

# QEP-2017 NEWS

Volume 3: May 2015

## ***Topic Selection Team Recommends EKU's QEP-2017 CRITICAL READING for INDEPENDENT LEARNING***

### **What is Critical Reading?**

- Critical reading goes beyond comprehension – it involves summary, analysis, synthesis, evaluation, and application of information.
- Critical readers can understand complex text with extended arguments, elaborate structure, subtle relationships and intent, and rich detail and vocabulary.
- Critical readers adjust their reading strategies to fit the purpose for reading, the type of text, and the discipline.

### **What is Independent Learning?**

- Independent learners need minimal guidance from others.
- Independent learners are willing to expend intellectual effort to understand information.
- Independent learners have a growth mindset – they believe they are able to learn through hard work and effort.
- Independent learners have a competitive advantage in the workforce and in life.

## ***Critical Reading is an Essential Skill for Independent Learning***

### **Critical Reading & Independent Learning are Valuable in Any Learning Environment**

- Online and face-to-face courses
- Undergraduate and graduate courses
- General Education & discipline-specific courses
- Research/scholarly projects



### **Critical Reading & Independent Learning are Essential Skills Beyond College**

- Graduate/professional school entrance exams
- Professional licensing exams
- Job analyses; Application materials
- Workplace reading tasks
- Professional development and advancement
- Informed citizenship; personal decision-making

*Continued on back...*

## CRITICAL READING for INDEPENDENT LEARNING

### How Will We Develop Critical Readers & Independent Learners?

- ⇒ Implementation plans will be based on the research of **metacognition** – teaching students to accurately assess and regulate their own learning.
- ⇒ **Metacognitive strategies...**
  - are effective in developing critical reading skills;
  - are effective at developing self-regulated learners;
  - are practical, concrete, easy to learn, & easy to implement;
  - engage students with course content and increase learning;
  - provide faculty with a tool box of practical techniques from which they can choose as appropriate to their discipline, course, and type of reading.
- ⇒ **Specific implementation plans will be developed over the next year.**
  - Faculty professional development and support for teaching are essential.
  - Faculty and students will be asked for input.

## Critical Readers & Independent Learners Make Teaching More Enjoyable!

### NEXT STEPS & TIMELINE

1. Create QEP focus statement (su15)
2. Develop implementation plan (f15-s16)
3. Present plan to campus (su16-f16)
4. Submit plan to SACSCOC (f16)
5. SACSCOC ECU visit (s17)
6. Implement QEP (f17-f22)
7. 5-yr report to SACSCOC (s23)

### QEP Topic Selection Team

Lisa Bosley (CAS: English/Humanities)  
 Cathy Clement (CAS: Social Sciences)  
 Scotty Dunlap (Justice & Safety)  
 Jennifer Fairchild (Business & Tech)  
 Betina Gardner (Library & Noel Studio)  
 Jaime Henning (Graduate Programs)  
 Erik Liddell (Honors Program)  
 Angie Madden (Education)  
 Christine Myers (Graduate Programs)  
 Shirley O'Brien (Health Sciences)  
 Rose Perrine (University Programs)  
 Lara Vance (Acad Readiness/Tutoring)  
 Garrett Yoder (GE & CAS: Nat Sciences)

### QEP Planning Committee: Co-Chairs

Dr. Rose Perrine  
 Dr. Jaime Henning

