

# Reading Task Force Meeting Thursday, April 10, 2014 1-2pm H214

## Meeting Minutes

Present: Susan Corbin, Matt Cheung, Stephanie Schwartz, Inna Newbury, and Suzanne Gates (notetaker)

1. Suzanne reminded faculty of the goal of this semester's project: *Develop shared department-wide understanding of reading pedagogy, and choose SLO assessments based on that underlying theory and pedagogy.*
2. **The belief statement has been unanimously accepted.** Voting results on the belief statement (we needed a quorum of 21 votes to adopt or reject this belief statement):

Votes	
Accept	26
Reject	0

Belief statement:

We believe that students construct meaning from a text while they read; that practice with a variety of strategies can help students monitor their own comprehension of college-level texts, whether print or electronic; and that a skilled college reader reads with clear purpose and can apply comprehension of a text to discipline-specific tasks such as testtaking, essay writing, or entering academic conversations.

3. Faculty agreed that **our belief statement is situated within the sociocognitive theoretical framework:** *Sociocognitive: Literacy is a social practice situated in specialized discourses, and reading instruction is a negotiation of social, cognitive, and metacognitive factors.*
4. Suzanne gave a **brief description of each pedagogical model supported by our theoretical framework**, and provided a graphic illustration for each model (included here):

a. Apprenticeship model

## Apprenticeship Model

**Student reads within a discipline; instructor becomes the "master reader" for that discipline**

The main idea is that Columbus discovered America.

Yes, that's the main idea of this article. But in the history discipline, we want to consider other perspectives. What do you think Native Americans might say about Columbus "discovering" them?



b. New London Group model

## New London Group Model

**The world engages in multiple literacies; therefore, students need practice and reflection within multiple contexts.**

My mom was a victim of a violent crime, so I totally agree with this article about victims' rights.

Great! Now pretend you're a criminal attorney representing the accused. What do you think about the article now? How does the article affect your client?



c. Metacognitive Reading Instruction model

Metacognitive Reading Instruction Model

Students need to monitor their own comprehension of a text, and apply specific strategies when they are confused.

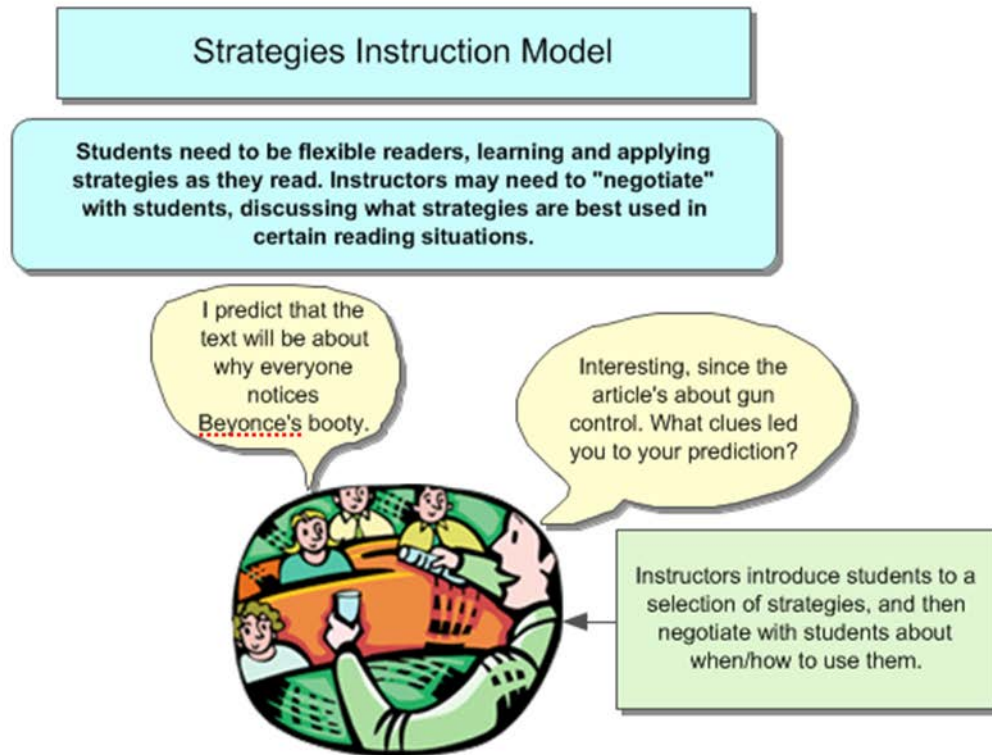
She's doing great! She is making strong choices as she reads.

