

Study of the Coping Process and Influencing Factors of a Case Undergraduate Reading Report Activities

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Abstract: Normal reading can cultivate students' reading habits and self-study ability. For the university undergraduates, the course task is relatively heavy, so the reading report activity has become an effective way to exercise the undergraduates' independent learning ability and research ability. However, few studies were found on college students' reading reports in undergraduate classes. This study adopts qualitative research paradigm, the main research object for three undergraduates of a university, using the method of interview, observation and physical collection, found that the undergraduate reading report response process is divided into: serious but passive understanding and preparation — class weak participation and less feedback — after class positive reflection and negative processing doubt three stages. The positive factors affecting the response process include the practicality of the course and the willingness to learn well; the negative factors include less feedback, less communication, and less attraction of reporting content. From the perspective of symbol interaction theory, this study suggests some strategies: creating the situation of equal dialogue, strengthening classroom feedback and guiding the writing of reading report content.

1. The question

Universities offer many courses, and each course needs to learn more content. If it only depends on the teaching of classroom time, the teaching task may be difficult to complete. The university stage should mainly cultivate the students' independent learning ability. So in order to enable students to better understand the university course knowledge content and exercise autonomous learning ability, university teachers will often according to the curriculum layout some reading list or literature, at the same time to supervise or check the students' autonomous reading completion, will let students reading report before class, to promote students' understanding of course knowledge and cultivate students' habit of autonomous learning.

Search the relevant literature about the topic "book report" or "reading report", and find that there is little research on this aspect^[1]. The literature involves the requirements, implementation methods and practical results of graduate students. In view of the reading report in this paper is the pre-class preview test link in undergraduate class, we also consulted the literature of "preview report", among

which the problems in pre-class preview report in classroom teaching include: teachers lack of guidance and favorable evaluation of preview method; the quality of preview homework, the supervision is not in place; students do not master scientific and reasonable preview method; students' consciousness is poor. The deepening strategies of pre-class preview report include: participatory self-study guided by problem guidance, automatic learning guided by outline suggestion, and autonomous learning under the guidance of preview report^[2].

Although the above research puts forward the results, problems and strategies of reading report or pre-class preview, it mainly targets graduate students, and almost no reading report research for undergraduate classroom. Therefore, the problems of this study are as follows:

- 1) What is the process of reading and reporting activities for undergraduates?
- 2) What are the influencing factors of undergraduate reading and reporting activities?

2. Study design

2.1 Study subjects

The study used purposive sampling and convenience sampling methods, including two minor students and one major student majoring in educational Statistics at a certain university. The purpose of choosing the course of Educational Statistics is that the teachers of this course adopted the form of pre-class reading report. The three students selected were convenient for the researcher to observe and interview, and one of them was the student who was selected to the pre-class reading report. The study subjects are shown in Table 1:

Table 1: Shows the interviewees

Interviewee	Gender	Source	Age
Student 1	female	Minor, College of Arts	22
Student 2	female	Minor, School of Administration	20
Student 3	male	Major, in education department	18

2.2 Data collection

1) Interview: We used a semi-structured in-depth interview. After the interview, the audio recording was transcribed into text, with a total of 24,938 words.

2) Classroom observation: On the Monday afternoon of April 22, 2019, a 60-minute non-participatory observation record was conducted.

3) Physical collection

We collected class photos, abstrics of the interviewed students, teacher's syllabus, courseware, electronic reference books and other parts of the students^[3].

2.3 Data analysis

We coded the data at three levels. First, open coding. Open encoding is a generalization of the original statement into the initial class genus. After repeated combing and generalization, 20 open codes are finally abstracted (see Table 2).

Secondly, the spindle coding, whose main purpose is to further classify the initial coding, correlate them with each other and form the association category. We formed 20 open codes into 8 spindle codes (see Table 3).

Thirdly, the core code, that is, the systematic analysis of the spindle code, selects the "core class" that is highly generalized and unified. Based on the analysis of eight secondary codes, we refined a

genera of three core categories. The case of core categories and association categories is shown in Table 4.

Table 2: Example of open encoding

original statement	conception	Level 1 coding
I usually, after reading the book, I finish the homework according to the thinking questions, because the homework is required to be under one page above two pages, it has the space limit. It also requires personal language, which is a group individual reading report.	Write below one page or below two pages in personal language as required.	Longer time of preparation before class.
Personal homework takes a long time, because to read, at least a whole morning.	It takes a long time.	
.....		

Table 3: Example of spindle coding

Open coding	axial coding
A long time of preparation before class, Want to get credit before class but don't want to bother Passive learning state that is forced to hand in homework before class. A large amount of reading volume before class, Don't read others before class.	Careful but passive preparation before class.

Table 4: Core encoding

Secondary coding	Level 3 coding
Careful but passive preparation before class, Negative understanding of the report and myself before class No adverse feedback effects before class.	Careful but passive understanding and preparation before class.
Weak feedback to each other in class, Negative participation status in class, Factors affecting listening in class.	Weak participation and feedback in the class.
Reflect on the teacher's practices after class. Negative treatment after class is questionable.	After class, positive reflection and negative treatment of doubts.

