

Active Online Reading

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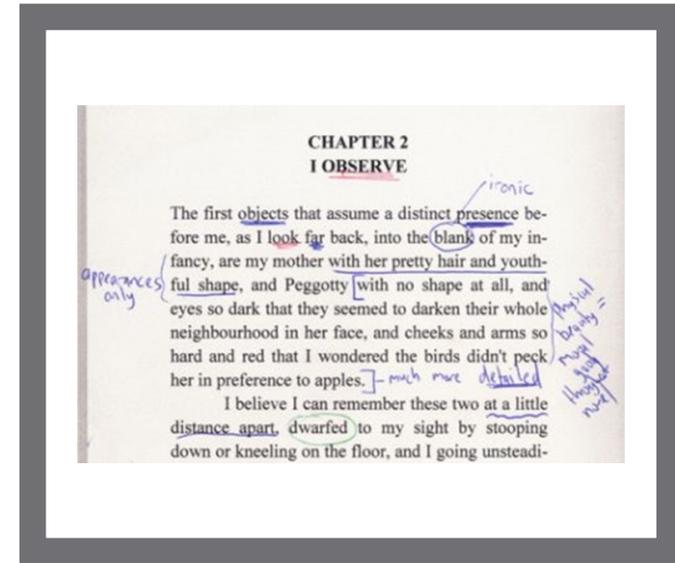
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Active online reading

- QAA-funded Collaborative Enhancement Project
- April 2021-March 2022
- Drawing from existing expertise in History, and on Talis data insights
- Working with other disciplines (Design, Business, Psychology) in a diversity of institutions
- Schools – teachers and teacher educators
- Students-as-partners
- Some initial themes: reading and disciplinarity; transition



Methods



COLLABORATIVE
WORKSHOPS



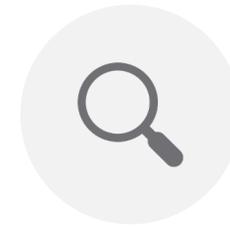
STUDENT AND STAFF
SURVEYS



CASE STUDIES ON
DIGITAL READING
PRACTICE



COMPREHENSIVE
LITERATURE REVIEW



FOCUS GROUPS

Outputs

- Website: <https://tinyurl.com/tt279s3j>
- Blog post from students and researchers
- Practical pedagogic resources (reading list)
- Report



Our initial thoughts

How reading relates to learning

- Reading for comprehension
- Reading for writing
- Reading for engagement



<https://www.nottingham.ac.uk/library/reading-lists/reading-lists.aspx>

Definitions

- **Online Reading:** reading that takes place in an online space while the reader is connected to the internet. Such reading may take place synchronously or asynchronously. (This is distinct from *Digital Reading* which refers to reading an electronic text whether online or off-line; similarly, it is distinct from *Digital Literacy*, the process of finding and evaluating sources online).
- **Active Reading:** the practice of deep engagement with a text using techniques of annotating, responding, questioning, summarizing, and sharing.
- **Active Online reading: Online + Active reading**

Staff vs Students? The “I love reading conundrum”

Staff

- Limited and superficial reading
- Lack of autonomy
- Plagiarism problems/cheating
- Frustration -

Students

- Workload
- It is hard to grasp
- Reduced support
- Accessibility
- Anxiety (e.g. visibility; expectations)
- Enjoyment (or lack of it)

- Different digital literacy



Preliminary results

Staff and Students surveys

Staff Survey

- 69 Responses
- 38 institutions, international responses
- Academic/Library/Curriculum
Development/Researcher roles
- 75% Humanities courses

Student Survey

- 362 respondents
- 56% UK Universities
- 15.8% (53) self-identified as having a disability

