Title of session: Developing University Skills: Reading Effectively

Length: 60 minutes (this is an approximate timing – there is scope to make the session longer, or complete some of the exercises separately)

Learning Objectives:

During this session, ALL students will:
- Be introduced to different reading strategies
- Be introduced to the concept of critical reading and thinking
- Be shown why critical reading is an important skill to learn

MOST students will:
- Apply the different reading strategies to their own work
- Put critical thinking into practice when reading a source

SOME students will:
- Successfully apply all four reading strategies in order to intensively read an academic journal article

Resources: PowerPoint, Internet, Blank Worksheets, Health Science Report
http://www.plosone.org/article/info%3Adoi%2F10.1371%2Fjournal.pone.0069841

Keywords: Reading, Scan, Skim, Critical Reading, Critical Thinking

Progress check: Check progress by individual task outcomes

Activities:

STARTER:
- Introduction to reading strategies
- Task: Reading Strategies

DEVELOPMENT:
- Listen/respond: Before you start to read
- Listen/respond: Critically reading the text
- Task: Applying reading strategies / Beginning to read critically

PLENARY:
- Hints and tips for research: discuss what students have learnt and how to apply to their own research

Session most relevant to: Students interested in independent research, or those at the stage of their EPQ which requires them to start looking for sources/information

Links and signposting: This session links to further EPQ-based sessions: Critical Thinking and Evaluating Sources, Referencing and Plagiarism, Planning your Essay
<table>
<thead>
<tr>
<th>Stage</th>
<th>Slide number(s)</th>
<th>Description</th>
<th>Exercises Involved:</th>
<th>Aims:</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>1 - 3</td>
<td>Reading Effectively – Initial Thoughts</td>
<td></td>
<td>To discuss the reading strategies currently used by students.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>To get students to begin to think about how they approach reading a piece of text.</td>
</tr>
<tr>
<td>2</td>
<td>4 - 9</td>
<td>Reading Strategies</td>
<td>Exercise 1</td>
<td>To introduce to students the four reading strategies and when to use each one</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exercise 2</td>
<td>To get students to apply these reading strategies when faced with an academic style article.</td>
</tr>
<tr>
<td>3</td>
<td>10 - 15</td>
<td>Critically Reading the Text</td>
<td>Video</td>
<td>To introduce the concept of critical reading and understand why this is an important skill to learn.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Exercise 3</td>
<td>For students to put critical thinking into practice using an academic article.</td>
</tr>
<tr>
<td>4</td>
<td>16</td>
<td>Hints and Tips for Research</td>
<td></td>
<td>For students to be able to apply some of the skills covered to their EPQ.</td>
</tr>
</tbody>
</table>