

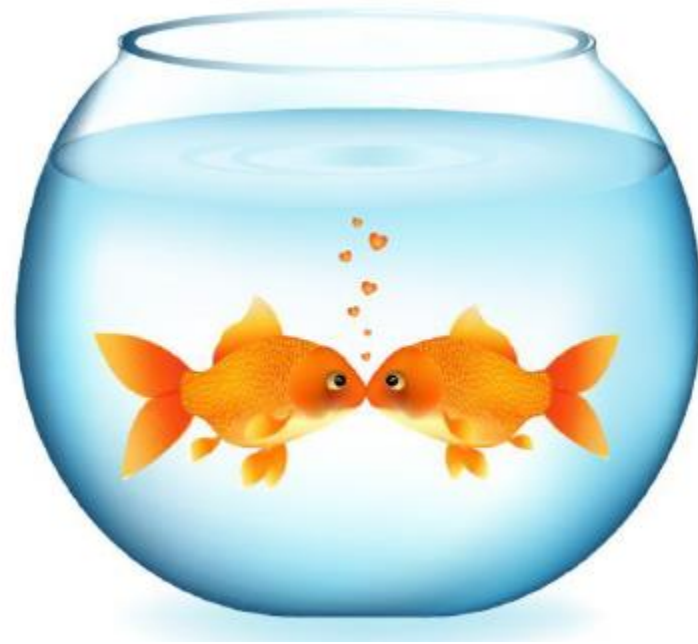
Critical Reading for Critical Writing



Romeo and Juliet Story

Romeo and Juliet are found dead on the floor in a bedroom. When they were discovered, there were pieces of glass and some water on the floor. The only furniture in the room is a shelf and a bed. The room's window is open but not broken. How did they die?

Romeo and Juliet Story



Activity 1



Yes / No / Not sure

Researchers need to take individual responsibility for critical reading.



Developing your reading skills is of importance only at the stage of elementary education



**The more you read the more
critical you become**

Educational Research: communication,
grant writing, methodology and
publications



**Instead of simply consuming
information critical readers are
expected to become producers of
information**

Activity 2

Are you a critical reader?

In pairs, do the survey



Who considers his/ her partner to be a critical reader? Why?



Who feels that she / he has similar
with partner reading habits? Which
ones?

Metaphors for learning critical reading and self-critical writing skills

In groups, create a metaphor for the suggested idea

Explain your metaphor

The first core idea of learning critical reading and self-critical writing skills

(adapted from Wallace M., Wray A. Critical Reading and Writing for Postgraduates, SAGE, 2011)

Academic discourse is recognized as a two-way constructively critical process of enquiry where:

- as a critical reader, one evaluates the attempts of others to communicate with and convince their target audience by means of developing a sufficiently strong argument;

and

- as a writer, one develops one's own argument, making it as strong and as clear as possible, so as to communicate with and convince one's target audience.

The second core idea of learning critical reading and self-critical writing skills

(adapted from Wallace M., Wray A. Critical Reading and Writing for Postgraduates, SAGE, 2011)

The arguments combine two major components:

- the conclusion, a set of claims or assertions about some aspect of the social world or how to interpret it,
- the warranting, backing for these claims based on some form of evidence.

Effective reading

- There are four inter-related elements involved in effective reading for academic purposes (Boddington & Clanchy 1999):
 - context
 - purpose
 - text
 - strategy.

Context

The context for your reading is educational research.

- This context determines the attitude you bring to your reading. You should have a genuine desire to learn rather than simply to ‘get the job done’.
- All texts read within your research environment need to be approached with a sincere desire to understand.
- Without this basic attitude you are unlikely to gain the full benefit of your reading while doing the research.

Purpose

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When doing a research, are you looking for

- an explanation,
- evidence for a critique,
- or to fill gaps in your own knowledge of the topic?



Text

In groups, do the given tasks based on the article

(https://webgate.ec.europa.eu/fpfis/mwikis/eurydice/index.php/Publications:Focus_on:_Does_good_evidence_make_good_education_policy)

SQ3R method

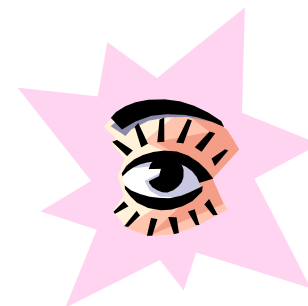
- Survey
- Question
- Read
- Recite
- Review

Survey

Before you read, Survey (**scan**) the chapter.

Look at:

- headings
- subheadings
- titles
- captions under pictures
- charts
- graphs and maps
- bold vocabulary words
- activate your prior knowledge
- make connections



Continue to survey

- review questions and study guides
- introductory and concluding paragraphs
- summary

Question?

while you are surveying

- Turn the title, headings, and subheadings into **questions**.
- Use who, what, when, where, why, and how to make questions.
- Think about what you already know about the subject

Continue to Read

- Note all the underlined, *italicized*, **BOLD** printed words or phrases
- Study graphic aids
- Reduce your speed for difficult parts
- **Stop** and **reread** parts which are not clear
- Read only a section at a time and recite after each section
- Look for the answers



Recite after you've read a section

- Orally ask yourself questions about what you have just read or summarize, in your own words, what you read
- Take notes from the text but write the information in your own words
- Underline or **highlight** important points you've just read

Review : an ongoing process

After writing

In a few days

In a month

Focus on Reading

- To develop critical thinking and reading you need to interrogate both the writer and the text. Use the following questions to help you gain a critical perspective:
 - What is this text about?
 - Who wrote it? Is the writer an authority in this field?
 - Is the writer trying to persuade you of a particular position?
 - Is this argument based on a broad or narrow view of the issue?

Focus on Reading?

- More questions:
 - What evidence is offered to support the argument?
 - What hasn't been included in the argument?
 - What would a totally opposite point of view look like?
 - Do you agree/disagree with the position presented by the writer?
 - How did you come to this view?
 - What do other writers have to say about this topic?
 - Does this text add anything 'new' to the topic?
 - Is this document useful for your present research?

Anticipated questions

- What are the dos and don'ts of critical reading and self-critical writing?

**Thank you
for your attention!**

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grant writing, methodology and
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