

STUDY SKILLS

Making Friends with Academic Reading

Dr Laura Kennedy and Rebecca Parry

Learning and Teaching Institute, University of Chester

Laura.Kennedy@chester.ac.uk and R.Parry@chester.ac.uk

To explore:

- Value of identifying certain truths about academic reading for Level 4 students so that it seems less intimidating
- Ways of encouraging dialogue in the classroom about reading so that students can share their concerns and individual strategies
- Facilitating students feeling more comfortable and confident with the fact they will need to acquire new reading skills.

The sessions and activities

STUDY SKILLS

Designed to be:

- easily embedded
- easily adapted for different subjects
- taught as one session or broken down into a series
- accompanied by dialogue and discussion
- student-led

Reading – A Definitive Skill

STUDY SKILLS

Do students expect their writing skills to improve during their time at university?

Do students expect their reading skills to improve?

- Gap in study skills (including reading) between A level and University (Lowe & Cook, 2003)
- In exploring reading interventions acknowledging that reading a skill to be developed (Johnson-Wilmes, 2011)
- Literacy knowledge at undergraduate level complex (Porter, 2017)

Learning Aims for Students

STUDY SKILLS

- | | |
|---------------------------------|--|
| First impressions: | Develop confidence in choosing relevant and reliable reading material |
| Getting to know you: | Consider what questions to ask when reading a text and where you may find the answers. |
| Introducing the text to others: | Explore ways of connecting your focus text to other related material. |

First Impressions

STUDY SKILLS



Supporting your learning development

Learning and
Teaching Institute



University of
Chester

Explore the potential effects of selfies on young people.

Task 1: Titles

1 = looks most useful/relevant
5 = looks least useful/relevant

STUDY SKILLS

Young consumers in the digital age: The selfie effect

Attitudes toward selfie taking in school-going adolescents: An exploratory study

Selfies and personality: Who posts self-portrait photographs?

From 'Selfies' to breaking tweets: How journalists negotiate personal and professional identity on social media

"Likes" as social rewards: Their role in online social comparison and decisions to like other people's selfies

Task 2: Fact finding

Received: 3 February 2017


Revised: 5 February 2018

Accepted: 18 February 2018

DOI: 10.1111/ijcs.12431

ORIGINAL ARTICLE

Young consumers in the digital era: The selfie effect

Lisbet Berg 


Oslo Metropolitan University, SIFO
Consumption Research, Oslo, Norway

Correspondence

Oslo Metropolitan University, SIFO
Consumption Research, Oslo, Norway.
Email: liberg@oslomet.no

Funding information

Norwegian Ministry of Children and
Equality

WILEY  Journal of Consumer Studies

Abstract

This article investigates the mechanisms behind the selfie effect. People's frequent sharing of selfies on social media, people displaying their cool cars or newly acquired tattoos, young people—unintentionally—help providers to promote their products and services, and thereby contribute to commercial pressure. The existence of a selfie effect builds on hypotheses originating from an interview study concerning how young adults master the consumer role. In this study, the existence of a selfie effect is investigated in a nationally representative web survey of 1,000 respondents aged 16–60, living in Norway. While 59% of the teenagers said they were posting selfies weekly or more often, only 2% among those in their fifties did. The multivariate quantitative analyses support the idea that teenagers and young adults, frequently online, become vulnerable in the consumer role. Particularly posting selfies and following bloggers increase consumer detriment and overconsumption.

KEYWORDS

age-related consumption, commercial pressure, consumer detriment, consumer vulnerabilities, digital practice, gendered consumption, overconsumption, selfie-effect, Young consumers



Getting To Know You

STUDY SKILLS



Supporting your learning development

Learning and
Teaching Institute



University of
Chester

What do I want to know?



How do I find this out?



Should I believe it?



Task 2

Let's look at an article

STUDY SKILLS

Original Article

Attitudes Toward Selfie Taking in School-going Adolescents: An Exploratory Study

Era Dutta, Payal Sharma, Reetika Dikshit, Nilesh Shah, Sushma Sonavane, Anup Bharati, Avinash De Sousa

Dutta, E., Sharma, P., Dikshit, R., Shah, N., Sonavane, S., Bharati, A., & De Sousa, A. (2016) Attitudes towards selfie taking in school-going adolescents: An exploratory study. *Indian Journal of Psychological Medicine*, 38(3), 242-245. <https://doi.org/10.4103/0253-7176.183094>

Task 3: Finding the answers

STUDY SKILLS

On your sheet you have a list of questions.

Read the questions through and decide which questions could potentially be answered by the section you have been given.

