

# Did You Know?

65%

of FSW students in 2014, 2015, and 2016 responded that they come to class without completing readings or assignments at least “sometimes”

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FSW Faculty responded that

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[CCSSE/CCFSSE Report, 2016](#)

The perception of the faculty and the actual preparedness of the student should be, given reasonable assumptions, a one-to-one comparison. Some potential causes of disparity between faculty and students may result from varying perception or determination method by faculty of what is prepared, (Cherif, et al., 2014) or varying perception of preparedness by students (Young, 2002). While bias related to self-reporting is possible, extensive studies have never shown disparity as high as that seen in the results between faculty and students in this case (approximately 25%) (Donaldson and Grant-Valone, 2002). Here are some ways to increase student preparedness and demonstrate that preparation to faculty:

- Take a moment at the beginning of class and ask a volunteer to summarize the main points of the readings in preparation for that day’s class session. This acknowledges the idea that there is a fruitful conclusion to the preparations required for the class. Additionally, it will open up potential discussion routes to engage in that are based on studies from outside the classroom and provide faculty with an awareness of the level of preparation by the students (McGlynn, 2001).
- Prepare a slide or lecture footnote connecting the reading material or homework to interests of students. Motivation for engagement in the materials increases when students see relevance for important aspects of their lives (Ambrose et al., 2010).
- Consider devising a group exercise in which each group tackles a complex concept or topic in the text. This encourages student reading and thinking about how they are learning the topic (Bain, 2004). If done correctly, the work required to complete the group assignment results in reading the entirety of the subject as opposed to only the assigned topic or concept.
- Consider offering very attention-grabbing or provocative readings early on in the class to inspire reading and support these readings with assignments that use the reading as a resource rather than a goal (Bain, 2004).

**Have you noticed changes in the attitudes of your students, colleagues, or yourself? Let us know about it. Reply via email to Allison Studer ([astuder@fsw.edu](mailto:astuder@fsw.edu)) and give us your feedback!**

**Best wishes!**

**QEP Assessment Sub-Committee**

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Donaldson, S.I., Grant -Valone, E.J. 2002. *Understanding self-report bias in organizational behavior research*. *Journal of Business and Psychology*, 17(2), 2002.

Young, J.R. 2002. *Homework? What homework?: Students seem to be spending less time studying than they used to*. *The Chronicle of Higher Education*, Dec. 6, 2002: 5 pp, Print and online at <http://chronicle.com/weekly/v49/i15/15a03501.htm>