

Session 3

Skills for Active Reading

Introduction

In the previous session, we focused on the importance of having reasons and purposes for reading. As we continue our exploration of what we mean by *reading for meaning*, we now turn our attention to the skills that we can use to strengthen our capability to read for meaning. Using these skills enables us to function as active rather than passive readers. We begin this session by distinguishing between active and passive reading, then we proceed to describe in some detail the skills that would allow us to function as active readers.

Session objectives

After studying this session you will be able to:

- Differentiate between active reading and passive reading;
- Use appropriate reading skills when engaging with texts.

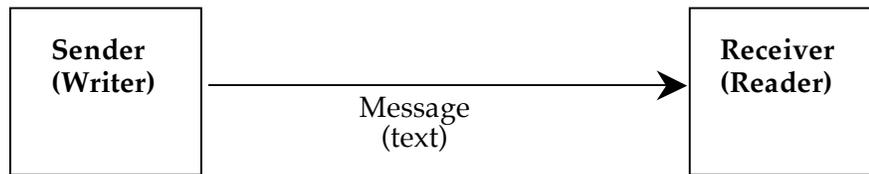
Two Views of Reading

Reading involves interpretation of signs and codes. We read a variety of print materials—books, magazines, journals, prescriptions, labels; but we also speak in terms of reading moods or reading social or natural environments to be able to gauge whether fair times or tumultuous days are coming. Recently, theorists have argued that practically everything that a given society produces is a sign, which can be read to derive information on the society's culture or way of life. This is why we speak in terms now of reading texts and these texts may include books as well as films, fashions, dietary trends, festivals and culinary habits.

Focus on the Writer

In the past we assumed that every message had a fixed and stable meaning that was locked up in the mind of the writer. The writer in turn communicated meaning to the reader through a text.

The key elements were:



According to this model, errors in communication occur when the writer fails to encode the message accurately or when the reader fails to decode the text accurately. This communication model assumes that the writer has the true message and the reader is simply a **passive** receiver. The focus is often on the reader's grasp of the facts presented by the writer.

Focus on the Reader

A more recent model of reading while not eliminating the role of the writer, gives the reader a far more **active** role in the process of interpretation. It argues that reading requires an interplay between the text and the reader. In this model, you as a reader are more than a passive participant who receives information. As a reader, you actively make, or construct meaning; what you bring to the text is as important as the text itself.

Skills for Reading

The skills outlined below assume that readers function not only as recipients of information but also as active agents, making meaning as they engage with the text.

Readers read chunks rather than individual words

When we read our eyes move horizontally across the page from left to right and vertically from top to bottom. How quickly they move depends on any of several factors, including the difficulty level of the text, the type of our own level or reading skills, our mental alertness at the point in time.

Normally we move our eyes in a series of steps across each line and from one line to the next. More capable readers will take fewer steps than less capable readers. More capable readers will read longer chunks of text at a time. As a result they will grasp the meaning more readily than those who can only read one or two words at a time.

Readers make predictions about the text

Fairbairn & Fairbairn (2001) have this to say about making predictions.

A large part of reading is guesswork or anticipation. As we read we use the meanings we pick up to guess ahead at what is to come, that way we are able to move more quickly through text (p. 53).

In reading, prediction is much more important than decoding. In reality if we had to individually pore over each letter and word, we couldn't retain them long enough to put them all together to make sense of a sentence, a paragraph, an article, or a book.

So, instead of looking at each word and figuring out what it “means”, readers predict what a text is about.

Organization is important here. Academic writing is highly structured, hence we can use topic sentences, transitions, and logically developed paragraphs as signposts to guide us through. A skilled reader can make predictions by reading the introduction, the first sentence of each paragraph and the conclusion. We use these as cues to make predictions and then we sample the text to confirm, revise, or discard these predictions. Less structured texts such as novels allow lots of room for predictions and for creative meanings constructed by readers.

Readers use context clues

While reading, we frequently come across unfamiliar words and if we are unable to figure out the meanings of those specific words then we will also be unable to grasp the meaning of the entire text or at least sections of it. In such situations we must be able to identify clues within the text that we can use to assist us in figuring out the unfamiliar words.

Context clues are the words, phrases and sentences that we identify in the text to help us figure out the meaning of new words. The most common types are:

Definitions

When the writer explains a word

Examples

1. If two or more expressions are multiplied together, the expressions are called **factors** of the production. Thus, if $c = ab$, then a and b are both factors of the product c .

