ECI 306 General Reading Guide

- Read one section of a chapter (or the equivalent) at a time (15 to 30 minutes at a time).
- View all readings as opportunities to develop as a professional.
- Read as inquiry – that is think about the implications of the readings for your own understandings of teaching and learning and for your future practice.
- Read quickly with concentration and focus: SEE the page on speed reading -- [http://elsci.coe.nau.edu/readarticle.php?article_id=10](http://elsci.coe.nau.edu/readarticle.php?article_id=10)
- After reading a section, take some time to think about what you have read (in the shower, walking across campus, etc.).
- Talk with others about your thoughts that have arisen from the reading (use the class website forum to discuss your ideas, as well).
- After reading a section, it may be very helpful to record your thoughts about the readings in a professional journal.
- In addition, you may find it helpful to jot down the major points after reading each section. You also can draw a semantic web (context map, concept map, etc.) that links the major ideas in an organized way (instructions for doing these kinds of semantic webs are available in Creating a Classroom Community of Young Scientists). Add your thoughts and reactions to these webs. Also, write down specific questions to discuss in class and with others, as well as longer-term questions to ponder (such as, questions that relate to conflicts with your own ideas and beliefs or that relate to implications for developing your own philosophy of teaching, etc.).

**General Questions to Consider During and After Reading**

- What are the implications of the ideas in the readings for my own practice as a teacher, as well as for schooling, in general?
- How do the ideas align with or contradict what you have experienced in all of your experiences in school?
- How could these ideas change the way you teach (and learn)?
- What examples can you think of that demonstrate the ideas in the readings (these examples can be from your own experiences as a learner in a variety of situations or from what you have observed)?
- If the ideas in the readings contradict what you think or believe, how could you explore this contradiction in ways that could help you transform or help you further substantiate your own ideas or beliefs?