

Student Perspectives on Family Science Course Readings

INTRO

- Large percentages of students do not complete course readings (Hoeft, 2012)
- Within the Family Science (FS) field, increasing student course reading engagement is important as courses prepare students for applied careers in clinical work, family life education, and research, all of which require consistent engagement with scholarly work as students *and* professionals

METHOD

- An anonymous survey was sent during the Spring 2020 semester via a FS program student listserv and in individual FS courses on the reading habits of the students
- Frequencies were obtained on questions related to their reading habits, what supports them to do the readings, the types of readings they were most likely to complete, and barriers to completion

Measure	M or %
Gender (Percent female)	96.2
Age	20.77
Race/Ethnicity	
White	46.8
Latino/a	38.0
Other	15.2
Class Standing	
Lower class (freshmen/Sophomore)	28.2
Upper class (Junior/Senior)	71.8
First-Generation Status	38.5

Students are more likely to complete reading assignments when:

1. *they see a clear connection to class meetings and*
2. *complete a required assignment that accompanies readings*



Adam Clark Ph.D., Darin Knapp Ph.D.
Tim Ottusch Ph.D., Linda Pallock Ph.D.

RESULTS

Factors that increased the likelihood of student reading for class include:

	%
Required reading quizzes that accompany those readings	67.9
When the professor clearly integrates readings into class	61.7
In-class activities that require those readings be completed	58.0
Other assignments that require the readings be completed	42.0

Students were most likely to report:

- reading popular press articles
- listening to podcasts or watching videos

Least likely to read research reports

Barriers to reading:

The number of courses you are enrolled in	66.7
Work Commitments	53.1
Other school related commitments	46.9
Lack of applicability you see between the reading and class	34.6

Recommendations & Policy Implications

- Instructors should select readings with student learning in mind.
- Instructors should emphasize how readings and course activities connect.
- Universities may want to consider policies regarding the number of courses students can enroll in each semester.



THE UNIVERSITY OF ARIZONA
COLLEGE OF AGRICULTURE & LIFE SCIENCES
Norton School of Family & Consumer Sciences
Family Studies & Human Development