Staff perceptions

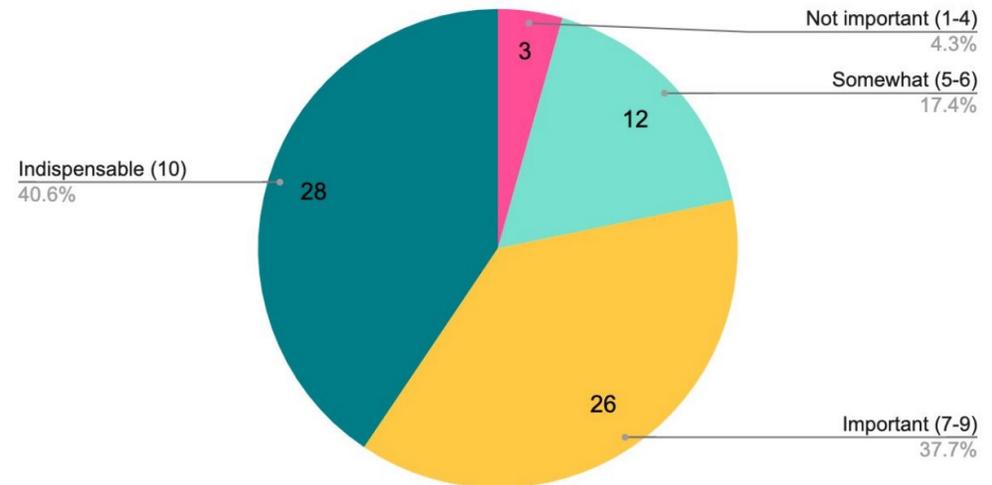
- History is about in the creation of historical arguments by reading primary sources and past historical arguments about these sources and events in the past. Reading is at the core of the discipline.

Associate Professor, History, University of Nottingham

- “Campus Based reading is increasingly done online (esp since 2020). All readings are available electronically, and I suspect that only a minority of students download readings or print them out. The library collection still gets used though, especially for assignments (which is when much of the reading gets done)”

Associate Professor, History, Leicester

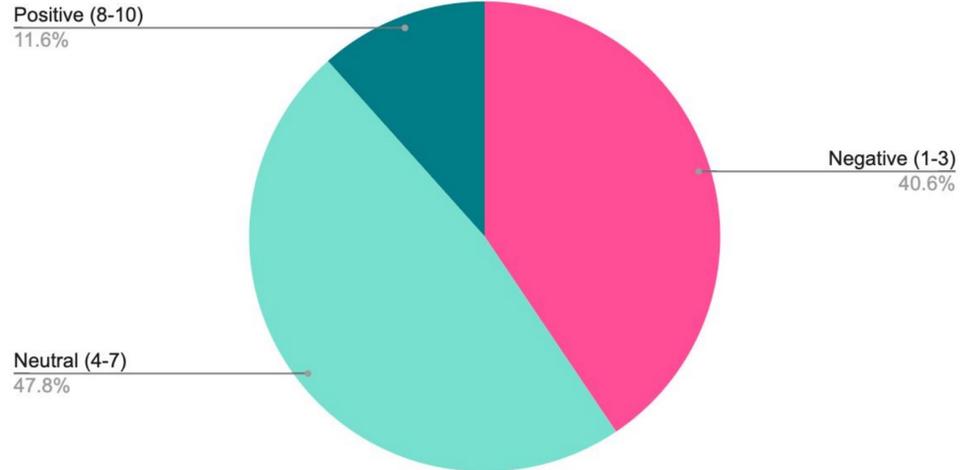
How important is online reading to students' learning in your discipline?



