

The background features a light purple-to-blue gradient. Scattered across the surface are numerous water droplets of various sizes, some with highlights and shadows, giving them a 3D appearance. In the center, there is a faint, large, light-colored circular graphic that resembles a stylized sun or a lens flare.

**‘Think before you speak. Read
before you think’***

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Outline

- Context
- Literature
- Research questions
- Early findings
- Questions for audience

Context

‘Generation Z’ - people born mid-1990s-2010(ish) also known as ‘iGen’ (Twenge, 2017) or ‘centennials’
Seemiller and Grace (2016; 2019):

- Digitally connected but problems with information overload and misinformation. Multitasking or inability to focus? Information consumption rather than interpretation?
- Cost of higher education, global insecurity, recession mean financial security, entrepreneurship and making a positive impact on the world matter to them. Prefer learning that is practical and useful.

Twenge (2017):

- Read fewer books for pleasure than previous generations did at their age. Less trust in books and less patience reading books.

Literature

- Increasing research interest in academic **reading** (cf writing) but fragmented literature base (Porter, 2018)
- Complex – cognitive, emotional, sociocultural (Saltmarsh and Saltmarsh, 2008; Lillis and Scott, 2007; Linkon, 2005)
- Accumulating successful experiences fosters positive attitude but also evidence of aliteracy (Isakson et al, 2016)
- Student and staff perceptions of reading are different, even in same discipline (Howard et al, 2018; Abbott, 2013)
- Harder for students to link reading (than writing) to assessment, setting ‘too much’ reading might affect evaluation scores? (Howard et al, 2018; Maclellan, 1997)

Research questions

- What do students perceive as the purpose(s) of academic reading?
- To what extent do students do academic reading during university?
- What practice(s) do students have for academic reading? Do these vary?
- Do reading practices change during university?
- Do perceptions and practices of academic reading vary between degree programmes which are more quantitative and those which are more qualitative
- What reading challenges/issues do first year students raise (i.e. To what extent does reading link to transition?)

Early findings

Sources

- (1) personal tutoring conversations with 2nd year A&F students (Feb 2019)
- (2) focus groups with Peer Assisted Study Support (PASS) leaders (2nd year students) in A&F and Management (Mar 2019)

PURPOSES

- Reading to broaden understanding
- Defensive reading
- Not clear how reading will be 'rewarded' in assessment

PRACTICES

- Did not know what I did not know about reading in 1st year
- Time/efficiency in reading practices – becoming more selective in 2nd year
- Volume/signposting/relative importance
- Location/format (print/electronic)/making it a habit
- Guilt and leaving it late

Questions for audience

- What do you see/hear from your students about academic reading?
- Does what you see/hear about academic reading differ depending on level of study?
- (How) do you support the development of academic reading practices in your context?

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