

HOW CAN I SUPPORT UNDERGRADUATES TO READ ACADEMIC JOURNAL ARTICLES?

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GROUNDWORK ...

Before launching this reading intervention, lay the groundwork with an introductory session

How do students feel about reading in general? And academic reading in particular? Share hopes, fears, prior experiences

Normalise the idea that academic articles are difficult, so struggling will not be interpreted as personal failure

Are students clear about the difference between an 'article' (magazine, blog) and an 'academic journal article'?

Do students know the functions of the constituent parts: *introduction, background, methodology, findings, discussion, conclusion*?

PRE-SEMINAR ...

Create a structured reading exercise to be completed in advance of each seminar– scan QR code for an example using MS Forms.

- ① Begin with an invitation to list and find definitions for unfamiliar words – this normalises the experience of not knowing!
- ② Middle questions are about content – could be straightforward comprehension, inference, opinion-based, evaluative (strengths and weaknesses of this study?)
- ③ End with invitation to write a paragraph paraphrasing key point of study – ideally with an embedded short direct quotation – which could then be used in an assignment

SEMINAR ...

Talk about the reading experience. Which parts were easy, challenging, interesting, provoking, which words were unfamiliar ...?

Normalise the difficulty of reading academic texts, emphasising the shared experience

Build self-efficacy by sharing strategies for tackling challenging texts

Anonymise and share on screen some example paragraphs from the final question, inviting peer feedback

Celebrate the achievement of reading an article, even if not 100% understood!

Based on the findings of:

Doak, L. (2020) *Supporting the academic reading of Year 2 undergraduate students through a scaffolded reading intervention*. [Unpublished].