1. READ WITH INTENT
Choose readings of real value to students.

In between class meetings, assign a reading along with a few questions to answer. Have them focus on what relates to these questions, and to course assignments. It's okay if they skim parts that don't seem relevant.

2. RESPOND IN WRITING
Write questions that explore ideas and make connections.

Informed by the reading, students respond to the questions in their own words. No quotes. The response should be concise but complete (500-750 words) and edited for readability. Briefly teach them how to use inline citations to indicate where their words are informed by the reading. This writing assignment is submitted on Canvas before the start of class.

3. RESPOND IN DISCUSSION
Choose a topic that prompts multiple perspectives.

Begin class with discussion of one major aspect of the readings, something not already covered by their written responses. Act as a facilitator. Direct questions back to the group. Use visual maps key points on the board. It's okay if they stray off topic a little. Wrap up the discussion with the takeaways you know they need.

4. MAKE IT RELEVANT
Apply what is learned to practical problems.

Create assignments that directly connect to course readings and to life outside the classroom. Give them a reason to believe that they don't learn for the sake of passing, or even for the sake of learning. They learn so they can engage in professional practice, enhance their quality of life, or avoid going to jail.

It's difficult for anyone to care about something that truly doesn't matter to them.

For me, and my students, the typical assigned readings just don't work. Why?

They don't know what to pay attention to, what matters.

I don't know who actually did the assigned reading.

How do we get students to read more deeply and thoughtfully?

The flipped classroom, one in which students study content out of class and apply it in class, provided one possible solution.

We decided to try something new.