goals
- Use a reading strategy called SQ3R to get the most

out of your textbook reading

- State the new reading strategies that you want to try, and why they are motivating to you

To complete this workshop, you will watch some short videos, answer some questions to test your knowledge, and reflect on how you can apply what you are learning.

To navigate through this workshop, you will move through the online ebook chapter by chapter. If you wish to review a chapter, return to the table of contents.

Barriers to Reading Texts

Many students have good intentions about reading, but face barriers along the way. Maybe you are one of these students. Complete the quiz below to discover the barriers that keep you from reading effectively. After you complete the quiz, you will explore strategies to overcome your barriers. Complete the quiz, and then click the *Next Section* arrow to continue in the workshop.




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Why Read Texts?

Why is taking time to read texts important to you? Watch the video below to explore the ways that reading textbooks supports your learning. If you prefer reading to watching videos, scroll below the video to read the video transcript.



The image shows a placeholder for a video. It consists of a white rectangular area with a black border. At the top and bottom of this area are solid black horizontal bars. In the center, the text "WHY READ TEXTS?" is written in a bold, black, sans-serif font. To the right of the text is a stylized green icon of an open book with two pages visible. The entire placeholder is enclosed in a thin black rectangular frame.

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Video Transcript: Why Read Texts?

At the beginning of the workshop, you identified some possible barriers to reading your textbooks. Maybe reading takes a long time. Maybe you're not sure how spending all that time reading fits in to your overall work and learning in your courses. So, before we talk about *how* to read a textbook, let's think through some reasons *why* reading a textbook might help you with your learning. Here are a few reasons to consider. As you hear these reasons, think about the ones that are most important to you.

Reason #1 — Reading Textbooks helps you get the most out of your class time. This is *especially true* if you are able to read your textbook before going to class. Why? Because if you are hearing a lot of material in lecture for the very first time, it can often be difficult to take good notes and understand how all of the concepts fit together. But, if you're able to read your textbook before you go to class, you'll already have a general understanding of the most important topics in that unit. You'll have been able to learn some of the key words, and you'll have a good idea of what you already understand well and what you might not quite understand yet. That way, when you go to class, your instructor's lecture will support and strengthen the things that you're already starting to learn. You'll be equipped to ask good questions and to participate well in class. Overall, you'll get more out of the time you spend in class.

Reason #2 – Most textbooks include some additional resources to help you study. Here’s just a few examples of things that could be helpful to you.

a. Many textbooks include the *Learning Objectives* at the beginning of the chapter. These help you to know right away what are the most important things in the chapter, and what you should be able to do by the time you have finished studying this part of the course.

b. Often, textbooks will highlight new words. These might be at the side of every page, the words might be in bold, or the textbook might include a glossary of key terms. Often, you’ll need to understand these words well to understand your instructor’s lecture and often, these words are tested on your exam.

c. Many textbooks also include study questions and practice problems. If you’re able to do a few of these every week as you go along in the course, you’ll be more prepared when it comes to your exam time. This is especially true in classes like accounting, math, or chemistry, where you are tested on how well you can solve problems.

d. As well, many textbooks include online resources like videos or online quizzes. These can help you to review the key concepts in your class.

Reason #3 for reading textbooks — In many courses, it is important to read the textbook to do well on the exam. In university, in addition to the time you spend in class, you are

also expected to spend some time in independent study. Most instructors will include questions from the textbook on the exam, and these things might not have been covered in class. If you rely only on your class notes, you might miss some key concepts that you'll need to know for your exam.

And lastly, **reason #4 – You become a better reader by reading.** Learning to read textbooks well prepares you to read other complex material that you'll encounter throughout your studies and later on in your career. Reading efficiently is a skill that you will use throughout your life – not just in your current classes.

Let's summarize what we've just discussed. What are some good reasons to spend time reading textbooks?

1. Because it will help you to get the most out of your classes.

Reason 2. Because textbooks have resources that will help you study

Reason 3. Because reading your text will ensure you know all of the material that will be included on your exams.

And reason 4. Because reading textbooks helps you develop strong reading skills for life

Which of these reasons seems most important to you? Do you have another reason that you could add to this list? Complete the reflection on the next page to identify *your* motivations for reading texts.

My Motivation for Reading Texts

In the previous video and chapter, you explored possible motivations to reading texts. Before you move on, take some time to identify *your* reasons for including regular textbook reading as a part of your study plan. Read the ideas submitted by other workshop participants, then take some time to add your own ideas to the Padlet below. To add an idea, click on the (+) button. You can add words or images to represent your ideas.



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Evaluate Your Reading Skills

Now that you have identified your motivations for reading textbooks, the next step is to explore your current reading strategies. What do you do now?

Complete the quiz below. You will receive feedback about the effectiveness of your current preferred strategy. In the next sections of the workshop, you will learn some additional strategies to make your reading more effective. After you complete the quiz, click the *Next Section* arrow to move on in the workshop.

