

“I don’t do books”: reframing emotional barriers to academic reading.

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Do you think of yourself as “a writer”?

Do you like writing?

What do you write?

Are you good at academic writing?

How do you write?

When? Where?

- Silence / noise
- Paper/ mobile device
- Group/ alone
- Home / out
- Long blocks / small chunks
- Binge / snack
- Daytime / evening



Reading workshops:

Strategies for how to read

5 cohorts:

- Biology 1st Year
- Engineering 2nd Year
- English 1st Year
- Photography top-up students
- Social Care and Community Practice 1st Year

“I’m no good at close reading”

“I don’t read”

“I’m not a reader”

“I don’t get it”

“The library is not for me”



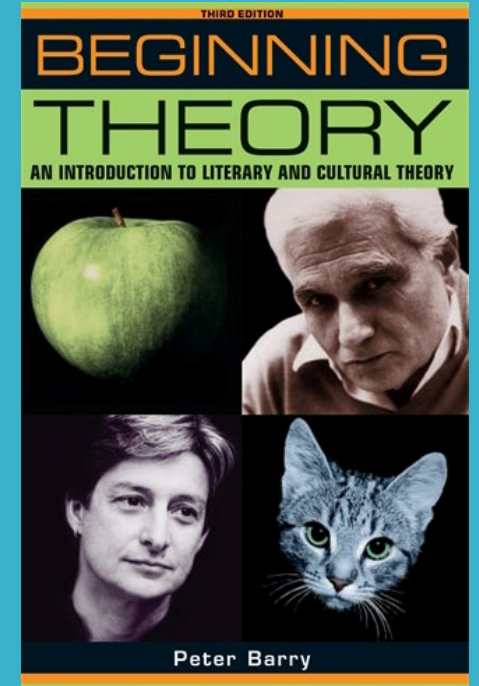
Peter Barry (2017): readers need strategies that work on skills *and* emotional responses...

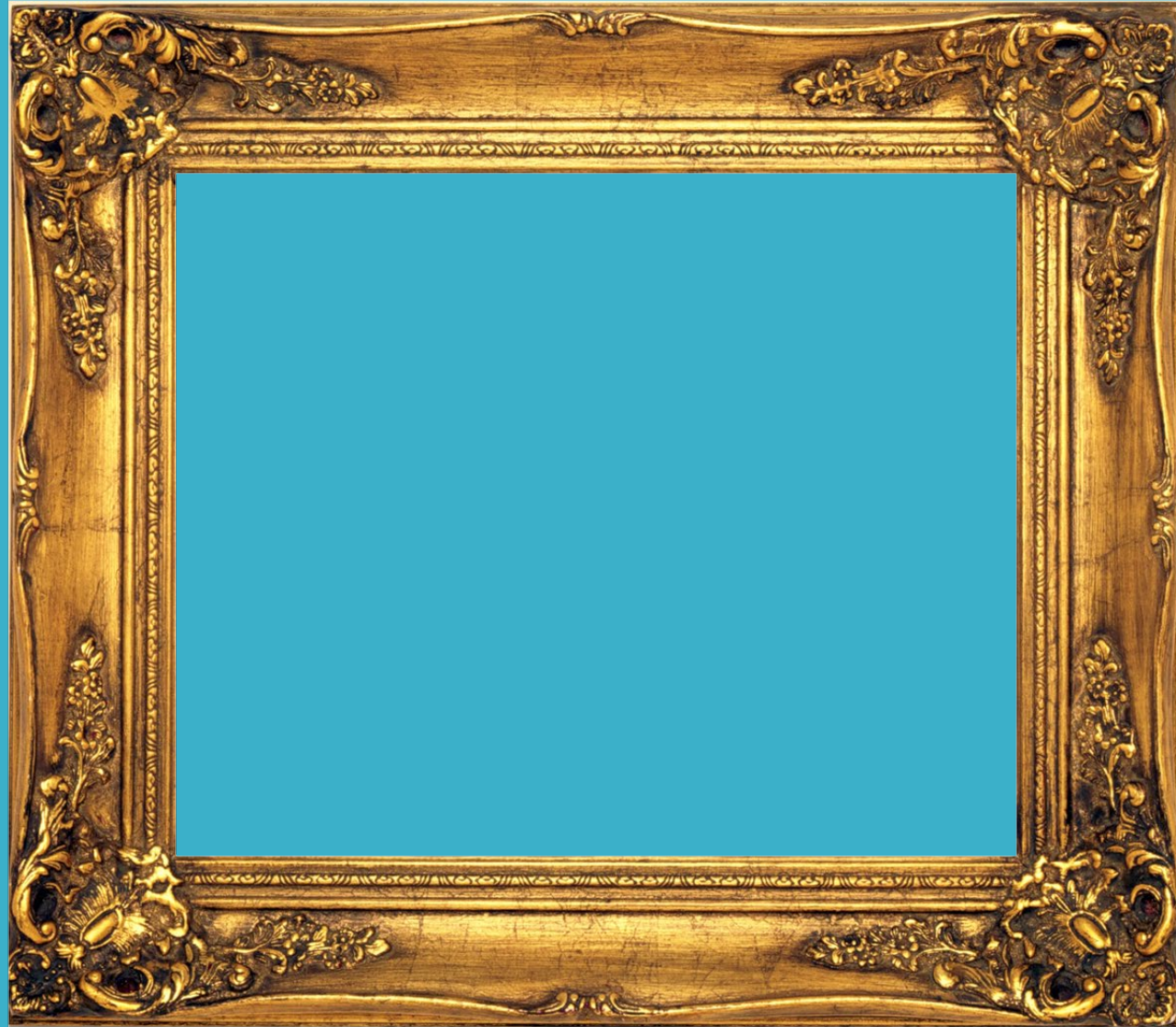
Reading strategy: SQ3R (p.5)