Haeussler, E.F. & Paul, R.S. 1999. (9th ed.) *Introductory Mathematical Analysis for Business, Economics and the Life and Social Sciences*. New Jersey: Prentice Hall, p. 21.

2. The physiological dimension is of the utmost importance, and one is a **member of an ethnic group** only when one “self-identifies as a member of that group and is willing to be perceived and treated as a member of that group”.

(Mervyn Alleyne, p. 9).

Synonyms

When the writer uses an alternative, simpler term that carries the same meaning as the unfamiliar one.

Examples:

1. Some like to think of the **higgler** as entrepreneur
2. So far, it seems clear that **higglers** in general continue to be very petty traders

(Barrow & Reddock, p.809).

Concrete examples

To illustrate or clarify a difficult concept or idea.

Examples:

1. Marketers should be aware of several trends in the natural environment. The first involves growing **shortages of raw materials**. Air and water may seem

to be infinite resources, but some groups see long run dangers. Air pollution chokes many of the world's large cities, and water shortages are already a big problem in some parts of the United States and the world.

(Kotler & Armstrong, 10th ed. p. 123)

2. If **fiscal policy** is the important instrument of development that some authors have labeled it to be, then it must be designed with at least two non-traditional objectives in mind.
 - a. To reduce the vulnerability of these small open economies to external shocks... .
 - b. To create such a climate of confidence that Caribbean citizens and residents will become the major investors in the region. (La Guerre, (Ed) p.41)

Contrast clues

When the writer seeks to clarify the meaning of a difficult term by including information that is opposite in meaning to the terms to be clarified.

Examples:

1. It is not the interaction among themselves as a group that defines the **membership of any given class**, but more particularly their (the members') place in a hierarchy defined in relation to other groups.
2. A **society or social system** cannot be defined in cultural terms by merely observing the presence or absence of cultural traits, it must be done in terms of social action, that is the interaction of social roles. (Barrow & Reddock, p. 181)

Description clues

In this case, the writer does not explain the difficult word immediately, or close to the word itself. The difficult word is explained in either the preceding or succeeding paragraph, where a more extensive treatment of the term is provided.

Example:

1. The current restrictive construction of the market was seen as untenable, not only because it was restrictive but because it was out of tune with the unavoidable realities of the global context. The actual Internet market was believed to be sustained merely by legalistic fictions, illegitimate power and vested interests, whose demise was surely imminent... It was a 'false' market because it was trying to hold back inevitable changes. On the other hand, the 'real' market ... the global deregulated telecoms market, was already prefigured and emerging in everyday business practices (for example, the use of satellite...).

Hence, in Trinidad the dominant narratives of political economy in regard to the Internet were expressed in terms of a **deregulation** that would literally free them to realize their participation in a more global context... (Miller & Slater, p. 141)

Modifiers	These are words such as adjectives and adverbs; and phrases and clauses that are linked to the difficult word and contain clues to its meaning.
<i>Example:</i>	Hair is the major area of contestation. This feature of African phenotype suffers as much peroration as black skin colour... . Since hair is more amenable to modification than any other phenotypical feature, including skin, it has been modified in the direction of the European norm on a much greater scale than in the case of skin. (Mervyn Alleyne, p. 225).
Conjunctions	These are words that connect and show relationships between ideas. Examples of conjunctions are and, but, or, nor, for, yet , as well as since, because, even though, if, just as, when, whenever, until and although . Writers sometimes use these words to link unfamiliar ideas to familiar ones, thus using the latter to facilitate understanding of the former.
<i>Example:</i>	Criticism in general terms is regarded as something negative, but in an academic context, it has a rather different meaning. Criticism does not have to imply negativity; rather it is an opportunity to state what is good about something too. (Christine Talbot, p. 89)
Repetition	Repetition can serve as a context clue when the difficult word is repeated in different but familiar situations. The new situation then serves as a vehicle to bring out the meaning of the difficult word.
<i>Example:</i>	America is a nation of immigrants . Immigrants are people who come to a new land to make their home. All Americans are related to immigrants or are immigrants themselves. (re-cited from Robb, Klemp and Schwartz, 2002, p. 619)
Unstated or implied meanings	At times, getting the meaning depends on the readers' ability to study the context in which the difficult word appears and draw on their own knowledge and experience of similar situations to figure out the meaning.
<i>Example:</i>	Most Italian Jews were assimilated and well-educated middle-class people. Their families had lived in Italy for generations. Indeed, before the birth of Christ some 8,000 Jews were settled on the banks of the Tiber River. (re-cited from Robb et al, p. 620). (adapted from Robb, Klemp and Schwartz, 2002 pp. 615-620)

Assignment 2

You have just examined three types of skills, which you can use to facilitate your reading. These were:

- Reading chunks of text
- Making predictions
- Using context clues. Several types of context clues were described.

