

A close-up photograph of a person's hands holding an open book. The pages are filled with text, but they are out of focus. A dark, semi-transparent rectangular overlay is positioned in the center-right of the image, containing white text. The text is in a serif font and is italicized. Below the main title, there is a thin white horizontal line. In the bottom right corner of the overlay, the author's name and email address are listed in a smaller, plain white font.

*Different Reading and  
Reading Differently: re-thinking  
the concept of reading for graduate  
school researchers*

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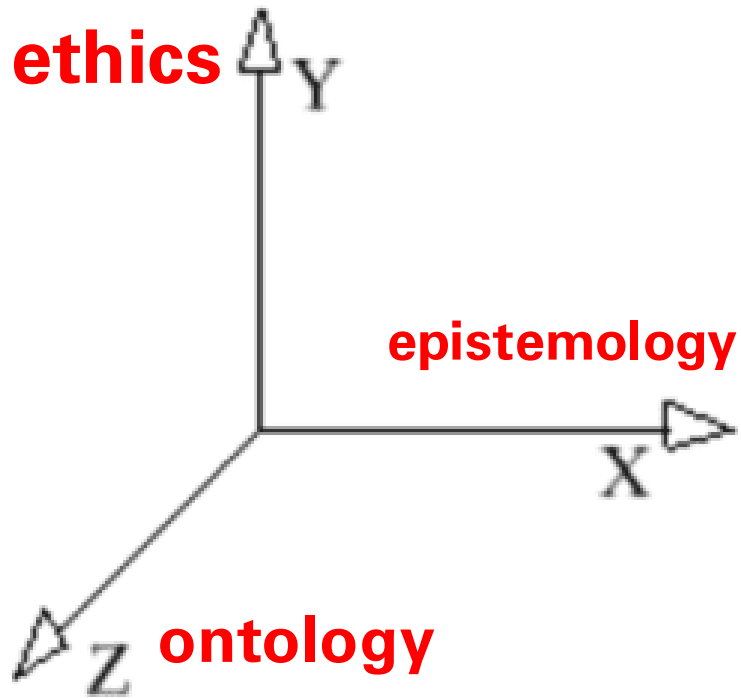


*Hi!*  
*It's me ...*

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Adapted story from Scottish Comedian,  
Daniel Sloss (TED Talk, 2012)

# *Re-thinking Reading: Three Axes*



- To differentiate between “**morality**” and “**ethics**” = the capacity to affect and to be affected.
- The ethical considerations are bound to influence the “theory of knowledge” or “the relation between knowledge and reality” = replace **categories and classifications** with a theory and practice of **relations, of ANDs**
- The study of being/what **IS** = it is about time we get out of Plato’s Cave, Essence vs. Appearance.

**Don’t judge a paper by its title, keywords or abstract!**

*Red*



Red ???



