# Navigating a journal article 1b

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| **Student focused learning outcomes:**  By the end of the session, you will be better able to:   * identify different publication types in a reading list * distinguish different sections of a journal article * identify strategies to navigate a journal article |

## Example reading list for a seminar on student wellbeing

In *Navigating a journal article 1a* (individual study), you were given some items from a reading list for an imaginary seminar, which you matched to the common types of academic text. Below is the complete reading list.

Denovan, A. and Macaskill, A. (2017). **‘**Stress and Subjective Well-Being Among First Year UK Undergraduate Students’, *Journal of Happiness Studies*, 18(2), pp. 505-525. [Online]. Available at: <https://doi.org/10.1007/s10902-016-9736-y> (Accessed: 28 June 2019).

Dodge, R., Daly, A., Huyton, J. and Sanders, L. (2012). ‘The challenge of defining wellbeing’, *International Journal of Wellbeing*, 2(3), pp. 222-235. [Online]. Available at: doi:10.5502/ijw.v2i3.4 (Accessed: 28 June 2019).

Hanley, T., Winter, L. and Burrell, K. (2019). ‘Supporting emotional well-being in schools in the context of austerity: An ecologically informed humanistic perspective’, *British Journal of Educational Psychology*. [Online]. Available at: <https://doi.org/10.1111/bjep.12275> (Accessed: 28 June 2019).

Hughes, G., Panjwani, M., Tulcidas, P. and Byron, N. (2018).*Student Mental Health*: The role and experiences of academics [Online]. Available at: <https://www.studentminds.org.uk/uploads/3/7/8/4/3784584/180129_student_mental_health__the_role_and_experience_of_academics__student_minds_pdf.pdf> (Accessed: 28 June 2019).

Macaskill, A. (2013). ‘The mental health of university students in the United Kingdom’, *British Journal of Guidance & Counselling*, 41(4), pp. 426-441. [Online]. Available at: <https://doi.org/10.1080/03069885.2012.743110> (Accessed: 28 June 2019).

Neves, J. and Hillman, N. (2017). *Student Academic Experience Survey* [Online]*.* Available at: <https://www.hepi.ac.uk/wp-content/uploads/2017/06/2017-Student-Academic-Experience-Survey-Final-Report.pdf> (Accessed: 28 June 2019).

Reeves, A. (2018). Working in Further and Higher Education. In C. Feltham, T. Hanley and L. Winter. (2017). *The SAGE Handbook of Counselling and Psychotherapy*. 4th edn. London: Sage.

Russell, J., Rosenthal, D. and Thomson, G. (2010). ‘The international student experience: three styles of adaptation’, *Higher* Education, 60 (2), pp. 235-249. [Online]. Available at: <https://doi.org/10.1007/s10734-009-9297-7> (Accessed: 28 June 2019).

Toor, N., Hanley, T. and Hebron, J. (2016). ‘The facilitators, obstacles and needs of individuals with Autism Spectrum Conditions accessing further and higher education: A systematic review’, *Journal of Psychologists and Counsellors in Schools*, [Online]. Available at: <https://doi.org/10.1017/jgc.2016.21> (Accessed: 28 June 2019).

## Task 1

Discuss what clues helped you to identify the text types. Remember that the three common types of academic text are:

Journal article

Report

Book chapter

For example, we know the first item on the reading list is a journal article because the journal title is given: *Journal of Happiness Studies.*

Choose one person in your group to share your ideas with the wider group.

## Journal Articles

Journal articles often discuss recent research. They can also discuss theories and suggest new ones.

Imagine you are preparing for the seminar, and you select the following article from the reading list:

Denovan, A. and Macaskill, A. (2017). **‘**Stress and Subjective Well-Being Among First Year UK Undergraduate Students’, *Journal of Happiness Studies*, 18(2), pp. 505-525. [Online]. Available at: <https://doi.org/10.1007/s10902-016-9736-y> (Accessed: 23 April 2021).

## Task 2

1. From the title, do you predict this article will discuss recent research or discuss recent theories and suggest new ones?
2. Skim the article and write down the main headings.

## How to read a journal article

You are going to watch Dr Ross’ video on how to read a journal article.

## Task 3

1. In the first part of the video, *What is a journal article?* (0.00 – 2.06), Dr Ross describes an academic/scholarly journal article.

* List the points given by Dr Ross.

1. In the second part, *What is a typical structure?* (2.07 to 3.06), Dr Ross explains the structure of a research article.

* Do the main headings you wrote down in Task 2, question 2 match the typical structure he describes?
* What is the purpose of each section?

1. Now watch the next section of the video (3.07 – 5.15) and make further notes.

* What are the strategies for reading a journal article, according to Dr Ross?
* Do you need to read all the sections in order?

## Task 4

Discuss the following questions with your group.

* Have your thoughts on how you will approach reading an article changed after listening to the talk?
* Do you think you will try a different strategy next time you read an article? Why? / Why not?

Prepare to share some of your answers with the whole class.

## Task 5

Over the next few days, you will read, make notes on, and discuss the Denovan and Macaskill (2017) article.

You will now read section **1. Background** in order to identify the main points.

1. Click [here](https://link.springer.com/content/pdf/10.1007/s10902-016-9736-y.pdf) to open the Denovan and Macaskill (2017) article.
2. Go to section **1. Background** (p.506) and read paragraph 1 of this section.  
   What is the main point of the paragraph (in this case, it is the thesis statement for the article)?

## Task 6

Your tutor will allocate you another paragraph from section **1. Background**.

1. Read your allocated paragraph and identify the main point.

Write your ideas in the relevant part of the table below.

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| Thesis: |
| Para 2: |
| Para 3: |
| Para 4: |
| Para 5: |
| Para 6: |
| Para 7: |