Apply what you have just learnt in completing the following.

1. Read the two passages which follow:
 - a. *Nice Work* by David Lodge
 - b. *Understanding the Plural Society* by Barrow and Reddock (p. 182)
2. Identify the reading skill (or skills) you used to read each passage. It is likely that you may have used more than one skill for a passage.
3. Show how the specific skill (or skills) assisted you in understanding and interpreting the text.
4. Your response for the entire assignment should be no more than two pages.
5. Upload your assignment.

Guidelines for doing the assignment:

- a. Identify the skill you will be writing about in the first sentence of the relevant paragraph. For example, you may start the paragraph with the sentence, '*One skill that I used when reading this passage was ...*'. If you used a second skill, you may start the second paragraph with the sentence '*Another skill that I used was ...*'.
- b. Remember that you are showing HOW you used the skill. This means that you cannot simply summarise important or interesting things that you read in the passage. That shows that you understood what you read, but it does not indicate what you did MENTALLY to be able to understand.
- c. Again, the purpose of the exercise is to show HOW you used the skill. So do not simply name a skill (or skills), and describe it (them). You must go beyond that and show how you applied that skill to the reading material in order to understand or interpret the text or some part of it.
- d. Illustrate your explanation with reference to some appropriate part of the relevant passage.

Your tutor will grade this assignment.

Reading 1

This passage is an extract from the novel, *Nice Work*, by David Lodge, pp. 147–150.

To avoid running the gauntlet of the machine shop again, Robyn made her way back to the car park by going round the outside of the building, but the paths were covered with drifting snow and the going was difficult. She got lost in the labyrinth of yards and passageways that separated the numerous buildings, many of them apparently disused or derelict, that covered the factory site, and there was nobody around to direct her. At last, after about twenty minutes' wandering, her feet soaking wet inside her leaking boots, and her leg muscles aching from wading through the snow, she arrived at the car park outside the administration block, and found her car. She brushed a thick layer of snow from its windows, and, with a sigh of relief, got behind the wheel. She turned the ignition key. Nothing happened.

'Fuck,' said Robyn, aloud to herself, alone in the middle of the frozen car park. 'Bum. Tit.'

If it was the battery it must have finally given up the ghost, because there wasn't even the faintest wheeze or whisper from the starter motor. Whatever it was, she could do nothing about it herself, since she hadn't the remotest idea what went on under the bonnet of the Renault. She got wearily out of the car and tramped across the car park to the reception lobby, where she asked the receptionist with peroxidized hair if she could phone the AA. While she was dialling, Wilcox passed in the corridor beyond, saw her, checked, and came in.

'Still here?' he said, lifting an eyebrow.

Robyn nodded, holding the receiver to her ear.

'She's phoning the AA,' said the peroxide blonde. 'Car won't start.'

'What's the problem?' said Wilcox.

'Nothing happens when I turn the key. It's completely dead.'

'Let's have a look at it,' said Wilcox.

'No, no,' said Robyn. 'Please don't bother. I'll manage.' 'Come on.' He jerked his head in the direction of the car park. 'You won't get the AA to come for hours on a day like this.'

The engaged tone bleeping in Robyn's ear confirmed the good sense of this judgement, but she put down the receiver reluctantly. The last thing she wanted at this juncture was to be under an obligation to Wilcox.

'Don't you want to get your overcoat?' she asked, as they passed through the swing doors into the freezing outside air.

Wilcox shook his head impatiently. 'Where's your car?' 'The red Renault over there.'

Wilcox set off in a straight line, indifferent to the snow that covered his thin black shoes and clung to his trouser bottoms.

'Why did you buy a foreign car?' he said.

'I didn't buy it, my parents gave it to me, when they changed it.'

'Why did they buy it, then?' 'I don't know. Mummy liked it, I suppose. It's a good little car.'

'So's the Metro. Why not buy a Metro if you want a small car? Or a Mini? If everybody who bought a foreign car in the last ten years had bought a British one instead, there wouldn't be seventeen per cent unemployment in this area.' He made a sweeping gesture with his arm that took in the wilderness of derelict factories beyond the perimeter fence.