FIGURE: 1.1 3D COLOR DIMENSIONS

# *Scientificity*

*S. Clegg (2005)*

# *Emplotment*

*B. Czarniawska (2004)*

# *Multiplicity*

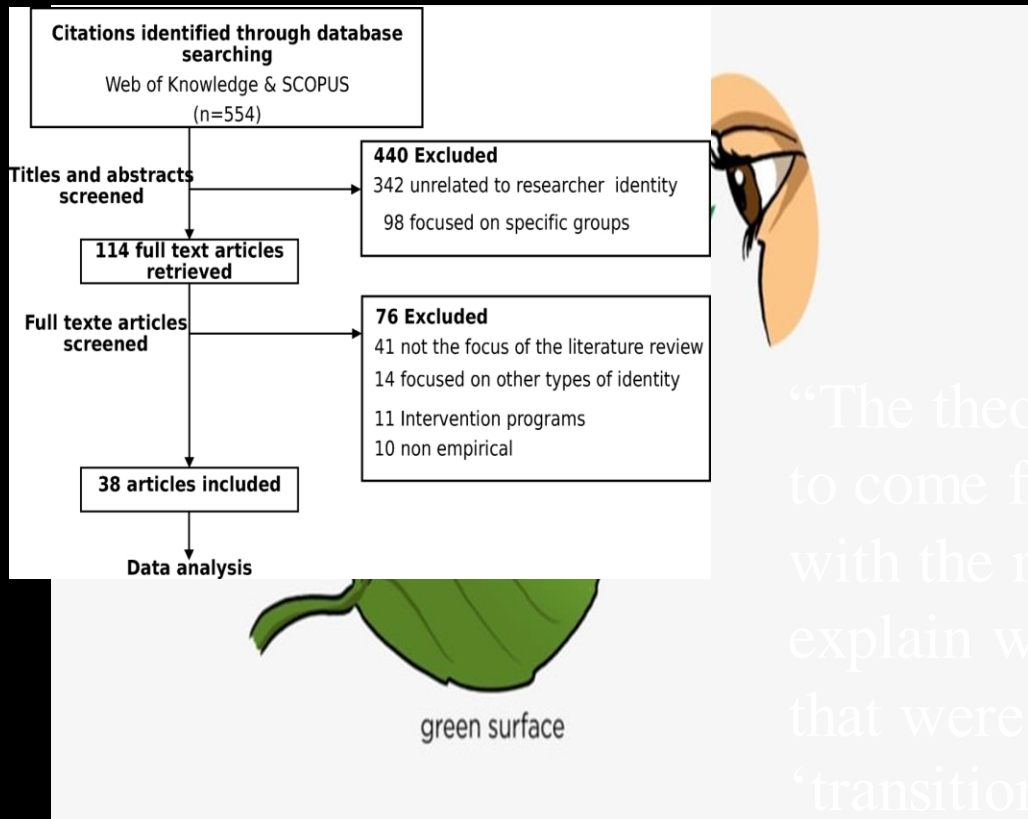
*Deleuze & Guattari (1987)*



## “Evidence-Based Practice in Educational Research: A Critical Realist Critique of Systematic Review” - Sue Clegg (2005)

- **The problem:** Gough et al. have produced a meticulous account of their methodology whereby they used a systematic review to seek an answer to the question 'What evidence is there that processes involving **reflection** ... improve students' learning?' (2003, p. 2) (p.422)
- The result is that the review appears to be telling us **that reflection works in some context and some students but not others**, and **researchers use different definitions for reflection and reflective practices.**
- While systematic review has the appearance of scientific rigour- and indeed is extraordinarily procedurally rigorous-it fails the test of scientificity = **giving insight into the underlying mechanisms that make for the success of reflection.**

# Theory, from the Greek **theoria** (θεωρία) = to look, view or see



→ “What perspectives underlie ‘researcher identity’? A review of two decades of empirical studies” by Castelló, McAlpine, Bubaré, Inouye & Skakni

“The theoretical approaches assumed by those papers appeared to come from disciplinary research fields **not always consistent** with the researcher identity definition they claimed. This might explain why authors used some theoretically grounded notions that were in opposition (e.g. ‘identities’ in plural alongside ‘transition’)” (p. 585).



## *Issue 2: Objectivity vs. Subjectivity (?)*

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“Academic identities research: mapping the field’s theoretical frameworks” (2020) by Barrow, Grant & Xu (p.4)

As researchers (and individuals) interested in academic identity development, **we were keen to understand which theories are most influential** in the literature we read and cite.

