PASSPORT TO AN Ä

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Storytelling and Puppetry class benefits from the Passport program.

ABSTRACT

From a time diary study my colleagues and I completed several years ago (Hanson, et. al, 2011), we discovered when it comes to reading, our students simply were not doing it! Students read one book or less over the course of the academic year. In an effort to motivate students to read, I adopted the Passport Control exercise designed by Constance Staley. In this exercise, students submit "passports" (index cards) on which they have jotted down key concepts in the assigned reading. I collect these passports and then return the cards to the students the day of the mid-term exam. Students submitting passports scored an average of 10 points higher on the midterm exam than those not submitting passports.

RATIONALE

A HERI study cited by Cathy Small, (AKA Rebekah Nathan) (2005) reported that fewer than one third of students spend even one hour studying or doing homework for every hour they spend in class (p. 121). Small, who assumed the identify as a student for one semester, found that she also followed this pattern. So how do professors encourage the thoughtful preparation that results in students completing the assigned reading? One idea that we use at WTAMU in our basic public speaking courses is the Passport System. Students submit index cards with what they found relevant in the assigned reading for that day. The instructor collects the cards and then returns the cards to the students to use during exams. I adapted this same procedure for an upper level storytelling class. Over the last academic year, I've tracked the scores of students with passports and students without passports on their midterm exams:

CHART

AVERAGE MIDTERM EXAM SCORES

SEMESTER	WITH PASSPORTS	WITHOUT PASSPORTS
FALL	76	65.4
SPRING	89.27	76.90

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