Right here I'm thinking wow, this is interesting. Wait. I don't know what this word is. I think it's another word for "fancy." Okay, in the next paragraph I see that the author has given me an example of "fancy," so I was right about that word. I need to question why the author is using the example.

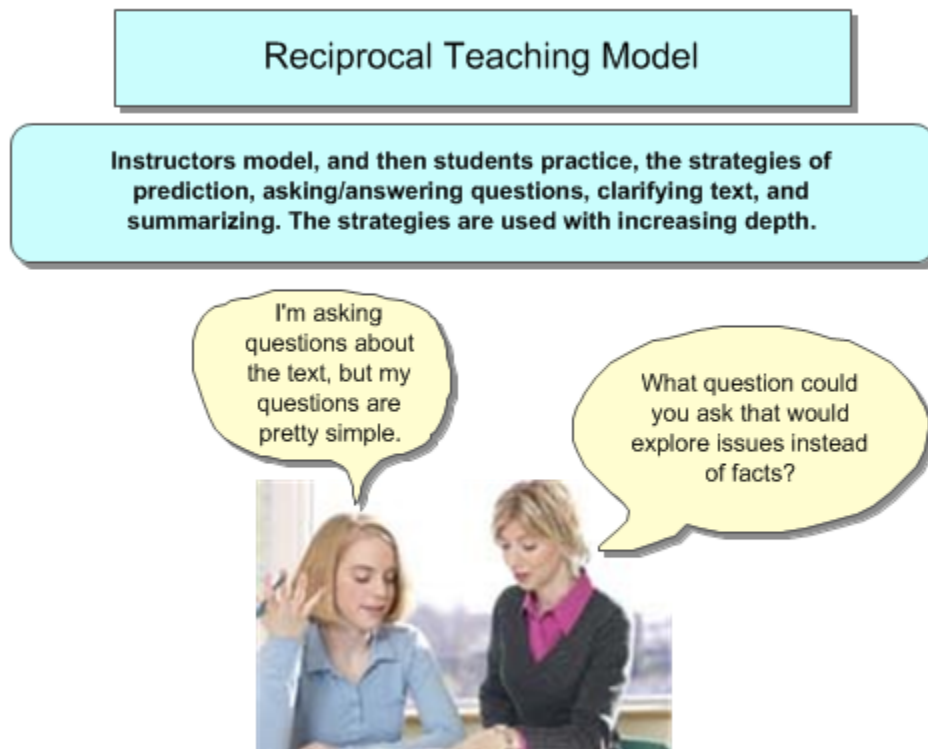
The "Think Aloud" strategy makes comprehension choices conscious and audible



d. Strategies Instruction model



e. Reciprocal Teaching model



5. Faculty discussed the pedagogical models and **suggested that as all five models reflect our belief statement, we retain all five and let instructors choose a model, or facet of a model, that supports their particular class, reading purpose, texts, theme, and goals.**
6. Faculty discussed **providing training for the models**, including activities that have been successful, such as Socratic circles. Faculty recommended that we **build a video library of successful instructor activities**. The videos will be Internet- accessible for all instructors.
7. Faculty also discussed the possibility of **sending a group of reading instructors to the Great Teachers Seminar this August**, with the goal of learning sociocognitive pedagogy, then sharing the information with other reading instructors.
8. Faculty discussed the importance of the reading coordinator, and recommended that **the position of reading coordinator be continued next academic year.**
9. **Next steps:** aligning models with student learning outcomes; choosing assessment measures that reflect the pedagogical model; faculty development, training, and mentoring. For the next meeting, Suzanne will research sociocognitive assessment measures and will make recommendations concerning revision of SLOs.
10. **Our next meeting is on Tuesday, April 22, 1-2pm, in H214.**