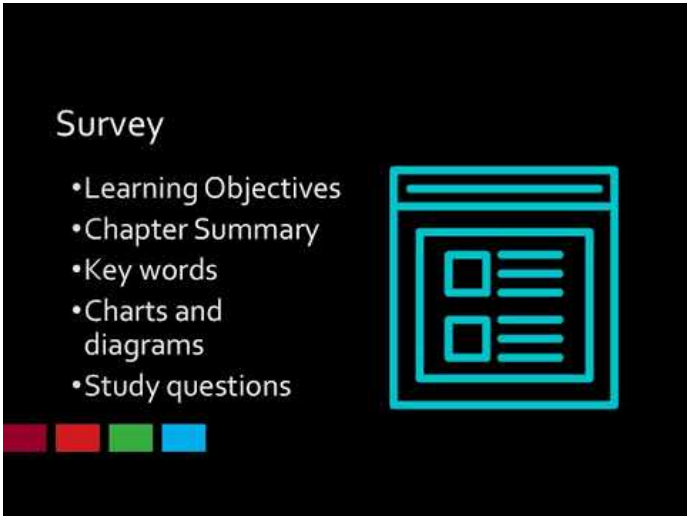


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How to Read a Textbook: The SQ3R Method

In this chapter, you will watch a short video that describes a method called SQ3R that provides a way to read efficiently and purposefully. After the video, you will complete a quiz that tests your knowledge of the content you learned. If you prefer reading to watching a video, scroll below the video to find a transcript.



Survey

- Learning Objectives
- Chapter Summary
- Key words
- Charts and diagrams
- Study questions

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Now that you've thought about your personal reasons for reading textbooks, how can you read them effectively? One of the barriers to reading for many students is the time it takes. So, what strategies can help you read more effectively and efficiently?

First, it's important to know that you can approach a textbook very differently than a novel. You don't need to read everything right in order. You will also pay more attention to some sections, and less attention to others. Here's a process to guide you in your reading. It's called the SQ3R strategy. What does that stand for?

- **Survey**

- **Question**
- **Read**
- **Recite, and**
- **Review**

Let's talk about each step.

S- Survey. This step allows you to get an overview of the chapter as a whole – what will you learn by reading? In this step, you will:

-Read the Learning Objectives or chapter introduction

-You will read the chapter summary and the end (you don't have to wait until you're finished the chapter to read the summary)

-You'll skim the study questions at the end of the chapter

-And you'll skim the chapter headings, and any important diagrams or charts.

At the end of this step, you should know how this chapter is organized and what you will learn by reading. You might find it helpful to end this step by making an outline of the chapter on a separate page.

Q- The in S3QR stands for **question**. This is a key step in reading for a purpose – you need to know what you hope to learn by reading each part of the chapter. Look at the first chapter heading. Now, make up a question that you will answer by reading.

Use who, what, where, when, and why questions.

R- The first R stands for ***Read***. You will read to answer the questions you just created. This will help you to stay focused on your purpose for reading.

R- The second R stands for ***Recite***. After reading each section, say the answer out loud. Now, write this down in your notes. This step helps you to summarize the material in your own words, which will support your learning and remembering. Explaining a concept in your own words demonstrates that you understand it.

R – The last R stands for ***Review***. Look at your notes from the whole chapter. Think about how different concepts fit together, and fill in any gaps.

Now that you know the steps in the method, it's time to think more deeply about how this method supports your learning. You'll do that by completing the quiz in the next section of the workshop. The real test will be applying the method to your actual reading – try it out, and see how it works for you.

SQ3R: The Purpose of Each Step

In the previous section of the workshop, you watched a video or read about a reading method called SQ3R. To strengthen your knowledge of what you learned in the video, take the quiz below. To complete the quiz, drag the words to the correct places in the paragraph. When you are finished the quiz, click the *Next Section* arrow to move to the next topic.



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Applying the SQ3R Method: An Example

Now that you are familiar with the steps of the SQ3R Method, you may want to apply them to a text you are reading this week. To see how the steps are applied to an actual reading activity, watch the video below. At several points in the video, you will have the opportunity to pause and try the steps in the method. If you would like to read the transcript, scroll to the end of the page. When you are finished the video or reading, select the *Next Section* arrow to move on in the workshop.



**APPLY
THE SQ3R
METHOD**



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Apply it!

Commit to trying the SQ3R method once this week as you complete your course readings. As you do, consider the following questions:

1. How does the SQ3R method change how you approach your reading?
2. How will you adapt and personalize this process to your own learning strengths and the specific requirements of your courses?

Video Transcript

Now that you have learned the five steps in the SQ3R method, how will you apply them as you read? In this video, you will view a demonstration of how this method is applied to the type of reading you might encounter in a course textbook. I'll focus on the first three steps in the method: surveying the chapter, formulating questions, and reading to find key information.