1) **highly cited** scholarly work is a source of prevailing theorisations that, in turn, are likely to influence the shape of thought within a field, we critically reviewed a core set of such works about ‘academic identity’. **To locate these works ...**

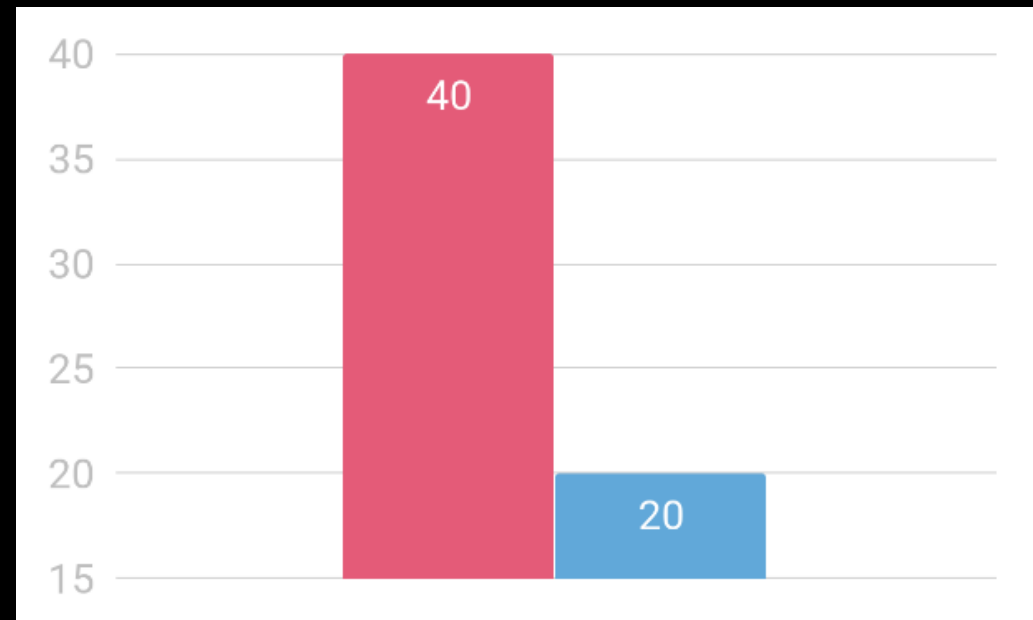
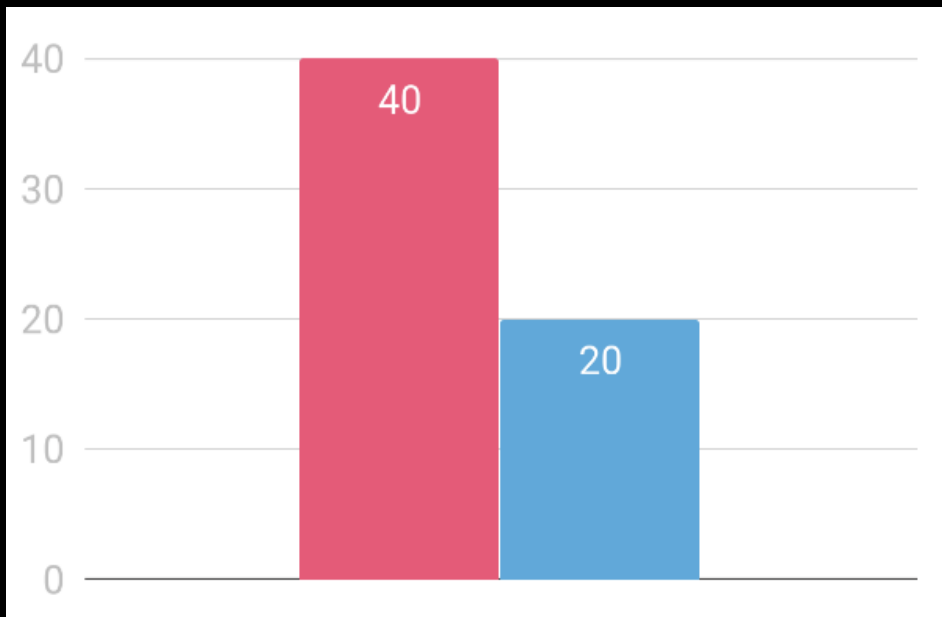
Reviewing the set, it became apparent that some works we might have **expected to see** were not there

2) We invited **24** authors to suggest the ‘most influential pieces for your own thinking and writing about academic identity’ (email, 09/03/2018). **Nine** authors responded ...

