

The RDQ Method: Helping Students Meaningfully Engage with Pre-Class Readings and Prepare for Stimulating Class Discussion

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The RDQ method is a simple, straightforward way to encourage students to meaningfully engage with pre-class readings and prepare to be active contributors in class discussions.

To use the RDQ method, students are asked to identify the following as they complete their pre-class readings:

- Concepts that **RESONATE** with them
- Concepts with which they **DISAGREE**
- **QUESTIONS** they have about the content



Not only does this framework help students interpret and categorize new information as they are reading, it also improves the quality of discussion because students come to class having already identified meaningful and/or challenging aspects of the content.

Asking students to complete an RDQ of the reading prior to class enables the class discussion to be largely student-driven; with the insight students themselves provide about their understanding of the content, class time can be spent on the concepts that emerge as the most interesting, challenging or confusing to them.

Using the RDQ process empowers students to be self-directed learners because it encourages them to engage with the content in ways that are unique and meaningful to them.

- If students are asked to identify concepts that **RESONATE** with them, they not only have to understand the concept, but also have to articulate how the concept applies to them and why they think it has value.
- In order to **DISAGREE** with a concept, students have to understand the concept well enough to craft an argument against it and provide evidence-based support for their position.
- By asking **QUESTIONS** about the content, students pinpoint areas of confusion and seek additional explanation and clarity.

RDQ encourages self-directed learning by equipping students to interpret content in a personally meaningful way and preparing them to actively contribute to class discussions.