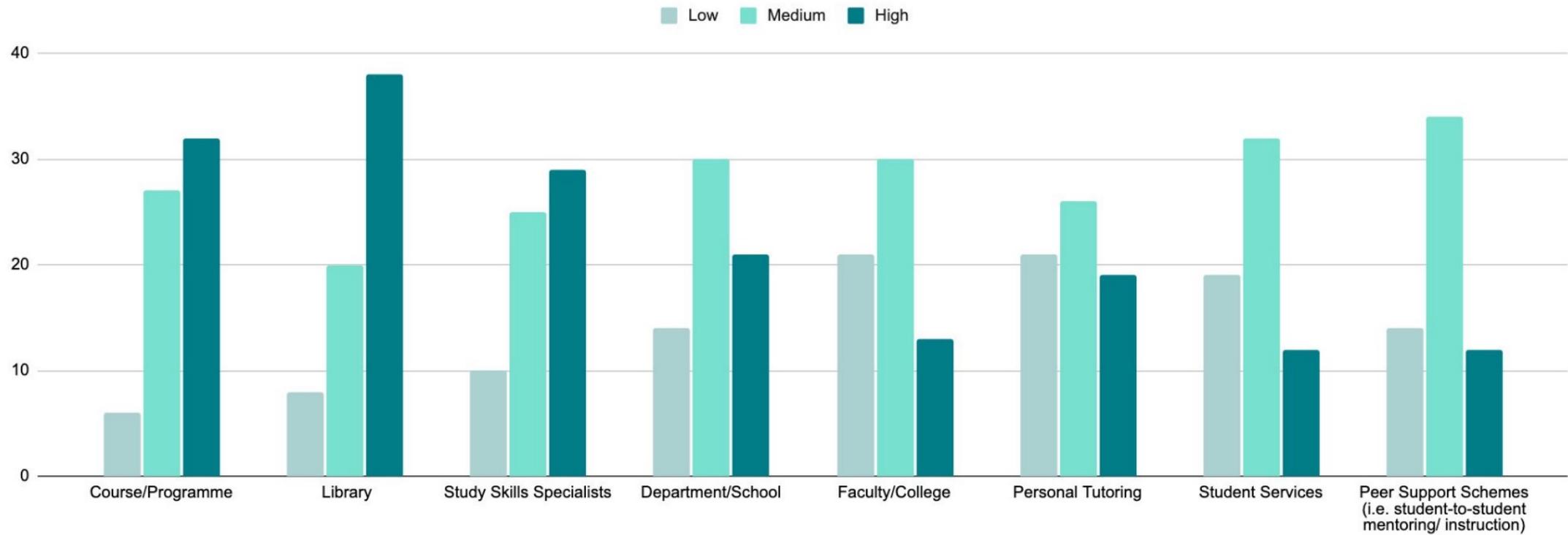
- *“Students often struggle with academic reading in particular, unfamiliar vocabulary or theories can be a big barrier for less confident students, who do not have the skill or confidence to get the gist of a work (or read around unfamiliar material) and then go back and tackle questions or issues with the reading.”*

