

# Novices and Experts:

Helping Students Develop Reading  
Expertise

# Goals for this talk

- Understand the differences between novices and expert meta-readers
- Learn about novice readers' problems
- Explore experts' meta-reading awarenesses and skills
- Plan teaching for reading expertise in every course

# Novice reading problems

- Quantitative and qualitative studies
  - ACT 2015 results=40% of Michigan students hit the benchmark score of 22 in Reading
  - NAEP 2013=38% proficient in reading—national sample of 12<sup>th</sup> grade students
  - Citation Project analysis of 1900 citations in FY composition papers

# Citation Project findings

- 94% of citations from one or two sentences
- 6% real summary
- 46% cite from the first page of a source
- 70% from the first two pages
- Majority of sources are cited only once
- IMPLICATIONS: Novices have significant reading problems according to studies.

# Studying novices and experts

- Participants—(IRB-approved exempt study)
  - 8 student novices
  - 5 experts
- Methodology
  - ACT Reading score as baseline
  - Reading think aloud on passages on paper and screen
  - Written summary/notes for use in a school paper

# Findings of novice/expert study

- Experts are meta-readers with awarenesses and skills
- Awarenesses
  - Meta-textual—text structure and organization
  - Meta-contextual—context in which text occurs
  - Meta-linguistic—knowledge of the language of the text, including special vocabulary or usage

# More on meta-readers

- Expert meta-readers have 4 skills
  - Analysis
  - Synthesis
  - Evaluation
  - Application

# Implications of study

- Novices do not show any awarenesses.
- Novices can analyze to some degree.
- Novices do not show synthesis, evaluation, application.
- KEY Q: What to do on Monday, given the findings?

# Goal: Academic Critical Literacy

- Academic critical literacy is best defined as the psycholinguistic processes of getting meaning from or putting meaning into print and/or sound, images, and movement, on a page or screen, used for the purposes of analysis, synthesis, evaluation and application; these processes develop through formal schooling and beyond it, at home and at work, in childhood and across the lifespan and are essential to human functioning in a democratic society. (Horning, 2012)

# Why and How?

- Why have this as a goal?
- How to help students move toward skill in academic critical literacy?
- Three strategies:
  - 25 word summaries (Doolittle & Sherman)
  - Evaluation (Lombardo handout)
  - Graphic organizers (Grabe)
  - 20% of course grade principle (Nilson)

# Workshop with passage

- Read passage about devices
- Choose:
  - 25 word summary
  - Evaluation with grid
  - Graphic organizer to compare/contrast

Share your work and discuss use in class

# Summary

- Reading is everyone's problem
- Goal is academic critical literacy
- Task → move students toward expertise
- Strategies can help you achieve your own teaching goals in every course
- You can DO THAT! Go get 'em!

# Thanks for your attention

- Time for questions and discussion...