1. **Student motivation to read it extrinsic.**

   Clump et al (2004): In psychology courses, about 27% (21%-43%) of students read before class and 70% (61%-91%) read before an exam. The percentages vary among courses. Many students feel that instructors are responsible for reviewing material during class time and telling them what is important in the reading.

   Podolefsky & Finkelstein (2006): In a study of physics students, only about 40% read the textbook regularly if they did not have to submit reading exercises, compared to 55% of those who did.

2. **Strong students and weak students differ on how they approach textbook reading.**

   Phillips & Phillips (2007): A study of accounting students found that strong students read to understand, persist when material becomes difficult, and make plans to cope with confusion. Weak students are motivated by goals to reduce anxiety, defer reading and quit when it becomes difficult.

3. **Students most value pedagogical aids relevant to terminology and preparing for tests.**

   Weiten et al (1999): The study compared textbook use among high school, community college, and university students. University students are most likely to use boldfaced terms, running glossaries, chapter summaries, section summaries and self tests. They are least likely to use outlines, discussion questions, learning objectives, and pronunciation guides. Community college students were more likely than HS or university students to use all of the 15 features studied.

   Reittinger et al (1992): Comparing intro psychology students, those who used a workbook to accompany a textbook reported that the activity had improved their grade, but workbook users did not have significantly higher grades than non-workbook users.

   Pepper (1981): A study comparing computer programming textbooks found that students preferred a verbose and poorly written one over a concise and well-written one because the former was easier to read and included a lot of examples. They rewrote the concise one to make it easier to read with more examples, and students preferred it most among the three.

4. **Students only pay attention to textboxes and other supplemental in-chapter materials if professors emphasize them.**

   Toerner (2006): A study of accounting students found that students appreciated “elaborations on chapter topics” but tended to ignore internet links, international issues, and Microsoft Excel applications.

   Benbasset et al (2008): In a study involving a perception questionnaire, students and faculty both reported ignoring boxed texts. However a procedure that involved inserting an instruction to write down the time found that students, in reality, tended to at least skim the boxed text.
5. **Textbook features (or accompaniments) that improve student comprehension include pre-reading questions, chapter outlines, inserts to signal key concepts, and “general interestingness.”**

Pressley & Tannenbaum (1990): When psychology students answer pre-questions before reading a textbook chapter, they perform better on a post-test for prequestioned material, regardless of whether they answered pre-reading questions correctly. There was no effect for non-prequestioned material.


Nevid & Lampmann (2003): In a study, half the students read a version of a text that used inserts to signal key concepts and the other half read a text that did not. The readers of the signaled text did better on quizzes on the signaled content but no better on quizzes on unsignaled content. Students report finding the signaled format clearer and easier to understand.

Garner et al (1991): A study compared the effects of “general interestingness” and “seductive details” on student recall of important information. Seductive details inserted in the text tend to distract readers from the important material, but “general interestingness” tended to improve recall.

**References**