## *Why should we care?*

It is not simply a question of “objectivity” or even “transparency”.  
It is not the tug of war between “systematic” and “narrative” literature reviews.

It is a way of reading that is affected/ing and relational to what we consider to be “knowledge”



**SO, WHAT  
DO WE  
DO?!**



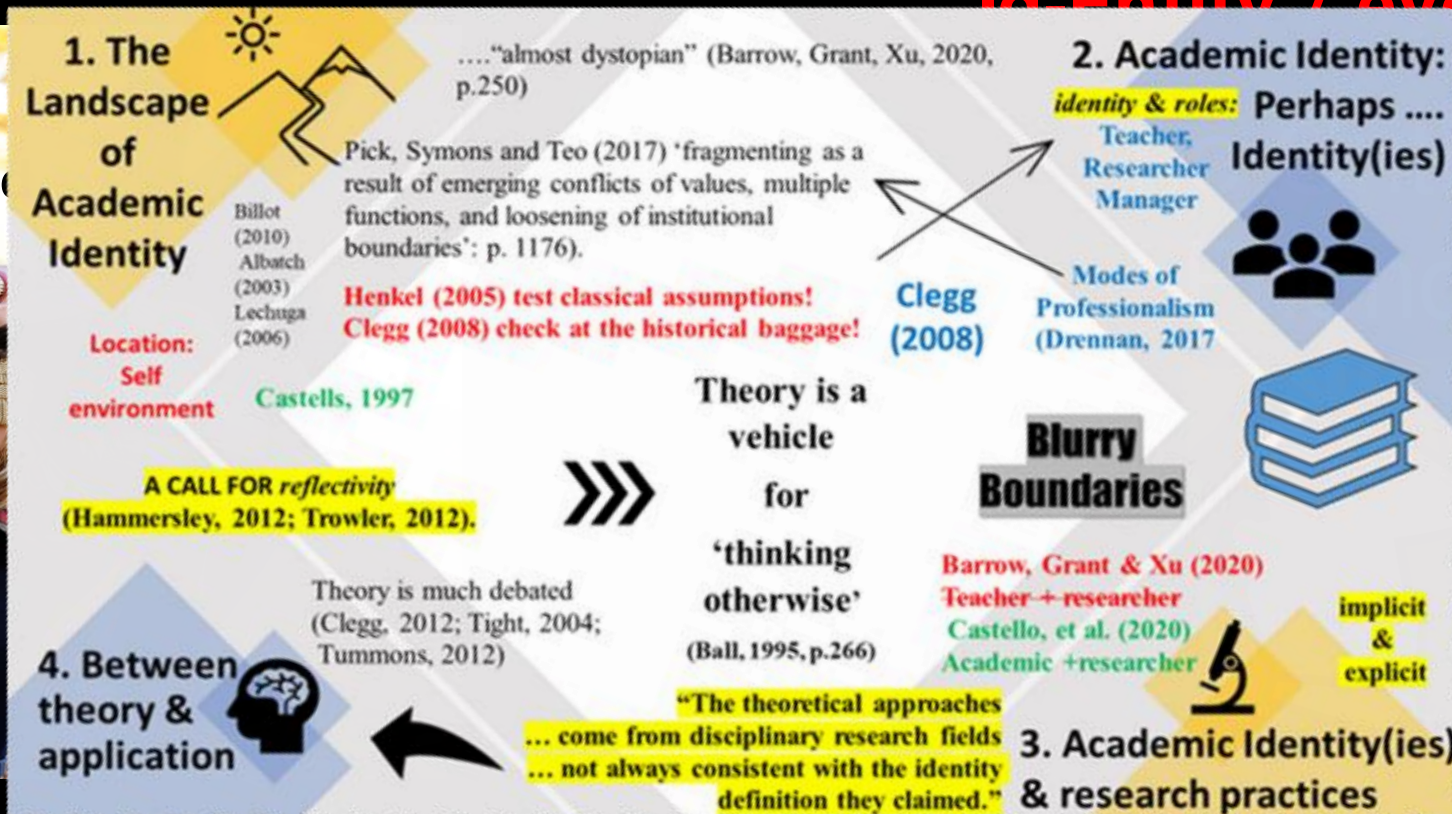
*There isn't ONE way .. but multiplicities!*

