**Aim**

This reading camp provides a space where students work on enhancing their academic reading skills. It enables students to develop strategies for approaching academic reading through the use of structured reading activities. To fully benefit from the support available, students are **required** to bring two articles that they will read for their undergraduate dissertation or final year project. By the end of the camp, students will gain a better understanding of how to effectively approach and use their academic reading for their dissertation or final year project.

**Learning outcomes:**

* Develop strategies for reading and making notes from academic texts.
* Analyse the arguments, findings and significance of findings presented in academic texts.
* Evaluate academic texts.
* Assemble readings in preparation for use in dissertation or final year project.

**Reading Camp Programme**

(2 hours)

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| 15 minutes | **Welcome, introductions, and questions**  Welcome students and outline the purpose of the camp.  Get students to note down the challenges they have with academic reading (flipchart group activity).  Ask if they have any questions. |
| 5 minutes | **Brainstorming reading activity: setting the reading context**  Before students start reading, they need to consider and answer the following questions:  What are you about to read? Why this text? How is it/might it be related to your research topic? What do you hope to find/think you will find?  These questions are to help them understand that they need to start reading with a purpose in mind, and to be strategic when approaching their reading. |
| 30 minutes | **Reading activity 1: Reading in detail**  Working individually, participants will read both of their chosen articles. Using the reading analysis worksheet, they need to identify the purpose of the study, main argument, issues being addressed, research question/hypothesis, methods, findings, importance of findings, and further suggestions for research or recommendations for practice. Students to mainly focus on the introduction and conclusion. |
| 5 minutes | **Reflection and discussion**  Students to reflect on and discuss the activities so far. They will consider any challenges they encountered, identify one thing they have learnt from the reading activities, and review their approach to reading. |
| 20 minutes | **Reading activity 2: Responding to reading**  Working individually, students will review the sections of both texts they have read. Using the reading response worksheet, students need to note their responses (critically respond) to the text. |
| 20 minutes | **Reading activity 3: synthesising reading**  Working individually, students need to organise their analysis of their reading by using the reading synthesis matrix. This matrix will allow students to start to compare their readings, and therefore, begin the process of synthesising the literature they are reviewing. |
| 10 minutes | **Reading activity discussion**  Working in pairs, students to discuss their readings with each other. They will explain to their partner what they have read, their overall thoughts on their readings, how useful the reading was, and how they will use the reading in their dissertation or final year project. Students to take turns explaining, and have five minutes each to do so. |
| 15 minutes | **Final reflection, feedback and questions**  Students to provide feedback about the camp (complete evaluation forms), discuss any challenges and surprises, ask final questions and consider how they will approach their reading for their dissertation or final year project. |