Today I'm going to read a chapter in an Organizational Behaviour Textbook on need-based theories of motivation – the same principles would apply to reading in other courses. My first step is to survey. I'll skim the chapter quickly to get the main idea.

The first place I will begin is the Learning Objectives. I notice that in this textbook, they are located at the beginning of the chapter. I read these carefully to discover the main concepts that I will learn by reading. The next part of the chapter I'll review is the key takeaways at the end of the chapter. Remember – there's no rule that says that I need to read each page in order. By reading the key takeaways, I gain a sense of the most important information in the chapter. This will help me to focus my reading later.

Now, I'll go back to the beginning of the chapter, and briefly skim the contents. I'll pay particular attention to the headings and to any key diagrams. I'm noticing a key diagram for both Maslow's hierarchy of needs and the ERG theory. I also notice two other key headings as I skim: I now know I will read about two factor theory, and acquired needs theory. From the

information I've gained in the survey step, I've determined that my goals for reading are:

- To be able to describe the four theories of motivation.
- To identify how these theories are similar and different.
- And to understand how each theory explains employee behavior.

My next step is to begin questioning and reading. I'll base my questions on key headings I notice. The first heading I read is *Maslow's Hierarchy of Needs*. What questions can I ask about this? You may want to pause this video here, and try to create 3-4 questions you might want to ask. Then, resume the video to see how the questioning process works.

Here are the questions I've developed:

1. What is Maslow's hierarchy of needs?
2. What are the levels in Maslow's hierarchy? (I remember that there are levels from my survey step)
3. Why are there different levels in the hierarchy?
4. How does Maslow's theory explain employee behavior?

I've added my questions to my notetaking page. I begin reading looking for the answer to my first question. I find the answer here, in the first paragraph. *The theory is based on a simple premise: Human beings have needs that are hierarchically ranked. There are some needs that are basic to all human*

beings, and in their absence nothing else matters. As we satisfy these basic needs, we start looking to satisfy higher order needs.

Now, I want to add this information to my notes. To get the most benefit of this step, I will recite the information in my own words, then write it down. The step of putting information into my own words ensures that I understand it clearly.

I pause and think about how I can express what I've read in my own words. I can say it like this: *Maslow's theory states that everyone has levels (a hierarchy) of needs. When our basic needs are met, we move to fulfill our higher levels of need.* I'll now add this information to my notes.

You will notice that I have left a wide margin on my notetaking page. This space allows me to add additional thoughts, images, and questions about the material later on. I may want to add additional information I learn in class.

I'll move through the same steps to answer my other three questions. You may want to pause this video here, and try these steps out for yourself.

As I'm reading, I will also take note of key terms in bold letters. For example, I see that *physiological needs* is a key term in this chapter. These are words that I want to be able to define, as they are important to my understanding of the course material.

I will work through the chapter, following the same steps for each main chapter section: create questions, read to find the answers, recite my answer, and write it in my notes in my own words.

Now that you have seen how the SQ3R method might be applied to a textbook chapter, try it! Notice how this changes your reading process? How do you want to use this information to read in the future?

Summary and Review

You'll finish the workshop by summarizing what you have learned, and by identifying what you want to start doing as a result of the new strategies you have explored in this workshop.

Choose one of the two summary pages to review — you have the choice of a Learning Aid or Infographic. You may wish to print these pages for your reference. When you are finished your review, move on to the next page to complete some final activities and to identify your next steps.

[Learning Aid: Reading Texts](#)

[Summary Infographic](#)

You may also find it helpful to identify your plan as a result of what you have learned. Complete the activity below to help you reflect on the action you want to take as a result of what you have learned in this workshop. You can print this as a record of your learning. When you are finished, click the *Next Section* arrow to move to the final workshop section.



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Next Steps

Congratulations! You have now completed the *Reading Texts Academic Skills* workshop. Here are some steps you may wish to take to follow up on what you are learning:

1. Book a follow-up appointment with a Learning Strategist. Learning Strategists are available on all four KPU campuses. You can bring your textbook to an appointment, and further develop your reading strategies. Log in to tlc.kpu.ca to book an appointment. Search for *Learning Strategies*.

2. Attend an in-person Academic Skills Workshop. Visit kpu.ca/asw to see a list of current in-person workshops.

- If you wish to improve your reading speed and comprehension, consider attending the *Speed and Critical Reading* workshop.
- To review and deepen your knowledge of the content you learned today, consider attending the *Reading Texts and Taking Notes* workshop.

To finish this workshop, complete the quiz below.



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References

The SQ3R method was first documented in: Robinson, Francis Pleasant (1978). *Effective Study* (6th ed.). New York: Harper & Row.

Acknowledgements

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For more information on the KPU Learning Centres, visit kpu.ca/learningcentres