Academic **Identity (ies)**

Academically  
**Id-Entity / -ed-entity**



Theory  
as a friend



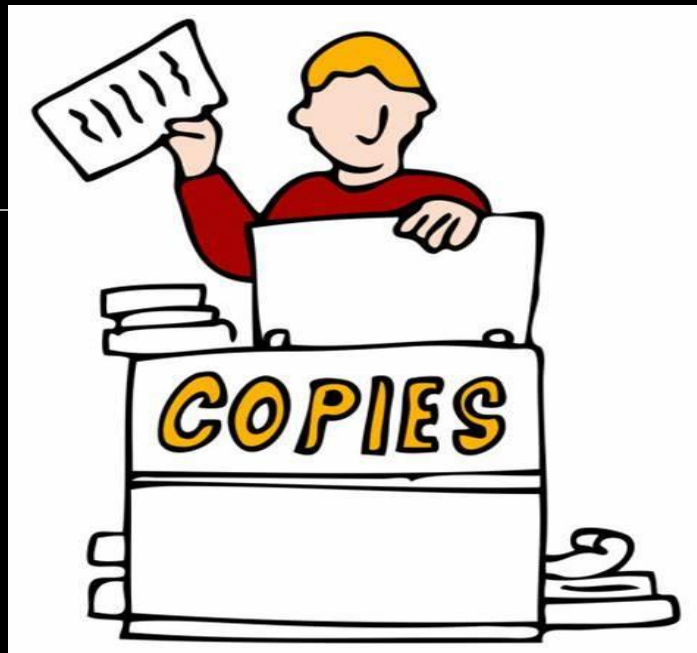
cal

# *Different **senses** of Identity Research*

## The Sense of the Identical

entails an original pre-assumed conceptualisation of identity.

Difference is relative to the ideal.



The starting point is difference which then (aims to) culminates in unity



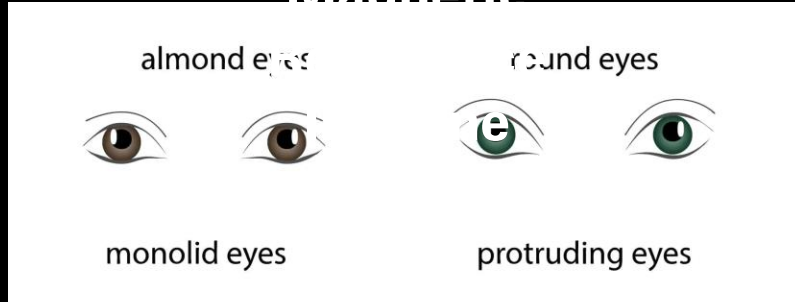
The Sense of the Same



# *Academically (?) Id/Eyed Entity*

## *Theory - Practice*

Magnetic



**“Habit is the constitutive root of the subject, and the subject, at root is the synthesis of time” (ES, p.92-93)**



- 4) Interviews
- 3) Journals
- 2) Interviews
- 1) Shadowing

# *How to read data?* *(note: not analyse)*

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Cartography: the art of creating maps

= not to represent

= employ a dance between the theory, the literature (dead stars) and data (alive stars) in order to create new connections, problems and questions.



