

## Read – discuss – write

If your group shares a common interest in, for example, a theoretical approach, a writer, a theme, a research method or a study, the read-discuss-write approach is a great way to enrich your meetings.

### READ

Group reading has the following functions:

1. Reading together unites the group.
2. Reading leads to thoughtful processing and questioning.
3. Reading leads to discussion, which engages critical thinking.
4. The move from reading to speaking to writing reinforces general discourse and linguistic patterns.
5. Reading can be explored at different levels – basic comprehension (what it says), analysis (what it does) and interpretation (what it means).
6. Different people get different things out of reading, which they share for an enriched experience.

### Read What?

We use the term **reading** loosely to mean engagement with any stimuli that leads to knowledge-building:

- Theoretical texts ('difficult' reading)
- Journal articles
- Oral presentations (e.g. YouTube, TED)
- DVDs on relevant issues
- Blogs
- Artwork or artefact
- Found objects
- Soundscapes
- Anything!!

### Organise how?

Here are some options:

- Facilitators or the group as a whole identify shared reading interests. Members take turns to present readings with guided questions (text and questions emailed to members in advance).

- Each week, one group member offers a reading and leads the group discussion (the reading can be emailed to the group in advance, with question prompts.  
Note: it is not essential that a new reading is introduced at each meeting. It all depends what the group is DOING with the reading and how much they are getting out of it.

## DISCUSS

- One group member should facilitate the discussion.
- Start-up: Use **open exploratory questions** to help group members warm up and find their voices.
- During: Encourage reference to the text. Invite members to pull out **anecdotes, descriptions, facts or specific examples** to support their statements.
- Invite members to ask questions about the text – what they are wondering about, what is confusing or challenging.
- Allow for time to make notes or jot down ideas. The group may decide to have a recorder who takes notes and copies them for everyone at the end of the session. Encourage use of digital projectors for interactive note-making.

## WRITE

Writing as a response to reading can take different forms and different timeframes:

1. A reflective response to the writing – linking the text to one's own work or experience.
2. Application of text ideas, structure or language to one's own work.
3. An informal response.
4. Draft of a 'formal' academic response.
5. Individual choices about the style/genre of writing.
6. Fixed genre agreed by the group.
7. A part of the session or set as a task for the next session, or to email to group members for feedback.