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Reading and Reflecting on Text

By Dr. Papiya Upadhyay | Netaji Subhas Open University, Kolkata

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8 Week MOOC on "Reading & Reflecting on Text" - Introductory Video.



In education, reading is the basic level and reflecting is the higher level of learning. Therefore, to reflect upon a text, to achieve comprehension in reading, a learner must work hard on certain skills. The teacher/educator must devise strategies to impart, instill and facilitate these skills to make learners/children competent. The value of reflection lies in its meaningful exercise which can require as much time and work as traditional essays and reports because it asks students to be purposeful and engaged participants, readers, and thinkers. Too often we have reduced reading in to a phonics and grammar practice. But to be literate, one needs to read things critically. Proper reading is a part of 'instrumental literacy'. Instrumental literacy is made up of all those proficiencies one needs in order to be able to access a text and understand what it is doing to readers. Students need to be invited to become linguistic detectives as well as encouraged to practice writing texts that do different kinds of work. A teacher plays a critical role to facilitate these skills and instill them in the learners for a long-lasting comprehension. In this realm, metacognition features a crucial aspect. It can be defined as "thinking about thinking." Good readers use metacognitive strategies to think about and have control over their reading. Before reading, they might clarify their purpose for reading and preview the text. During reading, they might monitor their understanding, adjusting their reading speed to fit the difficulty of the text and "fixing" any comprehension problems they have. After reading, they check their understanding of what they read. Hence reading and reflecting on text takes the genre of reading as a language skill, acquisition of reading skills, reading for global and local comprehension, critical reading, ways of reading and developing writing skills.

Reading the fringe materials which lie between the hard-core theories of one is subject and it is popularly known applications makes the teacher a catalytic agent of social change. The content of this course is greatly aligned to courses under EPC of teacher preparation courses and SEC of some under-graduate programmes of humanities and social science disciplines. This course may provide a plethora of capacity enhancement of professionals like educators, would be teachers, trainee-teachers, educators, practitioners, and professionals engaged in the domain of education sector.

Summary

Course Status :	Upcoming
Course Type :	Not Applicable
Language for course content :	English
Duration :	8 weeks
Category :	◦ Teacher Education
Credit Points :	2
Level :	Certificate
Start Date :	01 Jan 2025



End Date :


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Course layout

Week	Modules	Topic
Week-I	Module 1: Introduction to Reading, Understanding Reading & Reflections on Literacy-Part-I	Unit 1: Understanding Reading; Reading as A Meaning Making Process Unit 2: Approaching Reading as A Tool For Academics
Week-II	Module 2: Introduction to Reading, Understanding Reading & Reflections on Literacy-Part-II	Unit 3: Literacy and Current Graduates; Role of Literacy In Education, Career and Social Life Unit 4: Literacy, Thinking and Self Esteem; Literacy of Language
Week-III	Module 3: Reading the Text & Reading Comprehension-Part-I	Unit 5: Practicing Responses to Text Unit 6: Meta Cognitive Awareness of Reading Processes and Strategies
Week-IV	Module-4: Reading the Text & Reading Comprehension-Part-II	Unit 7: Indicators of Text Comprehension (Part 1) - Retelling, Summarizing, Answering Unit 8: Indicators of Text Comprehension (Part 2) - Predicting, Commenting and Discussing
Week-V	Module-5: Developing Reading Skills & Critical and Reflective Reading -Part-I	Unit 9: Responding to Reading Material (Part 1) Unit 10: Responding to Reading Material (Part 2)
Week-VI	Module-6: Developing Reading Skills & Critical and Reflective Reading-Part-II	Unit 11: Critical Reading Skills, Reflective Skills, Metacognition Skills Unit 12: Activities for Developing Skills of Critical Reading & Reflective Reading
Week-VII	Module-7: Practicing Independent Writing-Part-I	Unit 13: Understanding Writing as A Process: The Content Unit 14: Content Organizing Structure Unit 15: Understanding Writing as A Process
Week-VIII	Module-8: Practicing Independent Writing-Part-II	Unit 16: Practicing Self- Editing and Peer Editing of Sample Texts Unit 17: Converting Written Information into Graphical Representation Unit 18: Practicing Daily Living Writing: Applications / Agenda - Minutes / Note Taking

Books and references

Reading & Reflecting on Texts, Jan 2018 by Dr. P. Dinakar, Neelkamal Publications

Reading and Reflecting on Text, Jan 2021, by Prof. Y. Sreekanth, published by IUCTE, NCERT

Ahmadi, M.R. et al (2016). The importance of metacognitive reading strategy awareness in reading comprehension. English language teaching. Retrieved from https://www.researchgate.net/publication/273989234_The_Importance_of_Metacognitive_Reading_Strategy_Awareness_in_Reading_Comprehension

Snow, C., Burns, M.S. & Griffin, P. (2005). Knowledge to support the teaching of reading: preparing teachers for a changing world. San Francisco: Jossey-Bass