If you think it can: write the initial of your section in the box next to the question

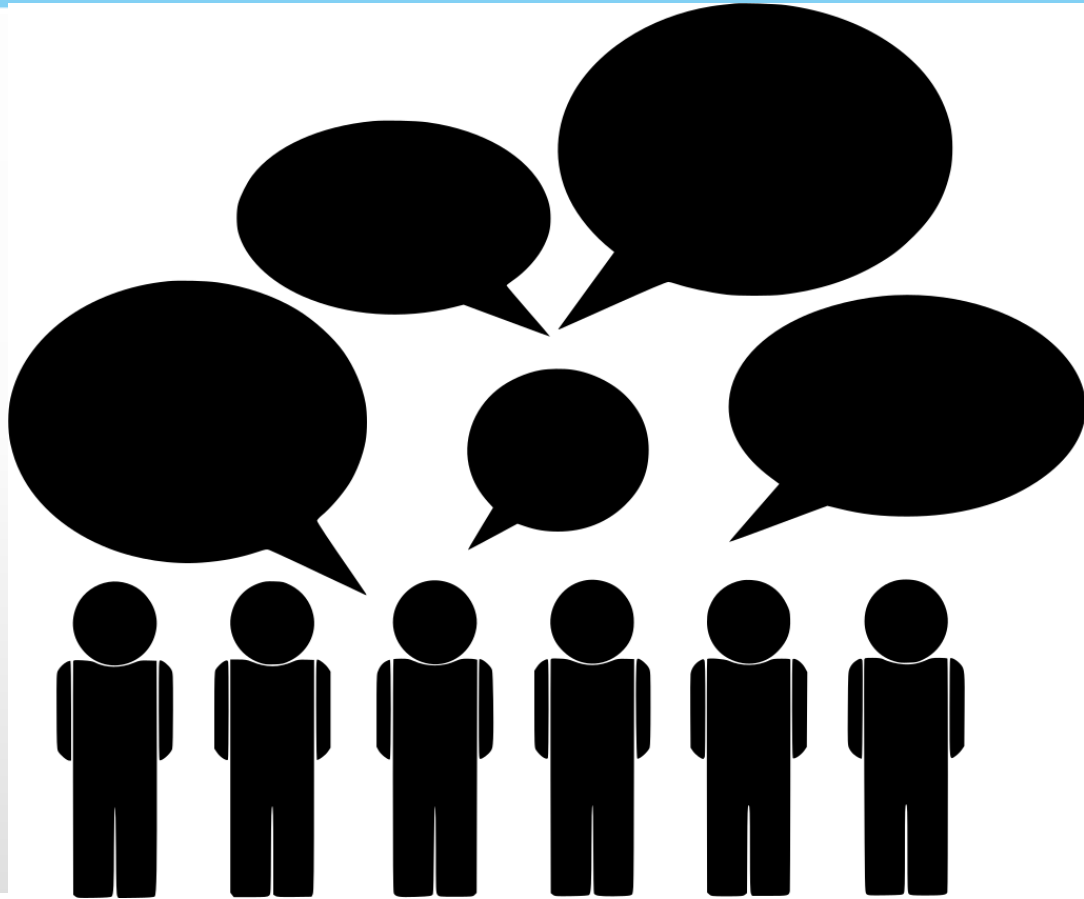
If you think it can't: leave the box blank.

How are the key definitions in this study defined?	AI
Where could you identify potential limitations of the way this study was carried out?	M
Overall, what facts did you learn about selfies and their effects?	D
What future studies would be needed to build on this research?	D
Is there evidence of any potential bias in the article?	AI
Why was this study necessary?	AI
How was the study conducted?	M
What are the strengths of the way the study was conducted?	M
How many students actively took part in the study?	R
Who appears to take more selfies: male or female students?	R
How many students admitted feeling like they are 'addicted' to taking selfies?	R
What are the implications of the data collected by the study?	D

Student task: Where to find information?

STUDY SKILLS

Based on our discussions, complete the table on your sheet with what you think the role of each section of a journal article is.



Do you have any reservations about the reliability of this e-journal article?

Introducing the text to others

STUDY SKILLS



Most texts published in an academic context are part of an ongoing conversation.

- Build on previous knowledge
- Challenge previous assumptions
- Fill gaps identified in previous research

Introducing the text to others

STUDY SKILLS

Books are great for providing depth and detail as they tend to be written over a longer period of time.

