



Using Reading Retreats to develop critical reading practices

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What do YOU mean
by 'critical' or
'academic' reading?



#WellReadHE

Why?

“I’ve written my essay...
I just need to find
references to support it
now.”

“How many
sources do we
have to put in for
references? Ten?
Twenty?”

“Range?
Is it some books,
some journals and
some websites?”

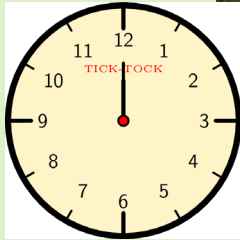
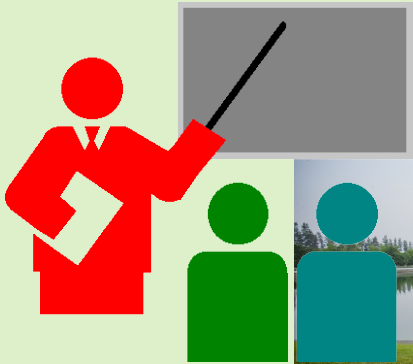
?...?

“I get lost in
the middle
and forget
what I read
before.”

“I get
bored”

“Sometimes I
have to read the
same thing over
and over again”



What: inspiration / innovation



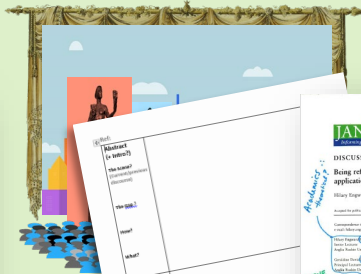
What: the structure



Academic Reading Retreat Programme

9:30	Coffee & cake: Welcome (= last-minute scroll mapping) Sharing research / hopes and fears / retreat 'rules'	
10:00	The Stage: the purpose of academic journal articles. Discussion and dramatized enactment of the purpose of journal articles and their relationships with one another. Facilitator presents the importance of the abstract in identifying/justifying : <ul style="list-style-type: none"> The scenery (discourse) The space on the stage ('genre') The motivation (purpose / audience?) The method ('how') The conclusion ('what')  <p>Plus, the amplification of the initial 'what' contained in the article's conclusion/discussion: <ul style="list-style-type: none"> Premises of argument / Conclusions from research... ...confident to tentative. Implications (so what? + what else?) </p>	
10:30	Read 1: Abstract-Conclusion Worksheet Participants spend 60 minutes analysing their abstract and conclusion.	Drop-in Clinic Facilitator offers one-to-one advice and guidance outside the silent reading room.
11:30	Coffee: Review and Reflect Surprises, challenges, questions.	
11:50	Scrolling: mapping the argument Facilitator demonstrates text-mapping and identifies: <ul style="list-style-type: none"> Intro Scene [Methods and Results] Discussion Conclusion 	
12:00	Read 2: Textmapping Participants map scrolled articles to identify structure of arguments and (if time) map each section identified.	Drop-in Clinic Facilitator offers one-to-one advice and guidance outside the silent reading room.
13:00	Lunch: Review and Reflect Surprises, challenges, questions.	
13:40	Read 2 continued: Close reading for relevance Participants choose a section / sections of their scroll to read/map more closely. Participants begin to consider the relevance of the article for their specific enquiry.	Drop-in Clinic Facilitator offers one-to-one advice and guidance outside the silent reading room.
14:40	The Web: developing a literature review Presentation of different strategies to synthesise articles and further reading to develop a cast.	
15:00	Read 3: Inspecting cast list and searching for players Participants begin to mine article's reference list for further reading and locate the article's position in relation to other 'players' they have read.	Drop-in Clinic Facilitator offers one-to-one advice and guidance outside the silent reading room.
16:00	Coffee: Final Review and Reflect Surprises, challenges, questions and next steps.	
16:30	END	

Angela Hoad and the University of Leeds, 2022



Abstract (to identify) (to know?) (to understand)
Intro
Method
Results
Conclusion
Implications of research (so what?) (what else?)
References
Other relevant information
Other relevant information
Other relevant information
Other relevant information
Other relevant information

JAN
Journal of Applied Nutrition

DISCUSSION PAPER
Being reflexive in qualitative grounded theory: discussion and application of a model of reflexivity
Mary Hopwood & Gordon Fox

Handwritten notes:
 - **Reflexivity:** Awareness of the researcher's influence on the research process.
 - **Scene:** The setting of the research.
 - **Importance:** But not so simple as being reflexive is limited.
 - **How:** Reflexive practice.
 - **So what + what else:** encourage nice reactions to use A2 to 7 reflexivity.