As a subscriber to Marxism Today, Robyn had suffered occasional qualms of guilt because she didn't cycle to work instead of driving, but she had never been attacked for owning a foreign car before. 'If British cars were as good as foreign ones, people would buy them,' she said. 'But everyone knows they're hopelessly unreliable.'

'Rubbish,' said Wilcox. 'They used to be, I grant you, some models, but now our quality control is as good as anybody's. Trouble is, people love to sneer at British products. Then they have the gall to moan about the unemployment figures.' His breath steamed, as though his anger were condensing in the frigid air. 'What does your father drive?' he said.

'An Audi,' said Robyn. Wilcox grunted contemptuously, as if he had expected no better.

They came up to the Renault. Wilcox told her to get in and release the bonnet catch. He opened the bonnet and disappeared behind it. After a moment or two she heard him call, 'Turn the ignition-key,' and when she did so, the engine fired.

Wilcox lowered the bonnet and pushed it shut with the palm of his hand. He came to the driver's window, brushing snow from his suit.

'Thank you very much,' said Robyn. 'What was it?'

'Loose electrical connection,' he said. 'Looked as if someone had pulled out the HT lead, actually.'

'Pulled it out?' 'I'm afraid we get a bit of vandalism here, and practical joking. Was the car locked?'

'Maybe not every door. Anyway, thanks very much. I hope you won't catch cold,' she said, encouraging him to leave. But he lingered by the window, inhibiting her from winding it up.

'I'm sorry if I was a bit sharp at the meeting this afternoon,' he said gruffly.

'That's all right,' said Robyn; though it wasn't all right, she told herself, it wasn't all right at all. She fiddled with the choke button to avoid having to look at him.

'Only sometimes you have to use methods that look a bit dodgy, for the good of the firm.'

'I don't think we should ever agree about that,' said Robyn. 'But this is hardly the time or the place.' Out of the corner of her eye she saw a man in a white coat floundering through the snow towards them, and in some intuitive way this increased her anxiety to be off.

'Yes, you'd better be on your way. I'll see you next Wednesday, then?'

Before Robyn could reply, the man in the white coat had called out, 'Mr Wilcox! Mr Wilcox!' and Wilcox turned to face him.

'Mr Wilcox, you're wanted in the foundry,' said the man breathlessly, as he came up. 'There's been a walkout.'

'Goodbye,' said Robyn, and let out the clutch. The Renault shot forward and slewed from side to side in the snow as she drove fast towards the gates. In her rear-view mirror she saw the two men hurrying back towards the administration block.

Source: Lodge, D. 1988. *Nice Work*. London: Penguin Books. pp. 147–150.



Reading 2

This passage is entitled '*Understanding the Plural Society*', by Barrow and Reddock, p. 182.

Consequent upon this definition of society in terms of culture or in terms of institutions is the view of the integration of the society as a matter of holding the institutions of the society together. Such a view leads to the conception of the integration of homogenous societies as essentially different from and less difficult than that of heterogeneous societies. This view of the plural society or the culturally diverse community as essentially unstable appears to ignore some of the most important facts. The most significant of the plural societies, the caste system of India, has shown a stability not shared by 'homogenous' Western societies. Similarly, conditions of revolution and other forms of political instability appear not to depend upon homogeneity of culture alone, although this may be a relevant factor. For instance, the threat to the social order in the West Indies in the post-emancipation period appears to lie not only in the cultural differences of the social groups, but in the fact that such differences came to be hinged around and identified with racial and colour symbols that were cardinal to the values held by the society.

The limitations of the concept of the plural society as contrasted with the unitary society can be seen from the fact that nearly all national societies, even the most homogenous of them, show significant regional, ethnic, rural-urban, and social class differences among themselves. Another society appears highly unitary when we do not know it, but all the research that has been done in the more highly developed societies has gone to show that a rich cultural variation can subsist within an apparently highly unified national society. Indeed, from a historical point of view, it is the homogenous society that appears exceptional.

Source: Barrow, C. and R. Reddock (eds.). 2001. Understanding the plural society. In *Caribbean Sociology: Introductory Readings*. Kingston, Jamaica: Ian Randle Publishers Limited. p. 182.



Strategies for Reading Hypertext on the Internet

Up to this point, our focus has been on reading print material. In this section we examine skills for reading on the internet with specific reference to reading hypertext. To do that, we will be using some terms related to the Internet, such as webpage, homepage, navigation bar and search engine. If you need to remind yourself of their meanings, you should re-check your *Orientation to Online Learning (OOL)* manual before proceeding.

