How can reading and writing be understood as scientific methodologies and form the basis for research-based teaching?

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Research-based education?

• Definitions

  • Research-led
    • Transmission of information
  • Research-oriented
    • Taught about research processes
  • **Research-based**
    • Students learn as researchers, inquiry-based activities
  • Research-tutored
    • Learn about research findings in groups with a teacher

  (Healey et al 2010)

• Inquiry-based activities?
Reading, thinking and writing
Research-based education in theory and practice

• Research questions:
  • In what ways do researchers and students read and write?
  • What are the different modes of reading and writing, what are their functions?
  • What are the potentials of reading and writing as scientific methodologies for students’ learning?

• Methods:
  • Qualitative interviews with researchers
  • Sociology course: Students’ autoethnographic investigations of their reading and writing practices

• Data:
  • Interview transcriptions
  • Students’ autoethnographic ‘essays’
HOW THE RESEARCHERS DESCRIBE THEIR READING

MODES OF READING

• Cursory reading (skimming and scanning)
• Reading in-depth
CURSORY READING

• Skimming and scanning

“It is just about knowing that prof A said this, and prof. B said that and prof. C [...] it changes only our knowledge of facts, not our deeper understanding”

“it doesn’t demand from me to think differently”
READING IN-DEPTH

• Engaging dialogically with the text

“*I continuously re-examine my own perspective, I strive to both enhance and expand it and refine my thinking, but also to challenge my thoughts on [my research] by confronting them with another text*”
READING IN-DEPTH

• Engaging dialogically with the text

“[it is] both about capturing the knowledge [of the text] and adopting it, sort of. That is, it isn’t just reading. It’s, you know, about absorbing it as something you can think with”
THE FUNCTION OF READING IN-DEPTH AS A MODE OF INQUIRY

- Test and challenge of prior assumptions
- Elaborations of assumptions
- Adjustments of assumptions
- Substantiation of assumptions
HOW THE STUDENTS DESCRIBE THEIR READING

• Students read what is listed on the courseplan

• Reading is not motivated by an ongoing inquiry
HOW THE STUDENTS DESCRIBE THEIR READING

• The students orient their attention towards those components of the text that are important to the text’s own argument or central perspectives

"I have learned to look for theories, methods and methodological considerations. This has help me to attain a filter by which I can sort the relevant from the irrelevant"
HOW THE STUDENTS DESCRIBE THEIR READING

• The students’ concept of importance is independent of their particular interests

“I’m going after categorizations, definitions and key words, when I’m highlighting parts of a text […] I make two kinds of notes: if I find important quotes I write “IMPORTANT!” or “VERY IMPORTANT” in the margin. I draw a rectangle around this quote. The other kind of notes I make are categorizations or definitions. I really like to make this kind. It gives me satisfaction to categorize the concepts”
STUDENTS READING AND WRITING
(preliminary findings)

EXAM PERIOD (2 weeks typically):
• students begin interacting dialogically with what they read and write
• Ask questions during reading motivated by research problem
• Writing to develop their thoughts on research problem
Group work - organisation

- Discussion groups
- Reflection groups

- Group discussion (13 minutes) – all groups

- Internal presentation’ group 1A (5 min)
- Reflection group 1B (5 min)

- Internal presentation group 2A (5 min)
- Reflection group 2B (5 min)
Group work - questions

A groups:
What are the challenges connected to teaching students reading as a scientific method?
And what are the challenges connected to altering student reading to become more research-like?

B-groups:
What are the advantages in terms of learning connected to teaching students reading as a scientific method?
And what are the advantages in terms of learning connected to altering student reading to become more research-like?
Plenum discussion

• How can student reading be altered in the direction of research?
  • Experiences
  • Considerations
  • Concrete examples