Practical Classroom Applications and Engagement for Common Reading

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Today’s Roadmap

- What are we doing?
- What do you hope to gain?
- What is our history?
- What are our successes & challenges?
- What and how have we implemented?
- How have our methods worked?
- What is possible?
- What will we create?
What Are We Going to Do Today?

An institution’s common reading choice can create challenges when developing...

- Meaningful lesson plans
- Engaging discussions
- Valuable engagements

We will explore ways to create and implement CR activities, such as...

- Faculty guides
- Book clubs
- Social media involvement
- Professional development for faculty who teach first-years

I will share strategies for common reading engagement with...

- Faculty
- Staff
- Students
- Community
What Do You Hope to Gain?

- What do you want to learn?
- What do you want to share?
- What do you hope to gain from this session?
- What do you hope to bring back to your institution?
What Is Your History?

- Do you have a common reading program?
- What do you call your common reading program?
- What is the history of your common reading program?
- Who makes decisions?
  - Faculty
  - Staff
  - Students
  - Community
What Are Our Successes & Challenges?

- CR links to students’ academic skills development, multicultural understanding, & appreciation (Soria, Snyder, & Reinhard, 2015)
- CR helps students become stronger learners, create community, fully participate, & increase chances of persistence & graduation (Soria, Snyder, & Reinhard, 2015)
- Creates conversations with faculty & staff (Ferguson, Brown, & Piper, 2018)
- Is everyone reading the book?
- How much does this cost exactly?
- Do you have data to support common reading success?
- And...what are your additional successes & challenges?
What & How Have We Implemented?

- Theme(s) used?
- Book only?
- Author talk/presentation?
- Common reading faculty guide?
- Faculty professional development?
- Book clubs/discussions?
- Community events?
- What do you do?
What Are Best Ways to Incorporate?

• CR incorporation must...
  • Use students’ prior knowledge
  • Give students autonomy in learning
  • Foster metacognitive abilities (National Research Council, 2000)

• Choose a CR that supports students’ growth with deliberate and meaningful choice (Nadelson & Nadelson, 2012)

• Reflection, clear goals, and patience are necessary for CR involvement (Nadelson & Nadelson, 2012)

• Social media use
  • Movement from Twitter to Instagram & other platforms

• And...what about you?
How Have Texas State’s Methods Worked?

• An average of 81.1% of University Seminar students reported reading part or all of the Common Reading book over the past five fall semesters

• 259 events during 2019-20 academic year...so far

• 86.6% of first-year students reported participating in a Common Experience activity over the past five fall semesters

• 64 partners on campus (colleges, departments, et al.)

• Twitter engagement rate 1,759% higher than industry average for higher education accounts for summer and fall 2019

• Instagram stats
  • Best reach: 8,813 impressions
  • Highest # of reactions: 716
  • Lowest # of reactions: 106

• 2,247 users visited the Common Experience website 37,242 times since mid-June 2019
What Is Possible?

• Create connections and relationships through conversation, assignments, and projects based on the common reading (Soria, 2015)

• “Student development can occur when readings (and the associated curriculum) prompt students to question their beliefs, explore their feelings, build a sense of community, and relate their emotions to others” (Nadelson & Nadelson, 2012, p. 62)

• Use of social media & knowledge of trends in social media

• What do you think is possible?
What Will We Create?

Think – Pair - Share
Please Complete the Session Evaluation

• Please visit the Guidebook for the 39th Annual Conference on the First Year Experience
  • Practical Classroom Applications and Engagement for Common Reading, Erika K. Nielson, Ph.D.
  • https://guidebook.com/guide/147249/event/25090723/
  • https://bit.ly/3bKcpSP
References