Following the link (2nd level)

Hypertext is the linkage of one piece of information to another piece of information. The link is usually made through a word or some other visual element on one webpage and we speak of that element as being **hot linked** or **hyper linked** to information on another webpage or sometimes to another part of the same webpage. So when you click on the hotlinked element, you are led to another piece of information that extends on, clarifies, illustrates the hotlinked element.

On a typical homepage of a website, the navigation bar carries the main links (that is, hotlinked elements) of the website and it is these **key words** that we use to access related information on the other pages of the website.

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When you click on a link, you need to be able to **anticipate** or **predict** what you will find. Why did you **decide** to click on that link anyway? Very likely, there is something about the hotlinked element that matches the topic you are researching. Maybe the word (or words) is (are) exactly the same as your research topic. More often than not, that may not be the case. Nonetheless, there is something about it that makes you believe that it may lead you to information that is relevant to your topic. You spend some time **comparing** before you click.

Examining the new information (2nd level)

You are now on the new webpage (or a different part of the same webpage). You **scroll up and down** the page, **skimming** the text to see if it is relevant to your search and ... yes ... it seems useful. But you are not interested in all the information that you are seeing. You must therefore **select**. How do you decide what to select? I'd leave you to think about that. You now wish to record what you have selected. You make a note either word for word from the text, or you summarise in your own words. You also record the URL of the page as you will need to reference the source of your information later.

If this is not the first set of information that you are collecting, you will most likely **review** your earlier notes to **assess** or **evaluate** the new information against what you collected previously. Is it repeating what you already have? Is it additional material? Does it bring a different angle that complements your earlier information? Does it contradict your earlier information?

Based on that assessment (evaluation), you will make further decisions.

If information, after clicking you realize that the information is not useful, you have to make a further decision - whether to continue searching the current website or return to the search engine to renew the search at that level.

Extensive vs. intensive reading

Some people are of the view that hypertext requires **extensive** rather than **intensive** reading. In extensive reading, the emphasis is on general understanding, without focusing on every single detail in the text. Readers cover a large amount of material rapidly paying attention to broad meanings. Intensive reading is reading in detail for a complete understanding of every part of the text. Do you share this view about reading hypertext?

Evaluating websites

Finally since a lot of what is published on the Internet has not been critiqued and validated by any established, credible source, the onus is on you the reader to evaluate the material you are searching. Burke (2001) provides the following as criteria he considers important for evaluating a website.

SOURCES

- Where does the author get the evidence he uses to support his claims?
- What other sources—experts, publications, institutions—does the author cite?
- Does the author represent himself (e.g., “David Chase, a member of the American Bar Association”) or does he represent a larger institution (e.g., The American Bar Association today, represented by David Chase, announced...”)
- Who is responsible for the content of the site?
- Is the source of all information clearly identified and properly cited?

TIMELINESS

- When was this written?
- Is this information consistent with our current understanding in this field?
- When was this site last updated?

AUTHORITY

- On what basis is this person or organization qualified to inform people about this subject?
- Is this the author’s field of expertise?
- How current is the author’s knowledge of this subject?
- Does the author or institution clearly establish or provide links to its credentials, affiliations, and sponsors?
- What awards, if any, has this site won, and are these awarding agencies credible?
- Does this person or institution have a reputation for thorough, accurate, objective work?

AUDIENCE

- Does the author clearly identify his intended audience?
- Does the advertisements, if the site has any, provide further insight into the quality of the content and its intended audience?
- Does the site suggest any bias in favor of its audience’s perspective?
- What do the Web site’s links tell you about its audience?
- Does the site offer an “About US” section or an introduction that describes the site’s purpose and intended audience?

QUALITY CONTROL

- Are articles published by respected, peer-reviewed journals, newspapers, or reputable magazines prior to or in addition to being published on this site?
- Is the information within the site consistent in terms of point of view, tone, and content? (For example, if the site is described as supporting the study of the Civil War, does it consistently maintain its balanced perspective and present its content in a tone students find appropriate, even supportive?)
- If the site offers a biased perspective on a subject, does it provide an opposing view or an opportunity for readers to respond with other perspectives?
- Are all the site’s links internal or do some connect you to outside sources that lead credence to the site’s content?
- Is information offered as fact or opinion? Is this clearly stated for the reader?
- Are the authors of all content clearly identified? Are any articles anonymously written?