Librarian, UK

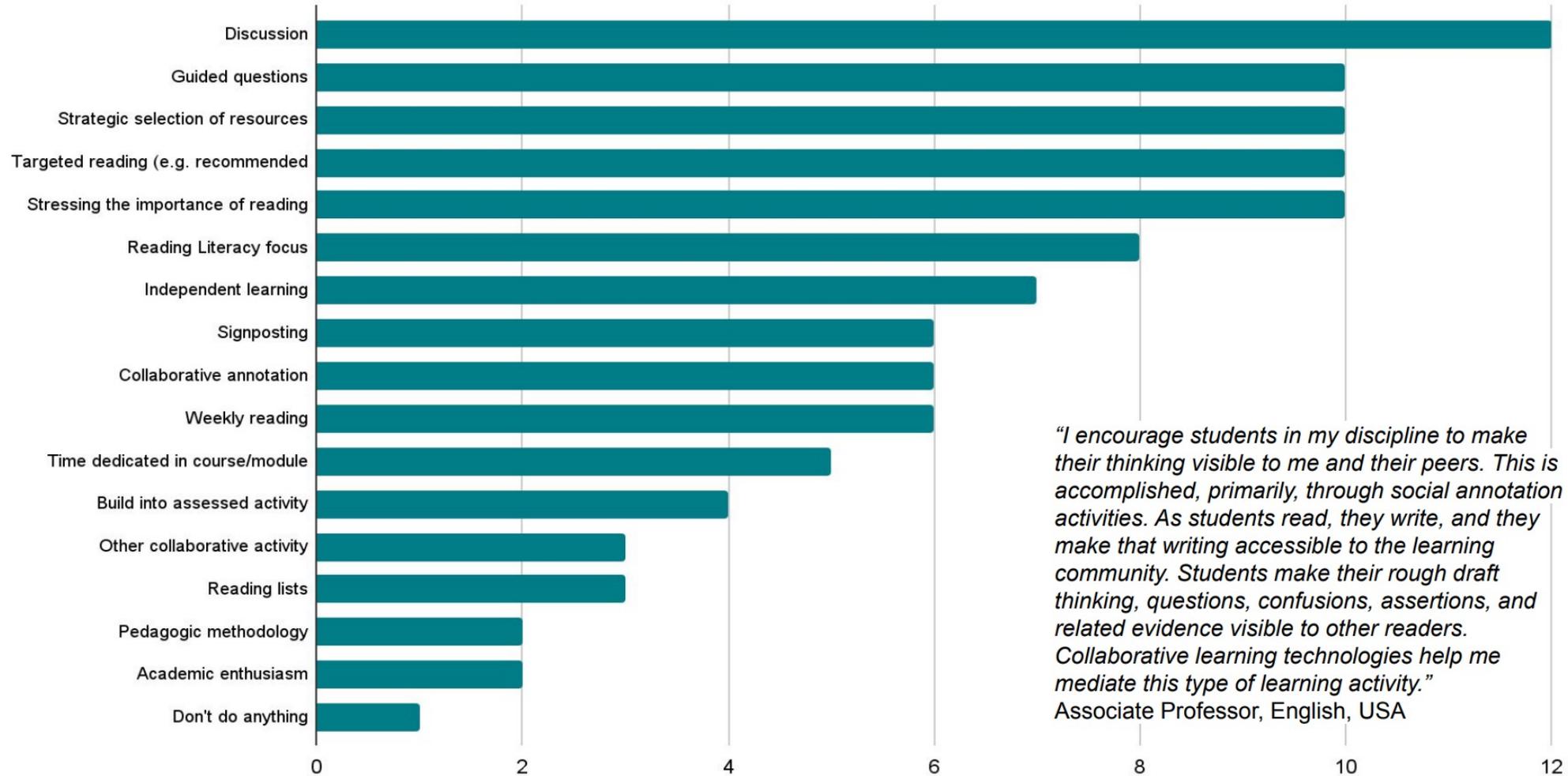
In general, how would you describe the effectiveness of students' academic reading practices (online and offline)?



"How important are the following parts of your institution in developing your students' skills in academic reading (grouped)"



How do you encourage reading?



"I encourage students in my discipline to make their thinking visible to me and their peers. This is accomplished, primarily, through social annotation activities. As students read, they write, and they make that writing accessible to the learning community. Students make their rough draft thinking, questions, confusions, assertions, and related evidence visible to other readers. Collaborative learning technologies help me mediate this type of learning activity."
Associate Professor, English, USA

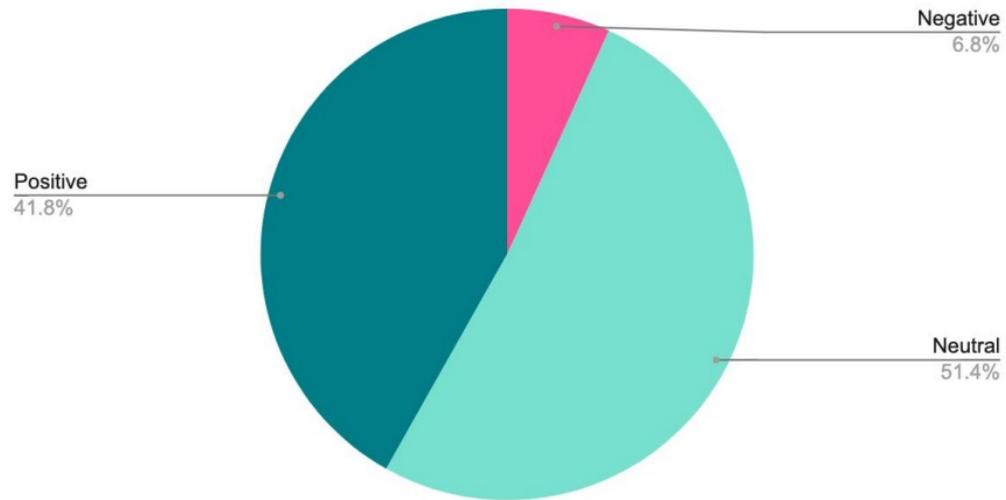
Perceived challenges around digital reading

