

The background features a series of concentric circles in light gray, some solid and some dashed, creating a ripple effect. A large green speech bubble is centered on the page, containing the title text. The bubble has a solid green rectangular body and a small triangular tail pointing downwards.

Reading Comprehension Strategies Part 1

Reading Comprehension

Comprehending what you read is **more than just recognizing and understanding words.**

True comprehension means:

- **making sense** of what you read
- **connecting the ideas** in the text **to what you already know**
- **remembering** what you have read
- **thinking** while you read.

Strategy 1: Analyzing the Title

- Before you start reading a text, **look at its title** and ask yourself the question “**What is the text going to be about?**”
- By doing this, you start **reading actively** as you want to check the assumption you made while analyzing the title.

Analyzing the Title into Practice

- While practicing Reading Strategy 2, you will be asked to preview the passage which is called “***SOCIAL ISOLATION***”.
- In groups **of three**, make as many guesses as possible about the possible content of the article. **Write down** your ideas as ***bullet points***. **You have 5 minutes to do this.**

Strategy 2: Previewing

- **Previewing** is a **rapid** kind of reading that allows you to get a **general sense** of what a passage, article, or book is about and how it is organized.
- Your **eyes scan quickly over the page** looking for answers to **general questions** about the material.
- **Previewing an Article or an Essay:**
 - 1. Look at **most of the introduction**
 - 2. Look at **the first sentence of each paragraph** and **the concluding sentences**.
 - 3. **Ask** yourself **questions** like the ones below:
 - • Is the text divided into **parts**? How **is it organized**?
 - • Are there any maps, numbers, italicized words, or names in the text?

Strategy 3: Reading an Empirical Research Article

- Journal articles reporting empirical research have a **structure** that is determined by the type of research and by the journal in which they appear.
- This **makes extracting information from them easier**.
- The reporting of empirical research typically follows a pattern, illustrated in the next slide.

Strategy 3: Reading an Empirical Research Article

Title, Author,
Abstract,
Keywords

- Descriptive information that lets readers search for an article.

Introduction

- What is the context for this project?
- How does it fit in with other research on the topic?
- *What is the research question?*

WHY?

Methods

- What did the author(s) do to answer the research question?

HOW?

Results

- What was the answer to the question?
- This is often shown in tables and figures.

WHAT?

Discussion/
Conclusion

- What is the significance of this project?
- How does it fit in with what else is known about the topic?

SO WHAT?

References

- Materials the author(s) cited when writing this paper.

A green speech bubble graphic with a tail pointing towards the bottom left. The text "STEP 1" is written in white, italicized, sans-serif font inside the bubble.

STEP 1

- **Title** provides information about the article content.
- **Read** it first.
- **Predict** the main **conclusions**.

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Step 1

STEP 2

- **Abstract** provides a **complete overview** of what the research is about, what was done, how it was done, what was found and what the results mean.
- **Read** it to **gain an understanding of the paper** and the research **findings**.
- **Ask yourself** how you might **use** this information.
- Look through the list of **keywords**.

Step 2



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The relationship between frequency of Facebook use, participation in Facebook activities, and student engagement

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ABSTRACT

Educators and others are interested in the effects of social media on college students, with a specific focus on the most popular social media website—Facebook. Two previous studies have examined the relationship between Facebook use and student engagement, a construct related to positive college outcomes. However, these studies were limited by their evaluation of Facebook usage and how they measured engagement. This paper fills a gap in the literature by using a large sample ($N = 2368$) of college students to examine the relationship between frequency of Facebook use, participation in Facebook activities, and student engagement. Student engagement was measured in three ways: a 19-item scale based on the National Survey of Student Engagement, time spent preparing for class, and time spent in co-curricular activities. Results indicate that Facebook use was significantly negatively predictive of engagement scale score and positively predictive of time spent in co-curricular activities. Additionally, some Facebook activities were positively predictive of the dependent variables, while others were negatively predictive.

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STEP 3

- **Introduction** often provides a **brief review of previous research**, a **rationale** (reason) for the research, and an **outline of the research aims**.
- **Locate relevant information** and **develop a clearer picture of what the research is about** and **why** it has been done.
- Skim the section by carefully reading **the first sentences** of each paragraph and skipping details.
- Read each **subheading** carefully.

STEP 3

1. Introduction

1.1. College student use of Facebook

There is a fair amount of professional and popular interest in the effects of social media on college student development and success (Abramson, 2011; Kamenetz, 2011). The most popular social media website for college students is Facebook, and research shows that anywhere between 85 and 99% of college students use Facebook (Hargittai, 2008a; Jones & Fox, 2009; Matney & Borland, 2009). Researchers from the Pew Internet and American Life Project found that between 67% and 75% of college-aged young adults (who may not necessarily be enrolled in college) use social networking websites (Jones & Fox, 2009; Lenhart, 2009; Lenhart, Purcell, Smith, & Zickuhr, 2010). The most recent data, collected by the EDUCAUSE Center for Applied Research (ECAR) from a sample of 36,950 students from 126 U.S. universities and one Canadian university, showed that of the 90% of students who use social networking websites, 97% said they used Facebook. This 97% reported actively engaging on the site daily (Smith & Caruso, 2010).

While the percentage of students who use social media and Facebook is high, it is important to acknowledge that there are persistent differences along gender, racial, and socioeconomic lines in technology adoption and use, often referred to as the *digital divide* (Cooper & Weaver, 2003; DiMaggio, Hargittai, Celeste, & Shafer, 2004; Hargittai, 2008b; Junco, Merson, & Salter, 2010; Kaiser Family Foundation, 2004). The studies listed examined the digital divide on the Internet and in communication technologies; however, Hargittai (2008a) conducted the only published academic study of gender, ethnic, and socioeconomic differences between users and non-users of social networking websites. She found that Latino students are less likely to use Facebook than Caucasians and that students whose parents have a college degree are more likely to use Facebook than students whose parents do not have a college degree (Hargittai, 2008a).

While there is little research on the consequences of Facebook use by college students, some studies have examined the relationship between Facebook use and psychosocial outcomes. For example, there is a positive relationship between using Facebook and forming and maintaining social capital, which is defined as "the resources accumulated through the relationships among people" (Ellison, Steinfield, &



STEP 4.

- **Depending on your reason for reading, you may *not* need to read every section.**
- You may choose to read the **Results** section if you are interested in the main findings.
- If you are interested in the specific research methods used to gather the findings, you may decide to read the **Methodology** part in more detail.
- Alternatively, you may focus on the **Conclusion** if you want to understand the key issues resulting from the research.

Reporting Verbs

X acknowledges that

X agrees that

X argues that

X believes that

X denies/does not deny that

X claims that

X complains that

X concedes that

X demonstrates/shows that **X deplores the tendency** that

X emphasizes/highlights/stresses that

X insists that

X observes/notes/comments that

X questions whether/something

X refutes the claim that

X reports that

X suggests that

X urges readers to

X explains that

X describes (*the process of*)

X states that

X asserts/contends/maintains/declares that

X implies that

X pinpoints (*the key features*)

X advances/proposes (*a new theory*)

X casts doubt on (*previous research*)

References

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