

READING PROCESS WORKSHEET

GED0001

NAME: _____ SECTION: _____
TEXT TITLE: _____ DATE: _____
TEXT TYPE: _____ AUTHOR: _____

I. PRE-READING (10 POINTS)

A. Complete the table with the headings, subheadings, and visual titles/descriptions from the text. Provide at least 2 entries for each column.

Headings	Subheadings	Title/Description of Visuals
Introduction Method Results	Participants Materials Procedure Results	Figure 1: Mean Test Scores Table 1: Student Preferences

B. Fill the table with information that you already know about the topic (K), you wonder about the topic (W), and you will learn after reading the text (L). Fill the L Column after reading the text. Provide at least 2 entries for each column.

K	W	L
Online learning offers flexibility.	Do students perform better in face-to-face or online settings?	Students performed better in face-to-face settings.
Face-to-face learning allows immediate interaction.	How do student preferences align with their performance outcomes?	Students preferred face-to-face learning over online learning.

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II. READING (30 POINTS)

- A. Fill the table with specific details from the text and inferences that can be drawn from it. Provide at least 2 entries for each column.

Details from the Text	Plausible Inferences
Students scored higher on tests conducted face-to-face compared to online.	Face-to-face environments may enhance comprehension and retention.
Despite the flexibility of online learning, students showed a preference for face-to-face interactions.	Personal interaction and immediate feedback are valued in the learning process.

- B. Figure out the meaning of the technical term from the text. Write the technical term, indicate the clue from the text, and use the term in your own sentence. Provide at least 5 entries for each column.

Technical Term	Context Clue (i.e., antonym, synonym, examples, description, word parts, definition or any clues in the text)	Use each technical term in a sentence
1. Counterbalanced	"with topics counterbalanced across two groups"	The researchers counterbalanced the topics to ensure that each group experienced both conditions.
2. Modality	"both modalities are essential"	Choosing the appropriate modality for instruction can impact student engagement.
3. Cognitive Load	"may reduce cognitive load during learning"	Simplifying instructional materials can help manage cognitive load.
4. Asynchronous	"online learning allows for asynchronous participation"	Asynchronous courses enable students to access materials at any time.
5. Engagement	"students usually prefer face-to-face interactions for engagement"	High levels of engagement are crucial for effective learning.

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C. Supply the missing information below:

1. **Topic of the text:** Comparison of undergraduate students' preferences and academic performance in face-to-face versus online learning environments. Writer's opinion about the text's topic The authors suggest that while online learning offers flexibility, face-to-face interactions are preferred by students and may lead to better academic performance.
2. Support for writer's opinion (e.g., evidence such as facts, testimonies, examples, etc.):
 - a. Students scored higher on assessments conducted in face-to-face settings compared to online.
 - b. Participants expressed a preference for face-to-face learning over online methods.
 - c. The study involved 67 psychology students who participated in both online and face-to-face activities, allowing for direct comparison.

III. POST-READING (10 POINTS)

A. Answer the following rhetorical analysis guide questions.

1. What credentials does the author have which give him/her the authority to write about the topic of the text The authors, Nenagh Kemp and Rachel Grieve, are affiliated with the Discipline of Psychology at the School of Medicine, University of Tasmania, indicating expertise in psychology and education research.
2. After considering the author's profession and affiliation, what possible biases the author might have about the topic? Given their academic positions, the authors might favor traditional face-to-face learning methods prevalent in university settings, potentially influencing their perspective on the efficacy of online learning.
3. What is the purpose of the text, and how does the author accomplish that purpose? What evidence does the author use to support the main idea in the text The purpose is to compare student preferences and performance between online and face-to-face learning environments. The authors conducted an empirical study with 67 psychology students, collecting data on test scores and preferences to support their analysis.
4. What specific idea/information in the text challenges or surprises you? Why ? it is surprising that despite the flexibility of online learning, students still prefer face-to-face interactions, suggesting that personal engagement plays a significant role in their educational experience.
5. Is the style of writing suitable for the intended audience? Is it too formal or too casual? Why **Is it too formal or too casual? Why?** The writing style is formal and appropriate for an

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academic audience, employing technical language and structured presentation typical of scholarly articles.

IV. Graphic Organizer

Present the main idea and supporting details of the article using an appropriate graphic organizer.