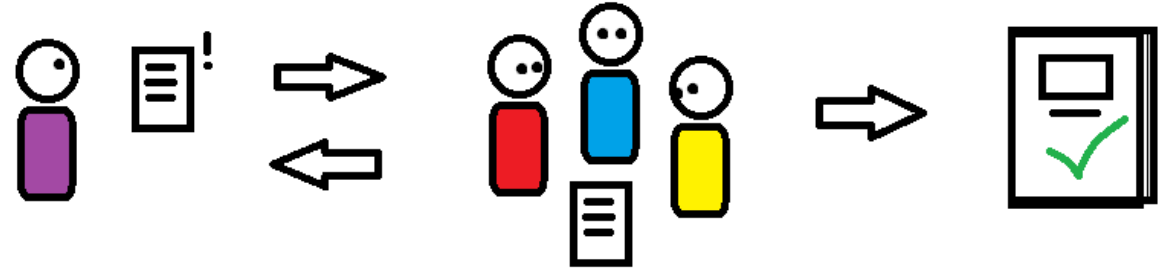
Because they take longer to produce, the conversation tends to be slower.



Introducing the text to others

STUDY SKILLS

E-journals can still take a while to produce...



but tend to be published more quickly than books, therefore the conversation between experts tends to happen a little faster, and is often more up-to-date.

Introducing the text to others

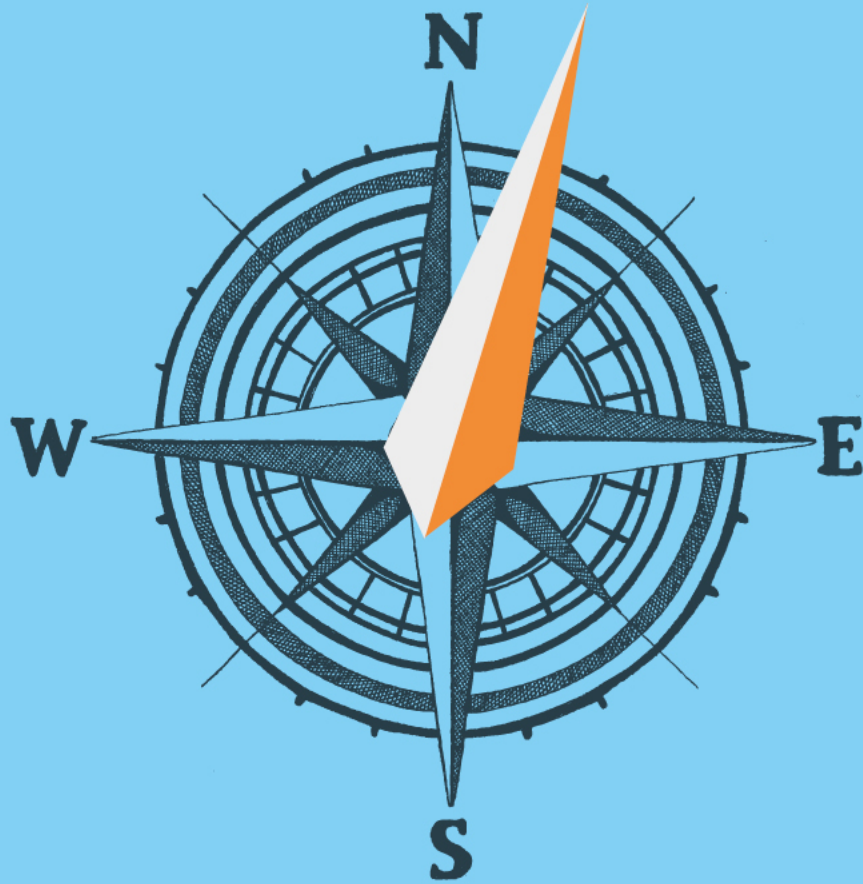
STUDY SKILLS

It is important, when producing critical thinking in your work, that you show an awareness of how resources connect with each other.

Task 4: Make as many connections as you can between the paragraphs distributed in your group:

- Is there anything they agree on?
- What do they disagree on?

- First impressions are important, but sometimes we have to see past them.
- You generally don't meet one person and decide they are your only friend.
- To get to know somebody, you need to ask the right questions to see if you have things in common.
- If you make a new friend, you will already have an idea of which of your other friends they would be (in)compatible with.
- Part of making a new friend is deciding whether or not we trust them. Consider all of the evidence and proceed accordingly.



STUDY SKILLS

Making Friends with Academic Reading

Dr Laura Kennedy and Rebecca Parry

Learning and Teaching Institute, University of Chester

Laura.Kennedy@chester.ac.uk and R.Parry@chester.ac.uk