‘Students entering higher education appear to believe that they are more prepared for the reading and writing they will encounter than they actually are...’

(Hardy and Boulton, 2012)

Introduction

Making a successful transition to HE level study involves getting to grips with reading a much higher volume and wider variety of reading materials. This involves not only learning how to manage reading but also understanding how to read different kinds of scholarly texts for different kinds of academic purposes (to supplement and deepen knowledge, to produce an argument for an assignment, to prepare for an exam etc.).

What we need to do

Based on a better understanding of students’ experiences and expectations of reading prior to studying at university, we need to devise reading tasks and activities that help students develop reading and note-making practices appropriate to HE-level study. There may be some benefit in themed ‘academic reading’ workshops and resources designed to help this process along, but the main emphasis should be on providing opportunities for students to learn through experience and reflection as part of their engagement with relevant course reading.

Reference