Synthesising

Handwritten diagrams:
 - A circular diagram with 'Synthesising' in the center and 'Analysis', 'Synthesis', 'Evaluation' around it.
 - A Venn diagram with two overlapping circles labeled 'X' and 'Y'.
 - A table with columns 'Analysis', 'Synthesis', 'Evaluation' and rows 'X', 'Y', 'Z'.
 - A Venn diagram with two overlapping circles.

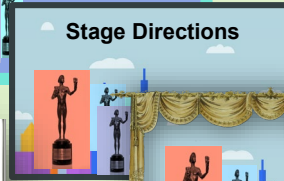
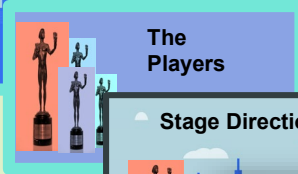
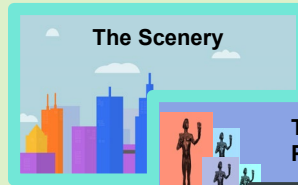
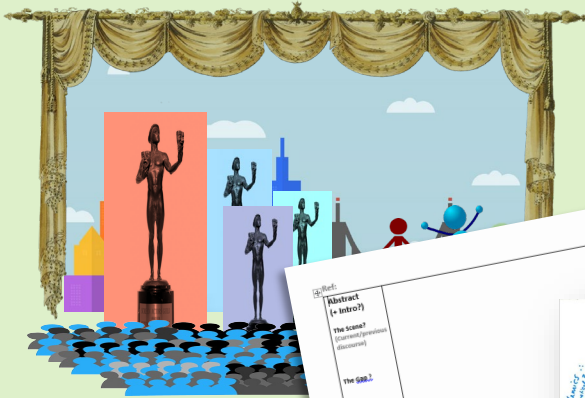
What are the authors claiming that is relevant to my work?

How persuasive are these claims, and why?

In summation, what are the 1-2 points of key?

From: Hoad, A. & Fox, G. (2022) Being reflexive in qualitative grounded theory. *Journal of Applied Nutrition*, 72(1), 1-10.

Method 1: The Stage



Abstract (+ Intro?)	
The scene? (Context/previous discussion)	
The gap?	
How?	
What?	
Conclusion	
Main premises or arguments / conclusions	
Confident of / feasibility? Possibilities? / unknowns?	
So what? Implications for discussion / context	
What next?	
Author / Journal implications	
Publication date implications	
Interesting references?	

Re-estimated

JAN
Journal of Advanced Nursing

DISCUSSION PAPER
Being reflexive in qualitative grounded theory discussion and application of a model of reflexivity
Willy Raymond & Caroline Day

Methodology

Context

scope

Importance of or the

... but qualitative we

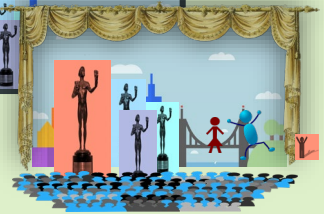
Method

Advantages

And counter the

So what a practice encourage also researchers to use Adv in ? reflexivity

2012 Wiley-Blackwell



Method 2: Textmapping

Scanning, Skimming & Mapping Your Sources

Try 'scrolling' to get to grips with academic articles and journals...



“I get lost in the middle and forget what I read before.”

“Sometimes I have to read the same thing over and over again”

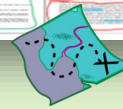
“I get bored”



