

# READING RESPONSES



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**Purpose:** The purpose of this assignment is to provide students with the opportunity to analyze scholarly writings based on standard research components: research questions, methods, results, findings, and applications. Reading and analyzing scholarly writings with a focus on how the research was conducted leads to a better understanding of what constitutes quality research and robust findings.



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**Rationale:** Often research results get distorted over time, such that “findings” from a particular study are misrepresented (Martella et al., 2021). Thus, reading original research with an eye toward how the research was conducted and what was actually found, leads to a more sound understanding of the research topic. In addition, the self-generation of one’s understanding leads to better long-term remembrance than simply reading alone (McCurdy, 2020; Zaromb, 2010).



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**Reading Types:** There are two major types of articles/chapters that will be read for this class: **experimental articles** (📄) and **theoretical/review articles** (🔮). The experimental articles focus on reporting one, or more, experiments, while the theoretical/review articles tend to be synthesis articles of others’ research. The type of article is important as the Reading Response will be different for each type. Please read the Course Readings section of the syllabus as it will indicate which type is each article.



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**Experimental Article Format:** The Reading Response for experimental articles consist of answering four focused questions. The response to each question should not exceed 200 words.

For each experimental article, answer these four questions:

1. What were the research question(s) the article was addressing?
2. What did the researchers do (research methods) to answer their question(s)?
3. What did the researchers find (research results) as a result of their study?
4. What do the results mean (findings/discussion) and how do they apply to teaching/learning (your interpretation)?

**Theoretical/Review Article Format:** The Reading Response for theoretical/review articles consist of provide a short summary of the (a) focus of the article and (b) conclusions of the article. The response to each question should not exceed 400 words.



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**Timing:** Each Reading Response is due by the end of Sunday night the week in which the article will be addressed in class.





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**Grading:** Each Reading Response is worth 100 points.



### Pragmatics

1. Be thoughtful Think before you write.
2. Be concise For most questions, you will need to summarize the reading.
3. Be accurate Make sure to spend time considering each aspect of the article.
4. Be precise The meaning of every word counts.



### References

- Martella, A., Yacilla, J., Martella, R., Marchand-Martella, N. Ozen, Z., Karatas, T., Park, H., Simpson, A., & Karpicke, J. (2021). Quotation accuracy matters: An examination of how an influential meta-analysis on active learning has been cited. *Review of Educational Research*, 91(2), 272-308.
- McCurdy, M., Viechtbauer, W., Sklenar, A., Frankenstein, A., & Leshikar, E. (2020). Theories of the generation effect and the impact of generation constraint: A meta-analytic review. *Psychonomic Bulletin & Review*, 27, 1139-1165.
- Zaromb, F., & Roediger, H. (2010). The testing effect in free recall is associated with enhanced organizational processes. *Memory & Cognition*, 38(8), 995-1008.



**Honor Code:** The Graduate Honor Code will be strictly enforced on this assignment. Any suspected violations of the Honor Code will be promptly reported to the Honor System. Students are allowed to discuss with other students the nature of this assignment, their understanding of their own observations, and the general concepts he or she will be discussing. Student should not, however, share their completed responses, before submission, with other students in the class. Beyond that, the Honor Code general principles of cheating, plagiarism, falsification, and academic sabotage are still applicable (see <http://graduateschool.vt.edu/>).