Francis P. Robinson (1946) *Effective Study*
www.rlf.org.uk/resources/how-to-read-sq3r/

Frame of mind for approaching difficult reading (p.8)

1. Develop “initial patience with the difficult surface of the writing.”
2. Resist the view that we are at fault.
3. Looking for “something we can use, not something which will use us.”
4. Don’t be “endlessly patient”: it needs to deliver something useful.





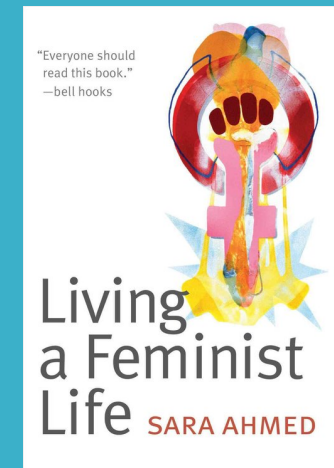
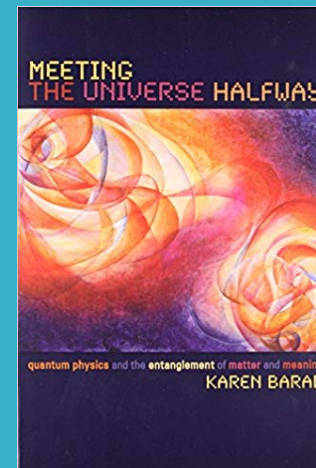
Need to acknowledge **emotional** and **embodied** experiences in higher education

“If we conceptualise critical thinking not as the product of detached, ‘reasoned’ bodies competing with each other for intellectual supremacy but in terms of **embodied learners entangled with the world and produced through its affects**, we open up space to see the imperfection of all views of the world and create pedagogical contexts that generate questions about how we are co-entangled and co-implicated.” (Danvers, 2016)

Danvers (2016) – Critical thinking

Gravett and Winstone (2018) – Feedback

Varlander (2008) – Feedback



Dwelling on achievement-related negative experiences can cause cognitive interferences such as impaired concentration and reduced pace (Lyubomirsky *et al.*, 2011)



The good news...