3. Study conclusions and discussion

3.1 Response process

From the coding, it was found that undergraduates experienced three stages in the process of coping with the pre-class reading report activities: serious but passive preparation before class — weak participation in class and feedback — positive reflection and negative treatment of doubts after class.

1) The pre-class stage is specific as follows: I have a clear understanding of the purpose of the reading report, prepare it carefully, but at the same time have a coping attitude. The purpose of the book report is to "preview, check, share and exercise expression" more clearly, to be able to prepare more carefully. But at the same time, there is a passive attitude. For example, I think I am a minor

student and seldom browse the reports of other students, which weakens the purpose of "sharing". More importantly, the report content did not receive feedback.

2) The specific performance of the class stage is: weak participation and feedback. In class, I did not want to listen to the content reported by my classmates, thinking that "what my classmates say is roughly the same as what I see personally". In addition, there is a lack of feedback between teachers and students in the class. After the report "the teacher only asked the students who made the report if they had a problem." Besides that, there were no more comments and feedback. Weak feedback or no feedback between teachers and students prompted students not to actively participate in the reporting. If teachers can timely give feedback to the speaker, timely strengthen the communication with the students who listen to the report and promote the communication between students, then it will increase the enthusiasm of the reporter and the initiative and purpose of the listener.

3) The after-class stage is specific manifestations: positive reflection and negative treatment of doubts. Students can actively reflect on the classroom interaction and put forward targeted suggestions, such as "the teacher is difficult to think of the students' doubts", "the teacher should summarize, correct mistakes and solve doubts". Positive reflective behavior shows that students are willing to learn something. But at the same time, there is a tendency to negatively deal with doubts, such as "no longer ask questions when you have doubts". The fundamental reason why I stop asking is still because there is no feedback, so I no longer take the initiative to solve my doubts.

3.2 Influencing factors

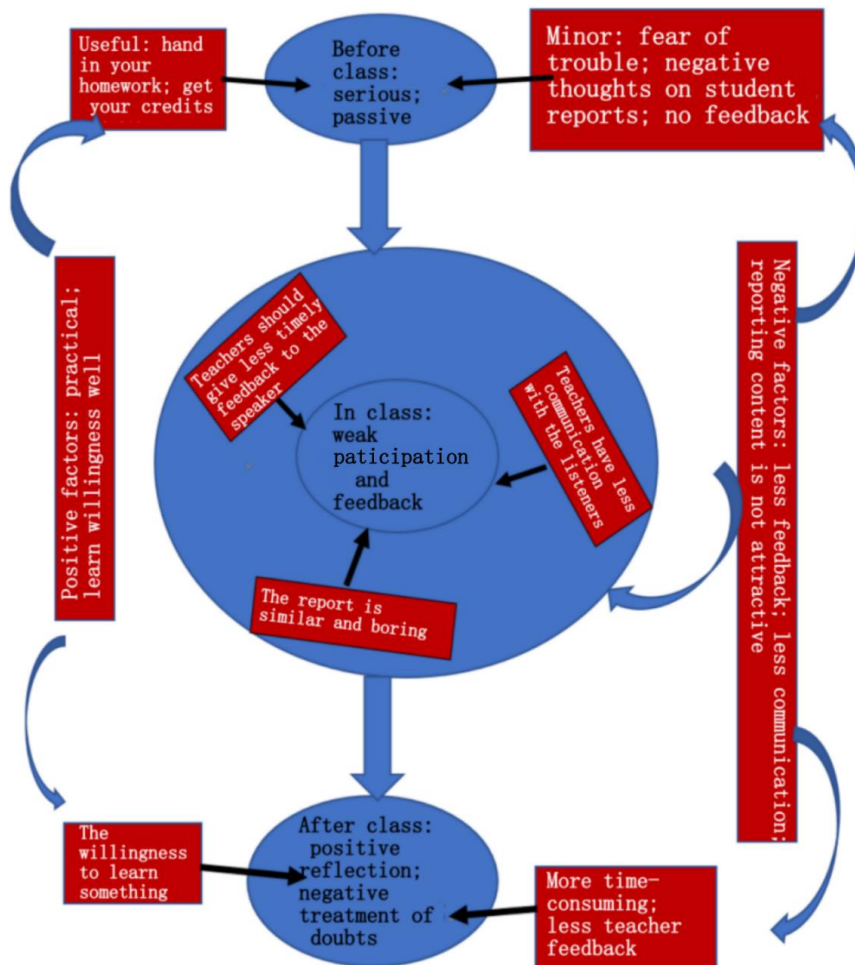


Figure 1: Analysis of the influencing factors of the reading report

According to the three-stage coping process, the influencing factors are analyzed by three-level coding.

Factors influencing "serious" preparation before class: feeling the course useful and getting credit. Influencers of "passive" preparation before class: large reading; minor status; negative expectation of report content and no feedback from teaching assistant.

Influencing factors of "weak participation and feedback" in class: similar and boring reporting content, less feedback and communication from teachers. From the analysis of the process of reading report in class, we can see that whether the report content has new information and interesting is one of the factors affecting students' participation; more importantly, there is less interaction between teachers and students in class.

