# Reading Club Overview

**Background and Aims**

Reading Club was designed for students joining L4 Business programmes. The primary aim was to facilitate discussion of students’ expectations about reading, and to provide a vehicle to develop good reading habits at the start of their degree. Reading Club operated for a 6-week period, guiding students to develop their reading and study habits, and embedding reading for a key module in their first trimester of study.

**Structure and Delivery**

In the first week students’ expectations about reading and their reading and annotation habits were discussed in class. During this class, students completed an exercise to annotate a short article as they would normally do. The article was provided in hard copy in class, but some students preferred to access the online version and/or develop electronic notes. This task was deliberately left open to enable students to complete the exercise in the way in which they would normally prefer to annotate readings.

We provided a hard copy of the second article which students were instructed to read, annotate, and bring back in week 2. In subsequent weeks, students were directed to articles online. The online articles were accessed via the VLE, with students allocated to groups and encouraged to annotate the article online using the shared annotation tool. The articles provided formed part of the structured reading for the module and were progressively longer and more complex each week. There was time to discuss the article in class each week, enabling tutors to understand how students were engaging with the work and to provide formative feedback.

**Initial Feedback**

The in-class exercise provided rich evidence of students’ approach to annotation and exposed the variance in use of hard copy and electronic sources. Discussion of expectations about reading was an important and useful extended induction activity.

We found that students did not engage well with the online annotation tool. We used MS OneNote which was integrated with our VLE, and are gathering data to understand the reasons for the lack of engagement with the tool. Student assessment indicated a good level of engagement with the hard copies of articles that were provided and so we are keen to understand the low level of usage of the online tool.

**Guidance for Implementing Reading Club**

This exercise fits well at the start of a module and is useful to generate understanding of existing reading habits and expectations about reading in the context of the course. It is important to align reading with relevant content for the course so that it is embedded rather than viewed as an add on. We have provided a slide deck template that can be used for the initial session, which can be adapted for your individual context.