Using Reading Retreats to develop critical reading practices

Angela Rhead, SFHEA
Teaching Fellow / Learning Developer
Student Learning
Keele University

What do YOU mean by ‘critical’ or ‘academic’ reading?
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
Method 1: The Stage
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”
Open : Closed
(inter : intra)

Different disciplines

Academic
“Readers-in-Residence”

Peers

PG
UG
PG

1 day
½ day / 3 hours

Small (circa 12)

Dissertation (Lit Review)
Focused

Shared disciplines

Large (up to 40)
Evaluations

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

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 analysis every aspect of the journal.

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.

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.

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.

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 analysis every aspect of the journal.

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.

Delivery

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

Discussion

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.

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.
Implications? Possibilities?

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

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

Further conversation?
#WellReadHE
ARR Blog https://tinyurl.com/ARRKeele


