Scientists spend a lot of their time reading. Inexperienced readers often find difficulty in dissecting the main points of science content. Support and structure can help novices navigate new terminology and obtain scientific understandings of an article. Here I describe a structured activity that helps students determine the main points of article/report/data in a creative manner.

**Step 1: READ.**
Students individually read article/report/data outside of class.

**Step 2: CREATE.**
Student teams briefly discuss and then summarize a major aspect of the article/report/data into a creative or unique slogan or catch phrase. Visuals are encouraged on dry erase boards.

**Step 3: PRESENT.**
Student teams present their slogan or catch phrase to the class. Importantly, teams present why it was selected to represent a main point of the article/report/data. It also gives opportunity for clarification of complex or confusing slogans or catch phrases.
Slogans Help Students Recall Summative Assessment Content.

Two sections (same instructor) were provided the same article. One section had a discussion in class (N = 21) and the other did the slogan activity for the same length of time in class (10 minutes) (N = 22). Slogans significantly helped students recall the content of the article on a summative exam when sections were compared via Student’s t-test (data below). These same two sections scored equally (p-value = 0.5) on the overall exam. Similarly, on a different question where both sections were provided a slogan activity, students scored equally high (p-value = 0.9).

These two sections along with one other life science course where the slogan activity was used were surveyed using a Likert 5-point self-reported survey. Results (data below) indicate that students overwhelmingly agree that this type of activity improves their ability to highlight main points of a scientific article, broaden their knowledge on a complex topic more so than just reading it, and even helped them prepare for questions on exams.

<table>
<thead>
<tr>
<th>Statement</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neither Agree nor Disagree</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Helped Broaden My Knowledge on Topic (N = 43)</td>
<td>12%</td>
<td>65%</td>
<td>21%</td>
<td>0%</td>
<td>2%</td>
</tr>
<tr>
<td>Helped Me Identify the Main Points (N = 71)</td>
<td>16%</td>
<td>65%</td>
<td>15%</td>
<td>3%</td>
<td>1%</td>
</tr>
<tr>
<td>Helped Me Prepare for Exam Questions (N = 28)</td>
<td>18%</td>
<td>61%</td>
<td>21%</td>
<td>0%</td>
<td>0%</td>
</tr>
</tbody>
</table>

Selected Student Quotes

“The activity made me think about what was most important and pay closer attention when reading.”

“Coming up with an interesting way to summarize an article helped me to remember the main point.”

“We remember a slogan easier with a rhyme or some type of funny word.”

“It helps the terms stick in your mind, so then you can study better.”

Overall, this activity engages students with scientific articles and allows them to create memorable experiences that helps with overall recall on summative assessments.