Engaging Critically with Reading Texts Using Digital Tools

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Context

- Post-COVID
- PD presentation on Post-CPS
  - Michael Lewis (SEDS)
  - Karie Pieczynski (Writing Center)
  - Former NUFYP student
- Perusall in undergraduate courses

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Outline

- Critical reading in research
- NUFYP Academic Reading Course Description
- Perusall in NUFYP (Fall 2023)
- SWOT Analysis

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Critical Reading in Research

Van, L. H., Li, C. S., and Wan, R. (2022). Critical reading in higher education: A systematic review. *Thinking Skills and Creativity, 44*, Article 101028.

https://doi.org/10.1016/j.tsc.2022.101028

Perusall (Critical Reading Tool)

Marketing Information:

- Increase student engagement
- Collaborative (social) learning
- Multimodal
- Assessment

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Perusall Engagement

- Opening the assignment
- Reading until the end
- Active engagement time (i.e., early access, # of times accessing, time spent)
- <u>Comment quality</u> (next slide)
- Getting responses from peers
- Upvoting
- Quizzes

Perusall Comment Quality

Perusall Introductory Assignment (Barbeau, 2023) Takeaways:

- Make comments
  - Clarify (explain, summarize, additional info)
  - Connect (other part of text/course, other courses, real life)
  - Extend (go beyond course, imagine/hypothesize, provide links to resources)
- Ask questions (state what understand & suggest possible answers)
- Answering questions (clarity/conciseness, evaluate other answers, provide additional explanation, refer to another part of the text, provide a link, provide an explanation, use @ to tag the initial poster & add positive feedback)
- Remain kind, polite & respectful

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Strengths

2023-24 FEAP 010/020 Descriptors

Academic Reading aims to prepare students for the academic reading demands of undergraduate study. Key skills in semester 1 include identifying the main idea in a text, identifying a text's thesis and purpose, and **<u>critical evaluation</u>** of a text.

- K1: A range of <u>reading strategies</u> to read a variety of texts for various purposes.

- K2: A broad academic reading vocabulary to enable students to read with <u>a large degree of independence</u>.

- S1: Pre-read and scan academic materials to develop a sense of a text's scope and emerging meaning.

- S2: Determine the <u>author's purpose, intended audience, and the text's general context</u>.

- S3: Recognise and understand a work's thesis and the methods of organisation used to <u>support the thesis</u>.

- S4: Answer comprehension questions through <u>critical evaluation of the evidence presented</u> in a text.

- S5: Identify key vocabulary in a text and clarify its meaning in that specific context.

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Great aspects

- Exposure to different types of academic texts
- Themes in the 1st few weeks of S1
- Assessments

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Weaknesses

Weaknesses

- Emphasis on skimming/scanning
- KWL
- SQ4R
- Focus on multiple choice question types
- Few opportunitie for scaffolded critical thinking discussion questions
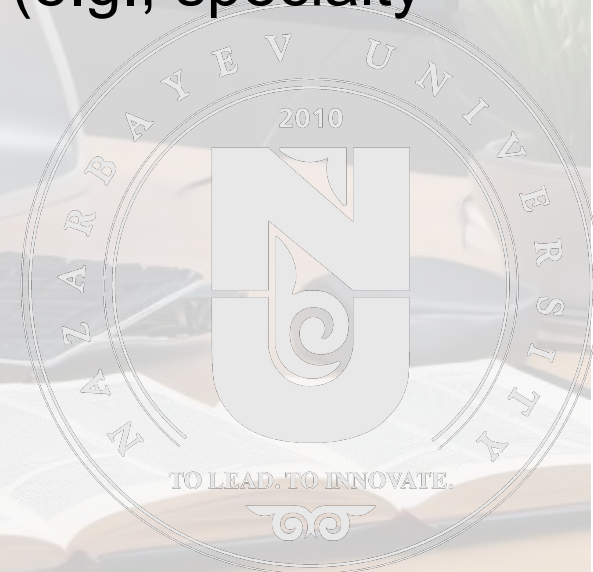- **One and done reading lessons**

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Threats

Unauthorized Content Generation (UCG)

AI Tools

- ChatGPT
- ChatPDF, Myreader, AskYourPDF
- Unriddle – replaces dictionary, encyclopedia, google searches for information beyond the text (e.g., specialty terms, etc.)
- Consensus
- Tools like JenniAI

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Students Know

- There's An AI for That (website)

- YouTube videos - [Example](#)

- Beating AI Checkers:

  ○ [Undetectable AI (comes with a guarantee!)](#)

  ○ [Discussion forums & websites with hints](#)

  ○ [Lists of vocabulary](#)

Opportunities

21ˢᵗ Century Skills

- Extended reading strategies that include research and inquiry – ***KWHLAQ***

- New literacy definition includes ***critical AI literacy***

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Turning AI from Threat to Opportunity

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Teach Students to Question AI Results

- Consensus search

Important Reminder ⭐

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Click the paper tile to dig into the details of the study and find a link to the full text.

Thanks for joining our mission to make science more accessible for all! 🎉 🌍 🔬

Restart   7 of 7   **Done**

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