- 1. Lack of core skills (information/digital/critical)
- 2. Distraction/Concentration
- 3. Lack of support/guidance
- 4. General reading challenges
- 5. Screen fatigue
- 6. Impact of social media
- 7. Device ownership and Digital poverty
- 8. Lack of time management
- 9. Access/availability of resources
- 10. Preference over print
- 11. Learning disabilities

Student perceptions

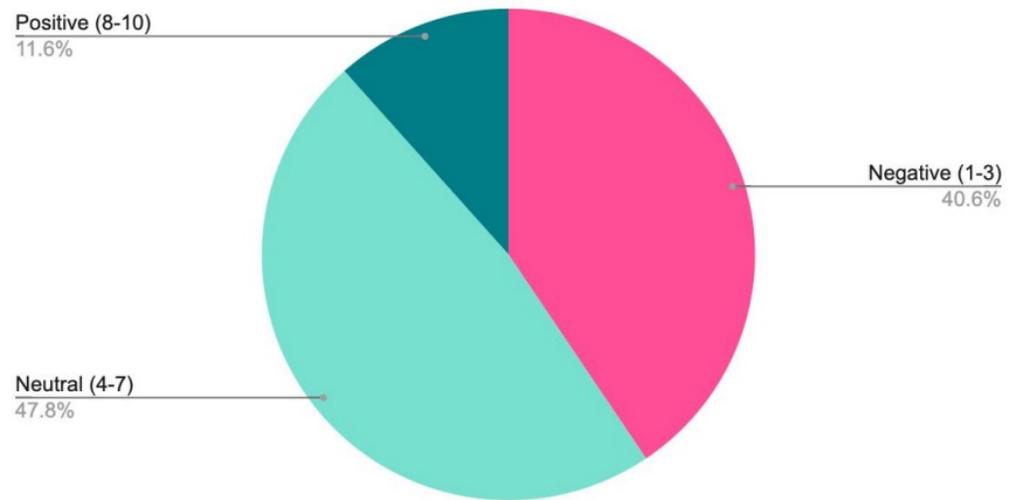
Student confidence with reading

How would you describe your confidence with reading for studies (online or offline)?

