Savvy Strategies for Academic Reading

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- You can download the PPT slides in the Download Files Pod
- Closed Captioning is available in the Captioning Pod
- Use the Chat Pod to ask questions & introduce yourself
- All mics are muted; please exit & re-enter the presentation if you are having audio difficulties
Learning Objectives

• Reflect on reading successes and challenges.
• Identify strategies to address challenges of comprehension and speed.
• Examine approaches to reading a research article.
• Access resources for further learning.
Activity: Kickoff Questions

- What aspect of reading do you find most enjoyable?
- What about reading do you find most challenging?
Reading Strategies: Comprehension

Vocabulary

• Use the dictionary (Merriam-Webster’s Online or hard copy)
• Study context clues
Reading Strategies: Comprehension

Background / Concepts

• Google the concept
• Skim an intro textbook or encyclopedia entry
• Read more
Reading Strategies: Comprehension

Content

• Ask questions—and then answer them

• Summarize
  – Each paragraph or section

• Use a framework such as **KWL**

• Read aloud and/or reread
Reading Strategies: Speed

• Minimize distractions
  – Cell phone, children, social media, hunger
• Read with a purpose
• Limit pronouncing in your head and reading word by word [Warning: Inhibits comprehension]
• Use a speed-reading tool like Spreed
Reading Research Articles

• Know the **functions of each section**

• Know your purpose

• Perform the dip-your-toe approach
Reading Research Articles: Dip Your Toe

Surface
- Title
- Abstract and keywords

Submerged
- Opening of Discussion section
- Discussion and Results sections

Deep Dive
- Introduction onward
- Pay attention to headings and first sentences
Questions?
Reading research is an important component of professional development!

Reading research, in context, requires the reader to connect three pieces of information.
1. Research Question

• First understand the RQ, whether qualitative or quantitative!
• Understand the context and purpose.
  – What did the researcher hope to find?
Examples:

• **Qualitative RQ**
  
  How do teachers understand research when they read research articles?

• **Quantitative RQ**
  
  What is the relationship amongst gender, education, and age on social workers’ salaries in Ontario?
2. Method and Evidence

- Description of sample
- Description of analyses used
- Statistical results from the data

Does it all link to the RQ?
3. Conclusions

- Did the conclusion answer the RQ?
- Was it coherent and easy to follow, with no missing links?
Reading Research Articles: Three Links

• Read research articles with a critical eye for coherence.
• Begin with the identifying the three links as a framework for understanding the research.
Questions?
Resources for Skill Development

- **Critical Reading** — evaluate what you read
- **Reading a Research Article** — be strategic
- **Reading Retention** — remember for later recall
- **Speed Reading** — absorb information faster
- **Developing Your Vocabulary** — build comprehension
- **Advanced Reading Strategies** — practice reading techniques in a course format
Activity: Reflection

• What strategies or resources will you apply to address the challenge identified at the start of the presentation (see below)?

• What about reading do you find most challenging?
- Contact the ASC with questions at Academicskills@mail.waldenu.edu
- Look for the entire Building Your Skills for Success Conference on our YouTube Channel
- For monthly updates, subscribe to our ASC Savvy Student Newsletter
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*Links Below*
Thank you for attending!