- Negative experiences can have a positive role
- “emotions such as conflict and anxiety can positively influence learning”
- Engaging with unpleasant emotional reactions to study tasks can be transformative
- Constructive responses at this point can support students to become more “autonomous and successful” learners

(Kannan and Miller, 2009)

What students need:

Awareness of contextual frames (Writing activity)

- Have they unconsciously accepted the position of “other”?
- Misconceptions and negative beliefs?

Clarity (Discussion/ reframe)

- A realistic picture of what an effective reader can do
- What to expect
- A strategy

Positive experiences of reading (Guided reading with strategy)

- Practice
- Shared disclosure with peers



Do you think of yourself as “a reader”?

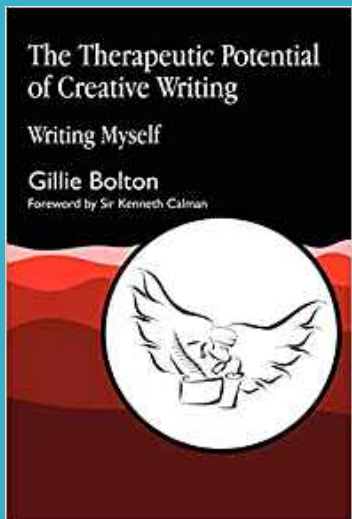
Do you like reading?

What do you read?

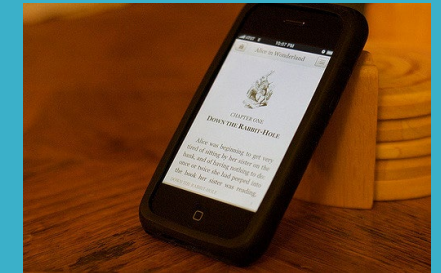
Do you like academic reading?

How do you read?

When? Where?



- Silence / noise
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Goal setting: Changing limiting beliefs into positive actions

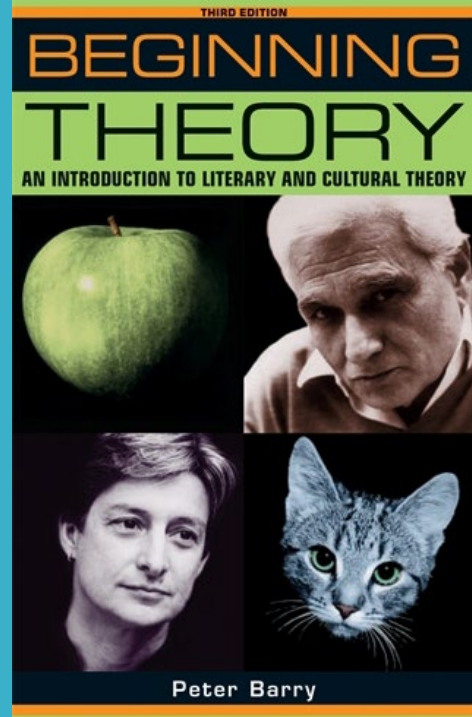


Task: **Can you reframe negative answers?**

How can we encourage students to reframe negative self-perceptions as empowering goals?