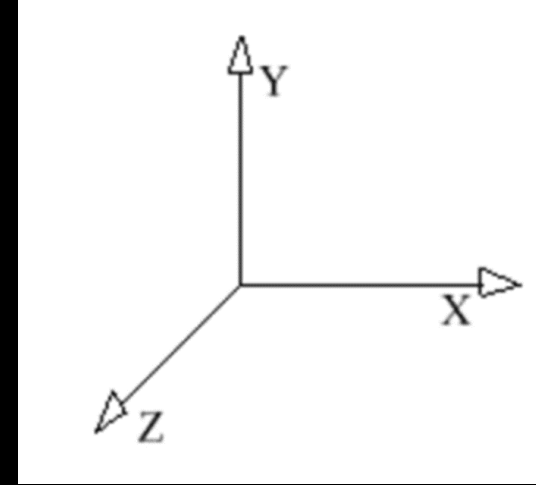
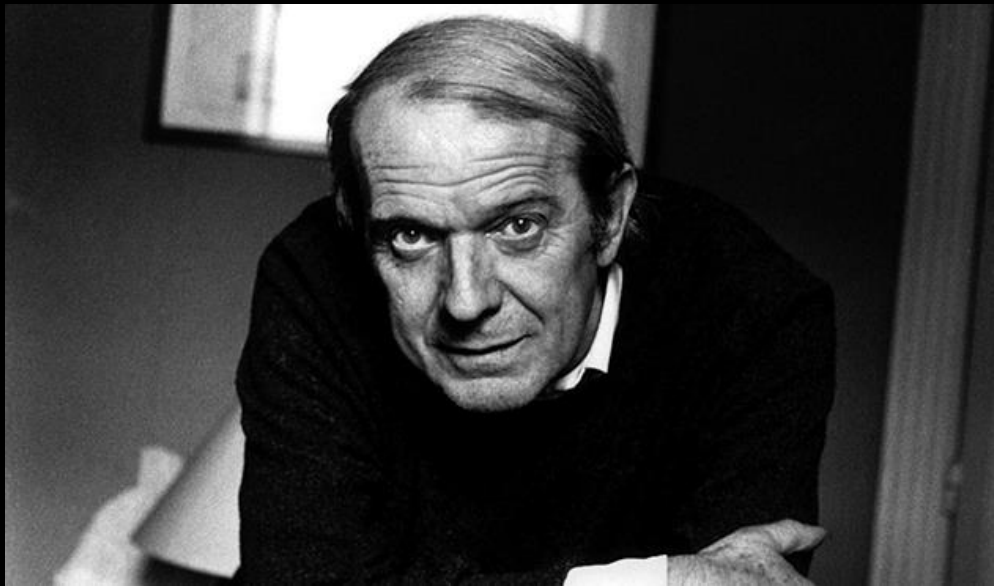
*Example: A study of the identity construction of PhD Students in an educational setting focusing on visual methodologies (the concept of Faciality and Cinema)*

**“Embodied experience of hate speech racism” (Taylor, 2013, p.54)**

“Wow! What an experience. I am actually a lot different now. I was enthusiastic then, I wanted to learn, but I am not really that interested in learning anymore. I feel the more I learn the more depressed I get. You realise how some views have got into your head and ... there is no such thing as natural, things are constructed for you to think like that. I also became more aware of my position when I read Bell Hooks and I just realised that I didn't realise I was black, I didn't realise my skin was a barrier. And then to think, oh my god, when I go for a job interview I am five times more likely not to get it because I am black or because I wear a scarf, and that was hard to take in, to think it is not about what you know, it is not about your personality, that this thing on my face can ultimately determine my life, that wasn't easy to take in. Imagine going your whole life, 24 years of never realising, even when people were racist to me, calling me a black bastard or a paki, I jut thought they were stupid.” (p.54)



*“[Writing] has to do with land surveying and cartography, including **the mapping of countries yet to come**”* Giles Deleuze



**Writing?? Aren't we talking about reading??**