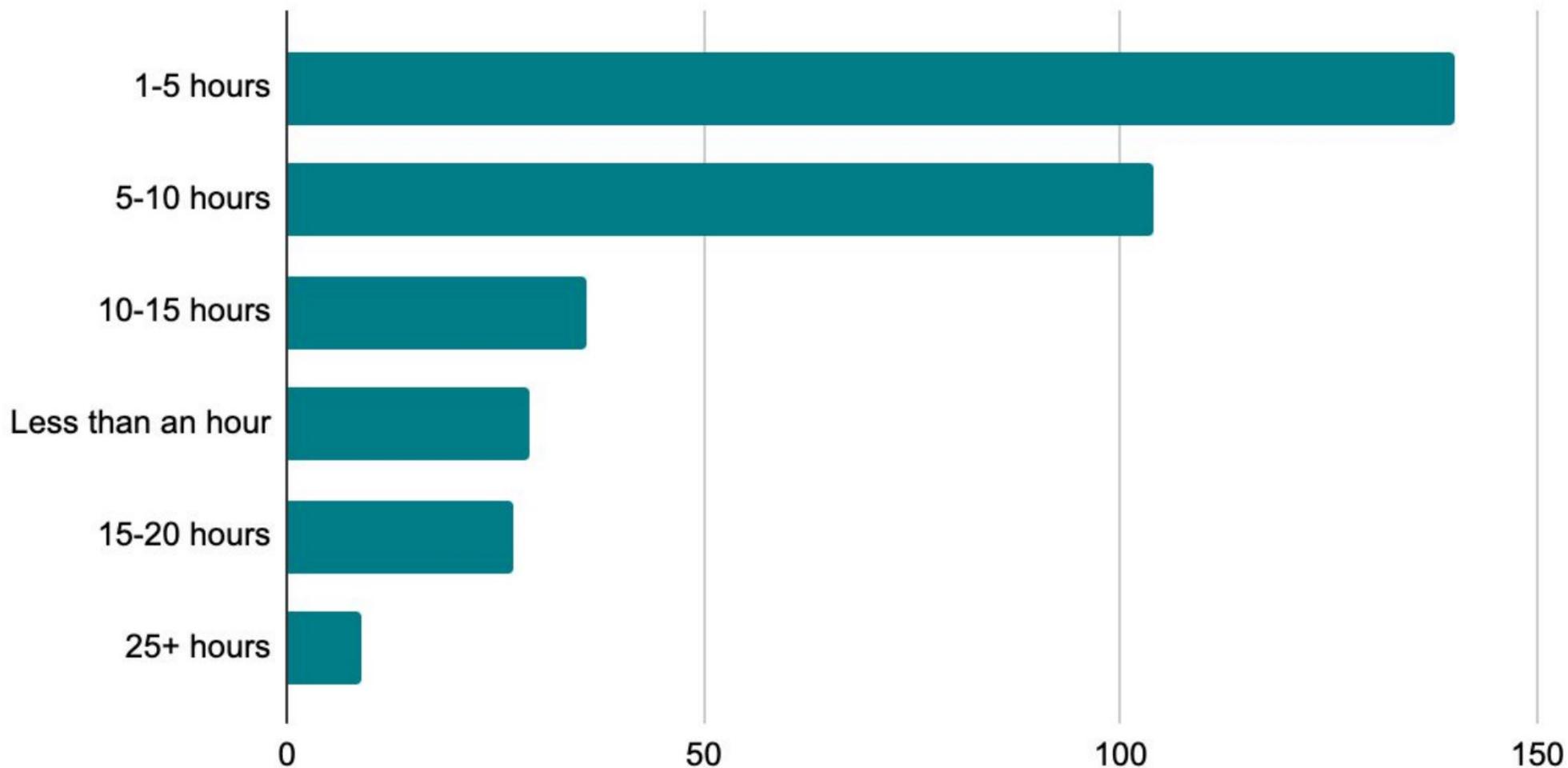


Staff perceptions of capability

In general, how would you describe the effectiveness of students' academic reading practices (online and offline)?