SQ3R

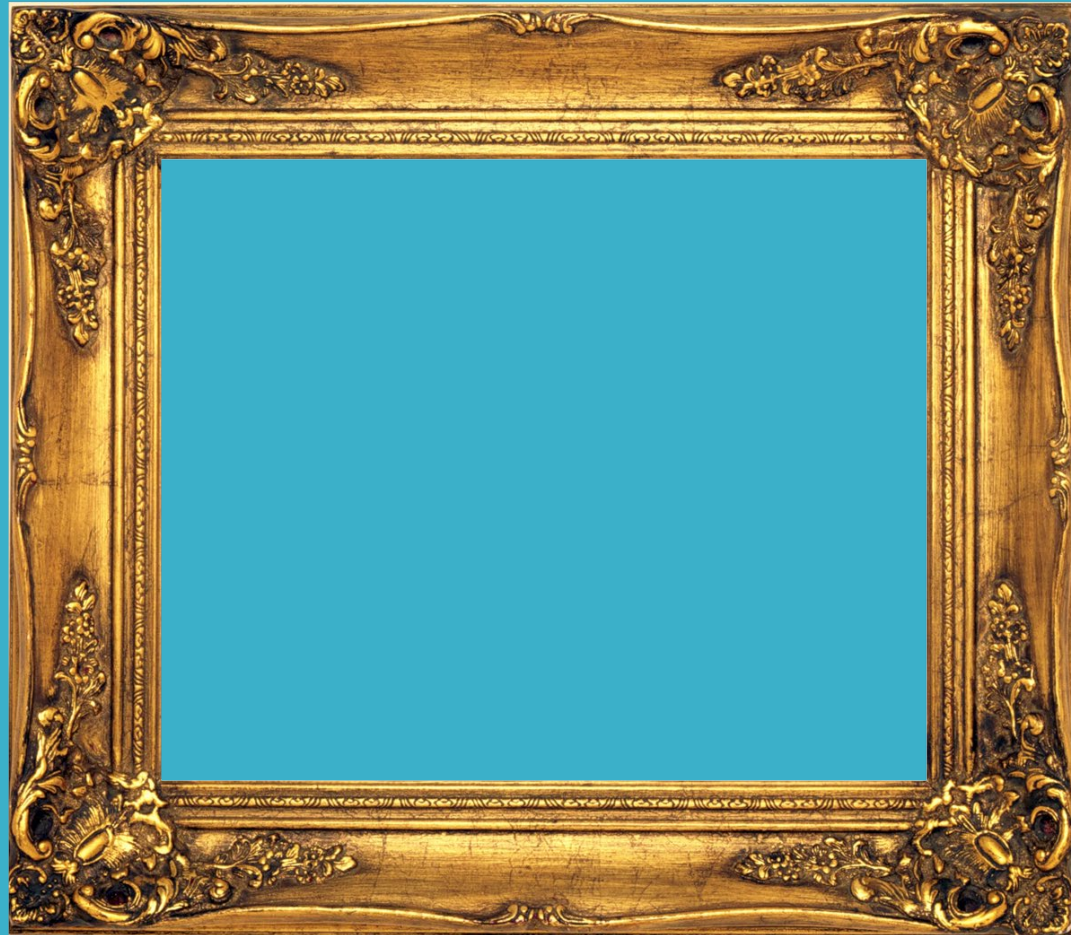
S Survey
Q Questions
R1 Read
R2 Recall
R3 Review



Barry, P (2017) *Beginning Theory*. 4th Ed. Manchester: Manchester University Press

Think about...

- Material object
- Emotional reactions
- Process and strategy
- Owning it and using it



- Ahmed, S. (2017) *Living a Feminist Life*. London: Duke University Press.
- Barry, P. (2017) *Beginning Theory*. 4th ed. Manchester: Manchester University Press.
- Danvers, E. (2016) Criticality's affective entanglements: rethinking emotion and critical thinking in higher education. *Gender and Education*, **28**(2), pp.282-297.
- Gravett, K. and Winstone, N. (2018) 'Feedback interpreters': the role of learning development professionals in facilitating university students' engagement with feedback. [Online] *Teaching in Higher Education*. Available from doi: 10.1080/13562517.2018.1498076
- Kanaan, J. and Miller, J. (2009) The positive role of negative emotions: fear, anxiety, conflict and resistance as productive experiences in academic study and in the emergence of learner autonomy. *International Journal of Teaching and Learning in Higher Education*, **20**(2), pp.144-154.
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