

Geographical Ideas in Practice
Staff tutorial plan: Exploratory reading and discussion activity 2

(Good for use after activity 1, and for where you want to introduce more information and an element of comparison between articles/theories/etc or to show the development in a field)

N.B. For this activity, you need more than one article to cover in the class; ideally at least two students need to read the same article.

Goal:

To introduce students to a field/theme, or to further their knowledge of an area, to teach them techniques for getting an overview of an article, and to prepare them to relate what they read in this article to other reading they do (and ultimately evaluate and comment on it)

To prepare:

In the week before you want to run the activity:

- Identify at least two key readings from the list linked to the theme/idea you want to discuss.
- Pair or group students, and assign each pair/group one article to do for homework, using Exploratory reading worksheet 2.

Running the activity:

1. Check/get students to check that they have done the work, and that they have referenced their five points correctly (author name, date, page number, and correct final format); again, it should match the example on the referencing resource sheet in their course handbook book

2. Group students with the same article together – get them to discuss their key points, looking for any differences in opinion, and to come to an agreement on which five points they will present to the larger class; their goal is to present an overview of the article.

3. Ask students to present their points to the class, and explain why they chose these points; encourage other members of the class to ask questions about the article, and to take notes of the key points.

4. Ask/discuss:

What kind of information is each point? If you were going to put the information on a continuum from fact ----- opinion/theory/question, where would you put each point?
How does the position on the continuum affect the way we think and talk about this information? (good start for a discussion of how much we evaluate/question what we read, and then of how to report and respond to it in writing – direct students to resource sheet on reporting and commenting on what you read)

5. Set this short writing task to get students to select something they have read and comment on and evaluate it. For example:

Choose one or two points that have come up in the class and discuss them; write a short paragraph 100-200 words that answers one or more the following questions: What might be the significance of the point(s) you have chosen? Could it influence the way people think about or understand the broader topic/situation? How?