BUILDING READING RESILIENCE IN THE DISTRACTED CLASSROOM:

HOW TO ENGAGE AND SUPPORT OUR STUDENTS TO BE MORE PRESENT AND SKILLED IN THEIR READING

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WHAT WE WILL TALK ABOUT TODAY:

• Our OLT project/findings: Building Reading Resilience
• Why students might struggle with set readings.
• We will explore supportive strategies for encouraging more, consistent and better reading.
• We are excited to hear about your context /experiences.

• Kate’s current research /data collection on different types of reading practices (in CREA/ENGL 2141 Life Writing) and also ways we might use the lecture to support reading methods.

• Tully’s research on digital reading
THE PROBLEM/S:

• Students' non-completion of set readings is a shared problem across disciplines.

• The reasons for students not completing set texts are varied and complex.
In addition, the very notion of reading is changing in a digital age where the majority of people’s engagement with text has moved so profoundly from page to screen.
OUR RESEARCH:

- **What we did:** the concept of “reading resilience” and how to “build” it.
- Across four universities, we developed strategies and tested them.

- **What we found:** reading must be made transparent as a skill across all learning and teaching activities.
THE READINGS:

• Explore key points.

• Did any of this resonate for you?

I decided staying up all night and finishing my book was more important than being mentally present today.

READING!

READING IS MY FAVORITE!
YOUR EXPERIENCES?

- Keen to hear more from you! What are your experiences working with students / their reading practices?
THE NEW PROJECTS:

- Reading Life Writing. There are two aspects to the project:

  1) thinking about "presence" and the role of the lecture as a space for engaging reading skills.
  2) reading different types of life narrative texts, skills required etc.

- Reading in the digital age.
READING LIFE NARRATIVE TEXTS:

• This project will explore students’ experiences reading published life narrative texts and evaluate the different reading skills that are developed from students reading diverse forms and genres of life narrative.
• Students will have the opportunity to reflect on what they learned about reading and share their ideas, and impact upon changes in the way we approach the teaching of reading in teaching life narrative.

• This is the first qualitative study in Australia to evaluate students’ approaches to reading life narrative texts. The results will have potential benefits for researchers in the scholarly fields of life narrative and the pedagogy of reading.
METHODOLOGY:

- 2 x focus groups (happening in November)
LECTURE ATTENDANCE PROJECT:

- Lecture ‘presence’.
- We have 130 students enrolled in ENGL2141/CREA 2141
- 90 have attended the lecture each week.
- Relationship between lecture attendance and student learning outcomes.
READING IN THE DIGITAL AGE:

• The increasing use of neuroscience to argue for or against reading in digital environments
• The question of whether we can adapt to deep reading in digital environments
IN CONCLUSION:

• The take home story here is that we can create better skills and practices for reading with our students if we:

  • practice mindfulness about reading,
  • make it visible in the syllabus and in the classroom,
  • and scaffold reading (not making assumptions about it).
What do you need in terms of encouraging better, deeper and more consistent reading for your students?