Source: Burke, Jim. 2001. *Illuminating text: how to teach students to read the world.* pp 25-26.

Thinking About the Author of the Site

- a. Who is the author of what you are reading at this site?
1. _____
 2. Can't tell
- b. What information can you find about the author of this site?
1. _____
 2. No information listed
- c. Does the information show you that the author has the authority or knowledge to write about the topic at his site?
1. Yes
 2. No
 3. Can't tell
- d. Does the site have links to other sites that give you information about the author?
1. Yes
 2. No
 3. Can't tell

Thinking About the Audience for the Site

- a. Does the author seem to have a specific audience in mind for this site?
1. Yes
 2. No
 3. Can't tell
- b. Does the site have advertisements?
1. Yes
 2. No
- c. If the site has advertisements, do they give you insight into who the audience is supposed to be?
1. Yes
 2. No
 - Can't tell
 4. No ads
- d. Does the site offer an "About Us" section or an introduction that helps you to understand who the audience is supposed to be?
1. Yes
 2. No
 3. Can't tell

Thinking About Information Found at Sites

- a. Has the information been published anywhere other than just on the Web?
1. Yes
 2. No
 3. Can't tell
- b. Is the information clear and easy to understand?
1. Very clear
 2. Sometimes confusing
 3. Really confusing

cont'd

Assignment 3

Strategies for conducting online research

For this assignment, you are required to outline the steps taken to conduct a web-based research on one of the topics listed below. Please note that you are **not** required to present the results of the search; in other words the purpose of this exercise is not to write a research report on a particular topic. Rather, you will be outlining what you did as you went through the process of conducting the research. You will therefore select a topic from the list given below, narrow the topic and conduct an online search on the narrowed topic. As you do that, you are expected to take note of the actions that you engage in. As a result, you will perform the following tasks for this assignment:

- Name the topic that you have selected
- State the narrowed topic that you used to conduct the search (see guidelines below).
- List all the actions that you took as you conducted the search.
- List the websites that you used to conduct your search. These should be no more than 3.
- Give a brief evaluation of one of these websites..
- Upload the assignment. It should be no more than 2 pages.

The topics are as follows:

- Global warming
- Pod-casting
- Blogs
- Poverty Reduction

Suggested websites:

<http://topics.developmentgateway.org>

<http://www.environment.gov.au/biodiversity/publications/index.html>

<http://elearningqueen.org>

<http://www.domain.com.au/earthhour/earthhour/>

<http://www.open2.net>

Guidelines for doing the assignment:

- *Narrowing the topic:* What you are doing here is deciding on an angle for researching the broad topic. Below are examples of how I chose to narrow 3 topics (note that these topics are **not** in the list above):
 - Topic: *Floods*; Narrowed topic: *Causes of floods*
 - Topic: *Crime*; Narrowed topic: *Measures to curb crime*
 - Topic: *Mobile phone*; Narrowed topic: *Social impact of the mobile phone*
- *Listing the actions for conducting the search:* Note that these actions will include both those that are observable (e.g. make a note, scroll down the page) and those that are unobservable, that is, they take place in your head (e.g. select a sub-section for closer reading; compare). In addition, avoid simply listing a series of verbs; the verbs must be linked to the particular context in which the action was carried out. Following are some actions that I may take in relation to my search on *Measures to curb crime*
 - *Assess the 2006 Police Report to determine whether it included measures to curb crime.*
 - *Scroll back up the current webpage of the Community Policing website to re-scan all heads and subheads.*
 - *Compare the contents of subsection X with notes previously made from UNODC website.*
- *Listing websites:* It is likely that you will browse through more than three, but focus on three for this assignment. When identifying each site, write both its name and its URL. Also include the date when you accessed it.
- *Evaluating a selected website:* Use the criteria that Burke (2001) provides to complete this part of the assignment.

Summary

In this session we made a distinction between active reading and passive reading, in particular noting how each approach to learning influences the reader's perspective of the roles of the reader and the writer respectively. Passive reading emphasizes the role of the writer in communicating meaning. While that role is still recognized in active reading, greater emphasis is placed on the role of the reader to build his/her own meaning as he/she engages with the text. Against that background, the session provided a detailed description of three key reading skills and provided opportunity for applying those skills. The session then discussed strategies for reading hypertext, drawing attention to the importance of recognizing the actions that one takes when conducting an online search. Finally, criteria for evaluating web-based materials were outlined.

Re-Read your '*Orientation to Online Learning*' manual regularly

