

Strategic reading



Presented by Dr Julia Rayner

Some tips on reading difficult articles

- More than reading them you need to study them (this applies to everyone)
- Respect for writers as researchers
- Researchers write for other researchers and each has his/her own style
- Don't get stuck on ...
- Read cooperatively
– (Locke, Silverman & Spirduso, 1998)

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Prioritise Material Type

1. Articles in refereed, international journals
2. Books / Chapters in Ed. Books
3. Articles in national, refereed journals
4. Conference papers / Research reports (govt, com, org)
5. PhD thesis
6. MA thesis
7. Honours thesis
8. Websites / Articles in non-refereed journals

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Make Good Decisions

Ask yourself questions to find the purpose

- What is the point of this task?
- Am I reading and taking notes while I try to gain an overview of this topic?
- Am I trying to gain an in-depth understanding?
- Am I researching for an assignment topic?
- Am I revising for an exam?

The purpose should determine the way you read and the type of action you take!

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Postgraduate study

- 2 key skills
 - Be able to evaluate what you read
 - Relate what you read to other information

(Wallace & Wray, 2006)

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Reading

- Some useful questions to ask before reading
 - Who are some of the most important researchers that have written on this topic?
 - What major themes do they deal with?
 - Is X dealt with by any of these authors?
 - Are there any differing points of view on this theme? How and in what ways?
 - What are other areas of disagreement where this topic is concerned
- Know when to stop!
- (Manalo & Trafford, 2004)

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Approaching reading for assignments/thesis topic

(Wallace & Wray, 2006)

Central Question

- Discuss ways of mitigating the effects of workplace bullying
- How can/in what ways/to what extent/can the effects ofbe mitigated?

Review Questions

- What does research say are the key causes of bullying?
- What does the literature say are the key symptoms and are there psychological models for dealing with these?
- Does the research identify any moderating factors?
- Have any case studies been carried out where bullying has been looked at in an organisation?

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Isolation and the stress of being bullied

- Approximately one-third of children report being victims of bullying, and this victimization has been linked to a number of negative psychological outcomes. In the present study, we examined the effects of perceived isolation on the link between victimization before and during high school and stress symptoms during college. Consistent with our predictions, victimization appears to do the most damage to those who felt isolated during high school. The results suggest that schools should reframe their approach to the bullying problem and devote more resources to helping students feel less isolated

(Newman et al., 2005)

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Further questions when approaching a text

(Wallace & Wray, 2006)

- **Why I am reading this?**
 - Because it talks about the negative outcomes of bullying
- **What are the authors trying to do in writing this?**
 - To show how schools can lessen the impact
- **What are the authors saying that is relevant to what I want to find out?**
 - They show that long term effects can be moderated
- **How convincing is what the authors are saying?**
 - Valid contribution but questions around methodology
- **In conclusion, what use can I make of this?**
 - I have already found literature that supports the idea that bullying has similar outcomes regardless of the context (i.e stress/ anxiety) so I can apply the findings from this school study to the work context and argue that if it is possible to moderate the effects in school it is also possible to moderate/mitigate the effects in a work environment.

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Ways of explaining workplace bullying: A review of enabling, motivating and precipitating structures and processes in the work environment

This article summarizes the literature explaining workplace bullying and focuses on organizational antecedents of bullying. In order to understand better the logic behind bullying, a model discussing different explanations is put forward. Thus, explanations for and factors associated with bullying are classified into three groups, enabling structures or necessary antecedents (e.g. perceived power imbalances, low perceived costs, and dissatisfaction and frustration), motivating structures or incentives (e.g. internal competition, reward systems and expected benefits), and precipitating processes or triggering circumstances (e.g. downsizing and restructuring, organizational changes, changes in the composition of the work group). The article concludes that bullying is often an interaction between structures and processes from all three groupings.

(Salin, 2003)

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Reading Critically Actively Engage with Material

Step 1: Check for Relevance & Reliability - Topic/Focus?

- check abstract, introduction, conclusion

Current?

- most recent research leads to previous work
- most up-to-date statistics and data

Reliable?

- academic source?
- author bias?
- evidence from where?

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Working with a Known Article

Newman, M. L., Holden, G. W., & Delville, Y. (2005).
Isolation and the stress of being bullied. *Journal of Adolescence*,
28(3), 343-357. doi: 10.1016/j.adolescence.2004.08.002

The screenshot shows a search engine interface with the search term 'Isolation and the stress of being bullied'. The results list the article by Newman, M. L., Holden, G. W., & Delville, Y. (2005) in the Journal of Adolescence. The interface includes options to refine results, view full text (online, print, or online), and access scholarly pre-reviews. A 'Linked Full Text' button is visible below the article entry.

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