Scan



Skim



Map



Reflect

Reflection Questions

1. What did you learn?

2. What did you find interesting?

3. What did you find difficult?

4. What did you find useful?

5. What did you find boring?

6. What did you find surprising?

7. What did you find confusing?

8. What did you find helpful?

9. What did you find interesting?

10. What did you find useful?

11. What did you find helpful?

12. What did you find interesting?

13. What did you find useful?

14. What did you find helpful?

15. What did you find interesting?

16. What did you find useful?

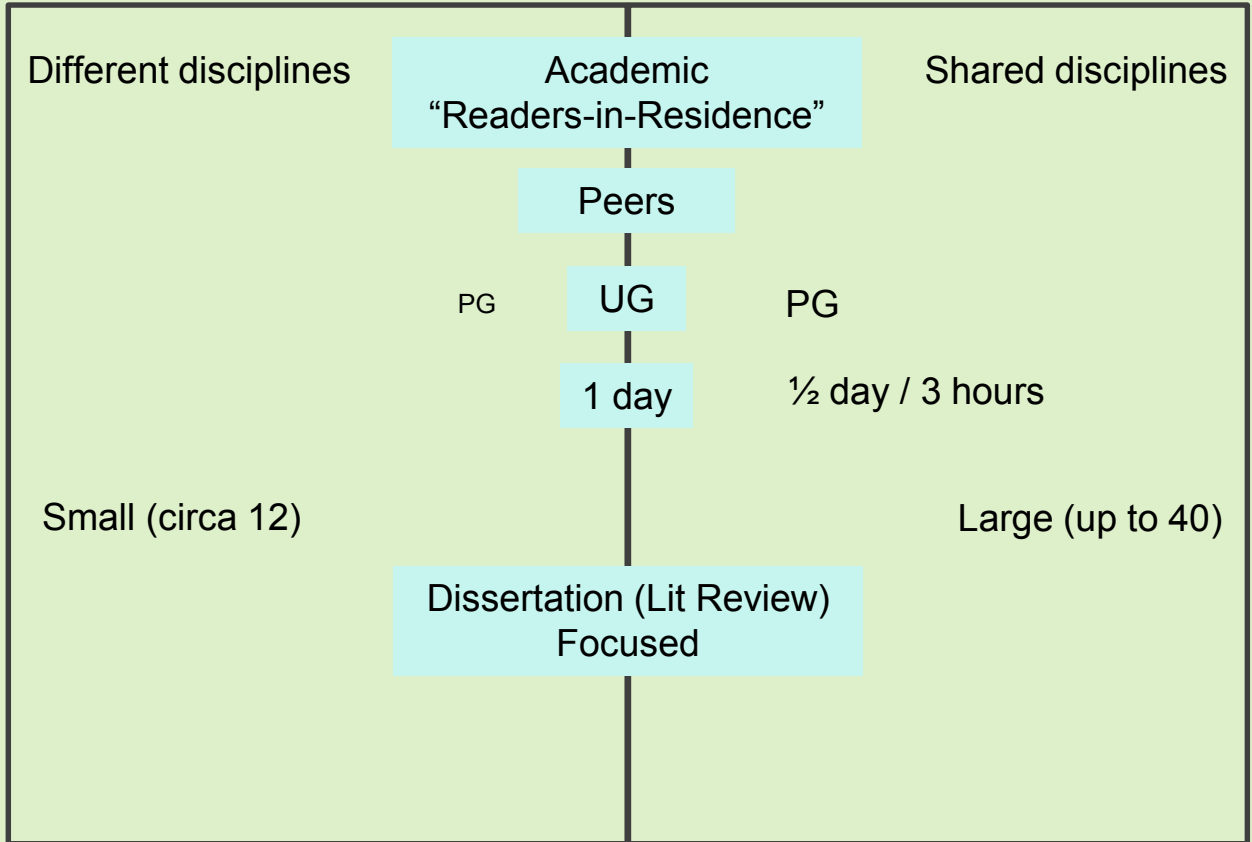
17. What did you find helpful?

18. What did you find interesting?

19. What did you find useful?

20. What did you find helpful?

Open : Closed (inter : intra)



Evaluations

...gaining an improved understanding of how to read a journal article and how articles are relevant to my research

Space

The workshop helped me dive into a world, where reading for supporting argument is invalid and skimming is non-existent. This workshop really taught me how to critically analyse every aspect of the journal.

Delivery

How to read a text for academic purpose and having time to read through a text in a controlled environment with support.

I finally feel like I have a method for assessing the value of what I read as opposed to reading blindly and hoping what I'm reading is relevant to my work.

1:1

Structure

I came to understand the process with a view to incorporating the workshop into the programme. I also took away some personal learning which was appreciated. The supportive nature of the group. The developmental and layered learning techniques through the day to get to a useful skill set

Time

It will also develop my teaching in terms of supporting students in their active reading and academic writing. It has made me reflect on assumptions that I might have made about what students know about how to actively read and what to actively read. I have gained a greater understanding of areas to support students with accessing relevant materials/ literature/ journals. It is something that I want to continue to develop from induction and in assessment workshops.

Discussion

Coming from a scientific background I have never looked at reading in this manner before. It has not only changed my reading process but also how I approach research. Truly a valuable experience for anyone at any level.

4.918918919





Implications? Possibilities?

- ❖ Lingering
- ❖ Personalisation
- ❖ Collaboration
- ❖ Interdisciplinarity
- ❖ Identity: Student to researcher / enquirer
- ❖ Identity: Academic to educator

- School ARR?
- Selected ARR?
- Dissertations based on ARR?
- ARR as professional development?

Further conversation?

#WellReadHE

ARR Blog <https://tinyurl.com/ARRKeele>

Bibliography

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