

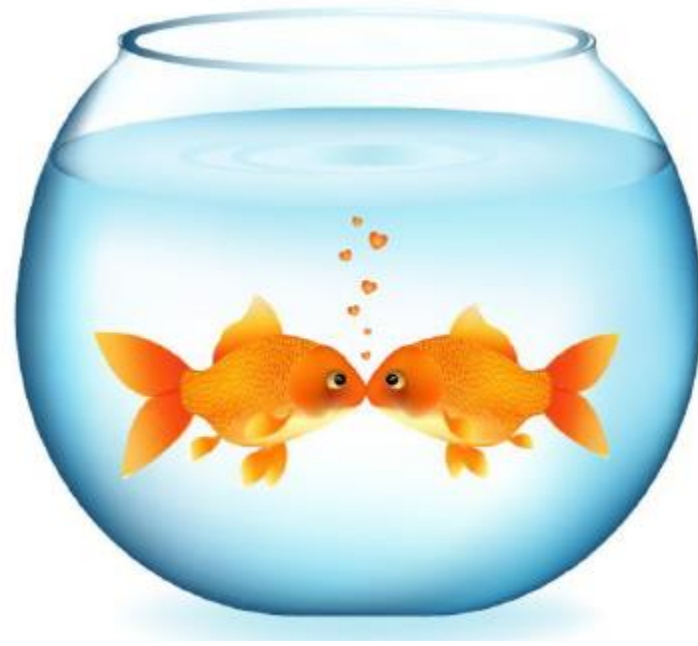
# Critical Reading for Critical Writing



# 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**

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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](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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