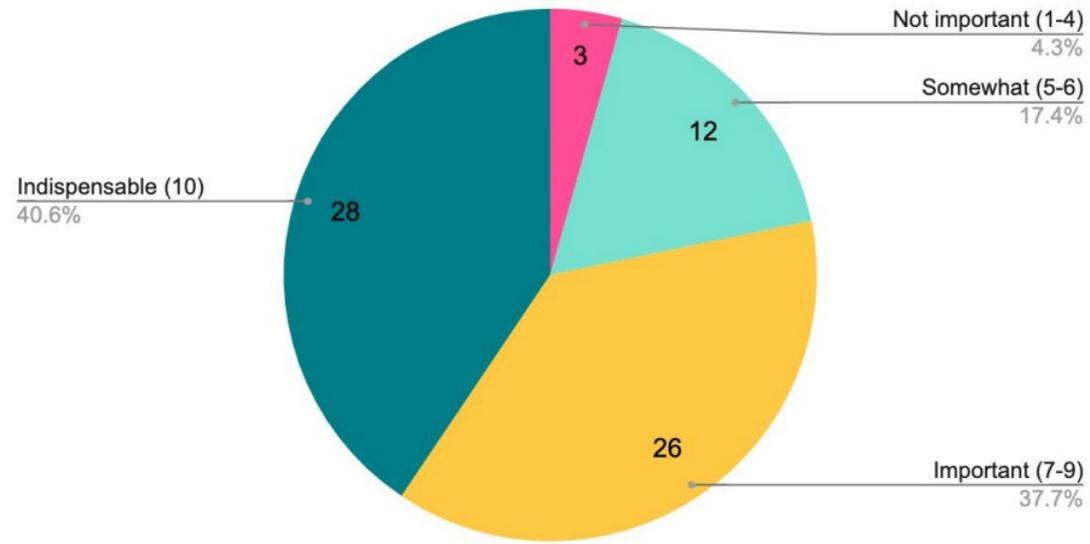


How much time do you spend reading (online and offline) in preparation for all of your classes each week during term time?



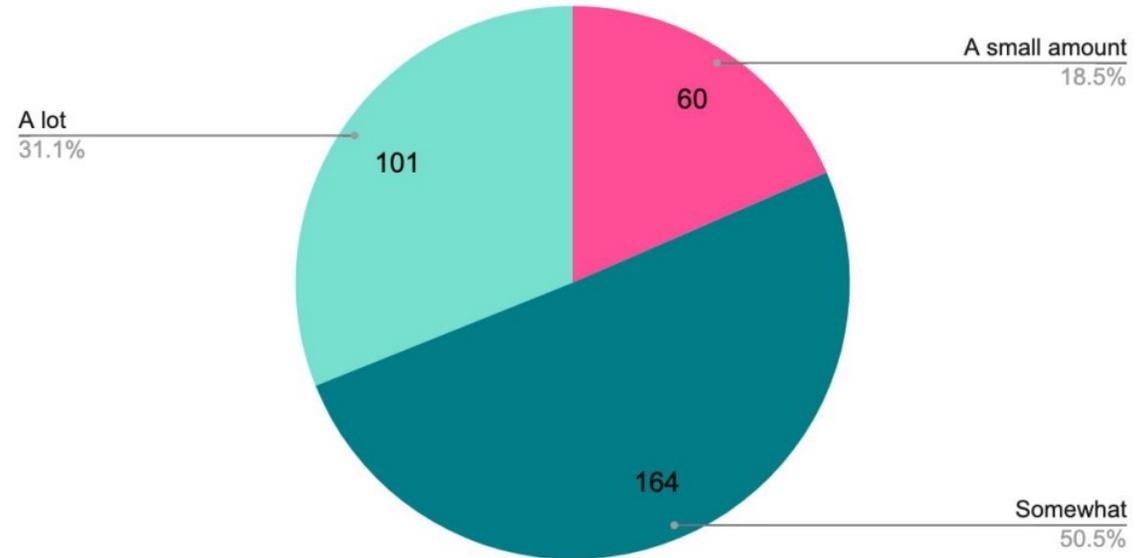
Academic importance

How important is online reading to students' learning in your discipline?