After class, the influencing factors of "positive reflection and negative treatment of doubts": the influencing factors of positive reflection are "feeling like learning after class". The influencing factors of negative processing doubts are more time-consuming and lack of feedback from teachers.

In general, the positive factors are: feeling the practicality of the course; the willingness to learn something. Negative factors include: less feedback; less communication; reporting content is not attractive. Positive factors can affect before and after class, but the impact after class is less. Compared with it, there are more negative factors and greater influence, which can affect before class, after class and after class, and form a bad cycle. The influence analysis of factors is shown in Figure 1: ellipse represents the process, and square represents the influencing factors.

4. Suggestions for optimizing reading and report activities

In this paper, the reading report activity is a part of the teaching activity, and teaching is a process of interaction between teachers and students. From the point of view of symbolic interaction theory, the interaction between teachers and students must rely on a certain medium, which is the symbol of teaching content^[4]. Therefore, this paper puts forward teaching suggestions on reading report activities from the perspective of symbol interaction theory. "The core point of the theory of symbolic interaction is that humans create and use symbols, to identify those used by others, using symbols to self-knowledge, and to understand and respond to the situation."^[5] The interaction between teachers and students occurs in a certain teaching situation, namely the reading report. Therefore, we will put forward the following three corresponding suggestions.

4.1 The premise of reading and reporting activities: the situation of creating an equal dialogue

Both teacher-student interaction and student interaction need to be carried out in specific situations. Context is the basis of symbol production. Symbols in different contexts have different meanings. In classroom teaching, teachers have their own teaching style, and students also have their own learning habits, which poses a great challenge to the teaching situation. According to the teacher's syllabus, the task of the reading report activity mentioned "to be able to communicate the basic content of reading with teachers and classmates; to think about and put forward their own ideas and questions according to the questions prompted by the teacher". Therefore, in order to realize the communication between teachers and students and let students put forward ideas, teachers should create a situational atmosphere of equal dialogue, so that the symbolic content of dialogue between teachers and students.

4.2 Channels to strengthen teaching interaction: feedback

"Interaction" is the core concept of Meade's symbolic interaction theory. Student development cannot be separated from teaching communication and feedback." Classroom feedback refers to the process in which students study independently under the guidance of teachers, teachers examine

students' learning performance and consciously adjust teaching behavior, and students consciously adjust self-study behavior by means of active answer and understanding".^[6] Therefore, feedback is a kind of teaching interaction. In this study, the role of reading report is only a means of preview test, rather than feedback. Teachers need to ask further questions according to the students' report, not just "error correction".

How to feedback? "According to the main body of the classroom feedback information exchange activities, the feedback is divided into: teacher feedback, peer feedback and students' self-feedback". After the reading report, teachers can feedback their own information, can let the students feedback or let the reporter reflect on the feedback. This multi-subject feedback channel can mobilize students to actively listen to the report. "According to the different objects of the classroom feedback information exchange activities, the feedback can be divided into: students' collective feedback and students' individual feedback". The reading feedback information provided by teachers can be oriented to the whole class or individual students, and the feedback information helps students to understand common problems; the feedback information provided to individual students is more personalized. Teachers can flexibly adopt different feedback according to the situation. "According to the way of exchanging the feedback information in class, the feedback can be divided into: oral feedback, written feedback and computer feedback."^[7]

4.3 Choose interactive media close to students' experience: book report content

Meade believes that a common world exists only when common group experience exists. The teaching content in line with the students' original knowledge and experience will have an important impact on the teaching interaction. The teaching content should not only maintain its own structural system, but also make it within the understandable range of the students' knowledge and experience".^[8] Therefore, the teaching content should avoid being separated from the students' life. The interviewed students mentioned that "the content of others is similar to what they get by reading books. "So how can book reports be attractive? Although the teacher raised the same questions, but in fact, it still gave a large space to play: "we need to think about the prompt problems and put forward their own ideas". "Own ideas" is emphasized by the teacher, but due to the lack of feedback and guidance, many students will not put forward their own ideas. Therefore, teachers should know more about students' experience and interests, and guide students to understand and report the reading content in connection with life experience. This kind of report content with personal experience will attract students to participate more closely.

5. Conclusion

Reading report activity is an effective way to improve their independent learning ability and research ability. According to the case study of reading reporting process and influencing factors of three undergraduates, the coping process of undergraduate reading reporting can be summarized as three stages: serious but passive understanding before class, preparation — weak participation in class and feedback — positive reflection and negative treatment of doubts after class. The positive factors that affect the practicality of the course, the willingness to learn well; the negative factors include less feedback, less communication, and unattractive reporting. According to the case reading report process and influencing factors, the proposed strategy is to create an equal dialogue situation; strengthen the classroom feedback and select the reading report content close to the students' experience. Through the study of undergraduate reading reporting process and influencing factors, it is expected to inspire teachers to guide students to read and report effectively, and enhance the awareness and ability of undergraduates' independent learning.

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