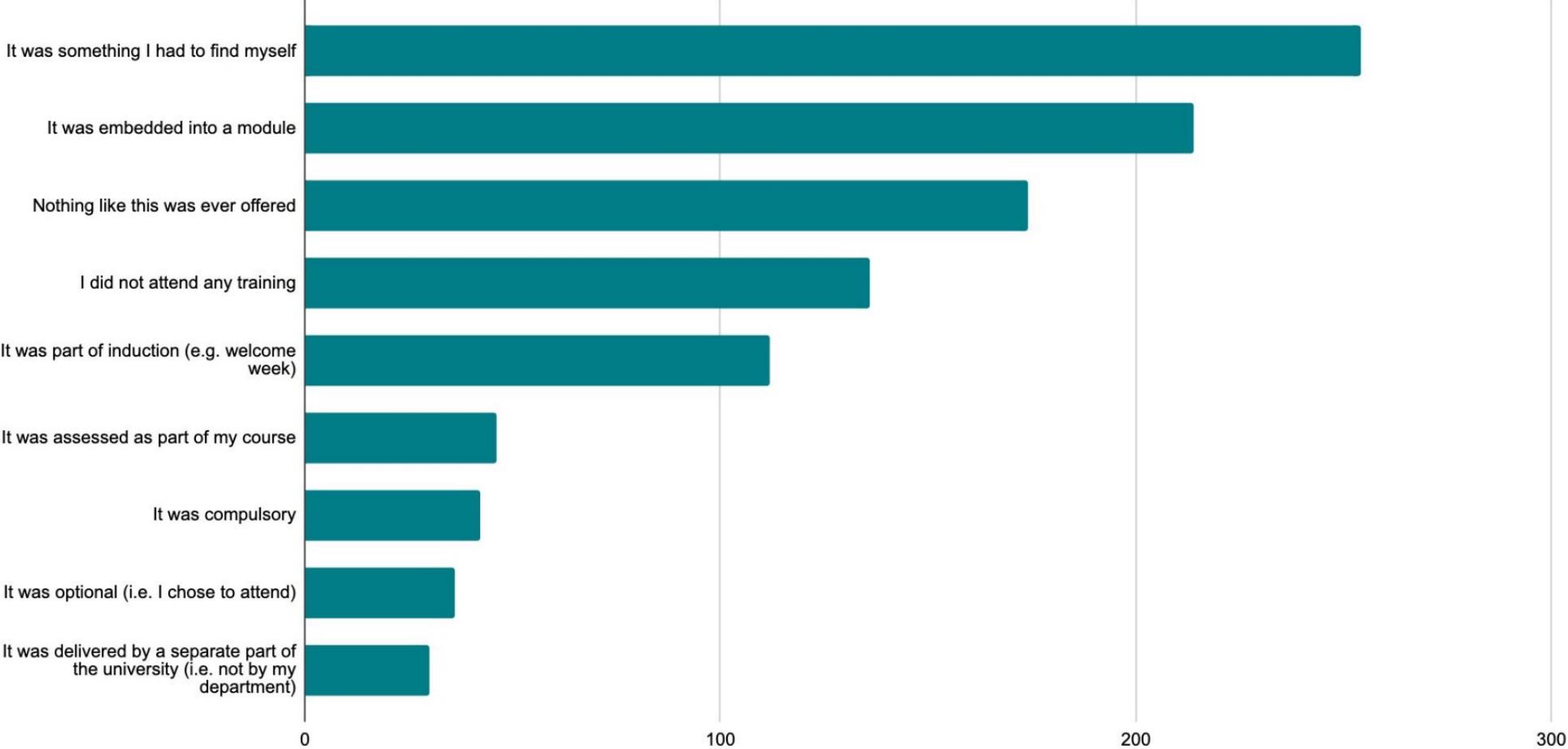


Student perception of focus

To what extent has your programme of study improved your ability to read online for your studies?



What sort of training, support or guidance have you received to develop your reading skills (online and offline) at university? (select all that apply)



Students' suggestions

- Embedding into course
- Core reading skills should be mandatory. The skills needed in HE are different
- Further note taking support
- Support student led reading groups
- Digitisation of resources
- Open access
- Audiobooks
- Tips on avoiding distractions
- Timetabled reading groups

“I would change the academic reading culture generally to include audiobooks - Like if scientific journals were somehow also available as audiobooks and print, so as to allow or be able to reduce the amount of time I spend looking at a screen.

“I think it would have been very helpful if there was a programme or module designed to help us with our own reading practices in the first year, because without that help, we often develop bad and unhealthy reading habits that lead to frustration and dissatisfaction with the practice of learning”

Summing up

- Reading expectations vs reading reality
- Required skills vs taught skills
- Impact of collaborative reading/annotation
- ‘Readiness’ for academic reading in HE
- Student understanding of what ‘good’ reading looks like
- Library is central to general/critical reading but...
- Dedicated focus in discipline areas needed
- Distraction in general is a big problem

