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Creator(s): Rose, H. and Siddall, G.

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Version of item: Presented version



Reading lists – time for a reality check?

Hannah Rose and Gillian Siddall



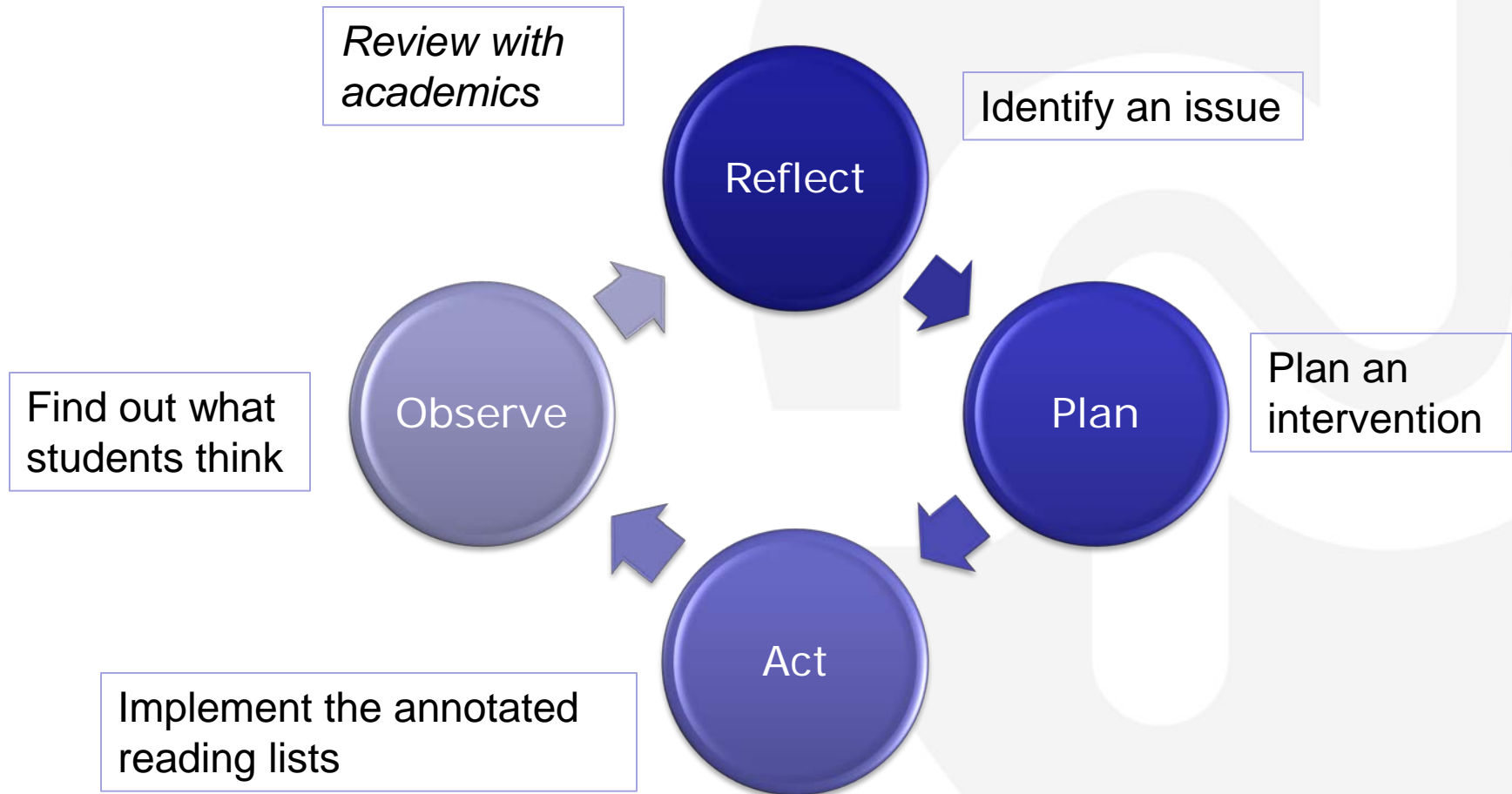
Setting the scene

- ❑ University of Northampton
- ❑ Foundation Degrees – Education and Health





Action research





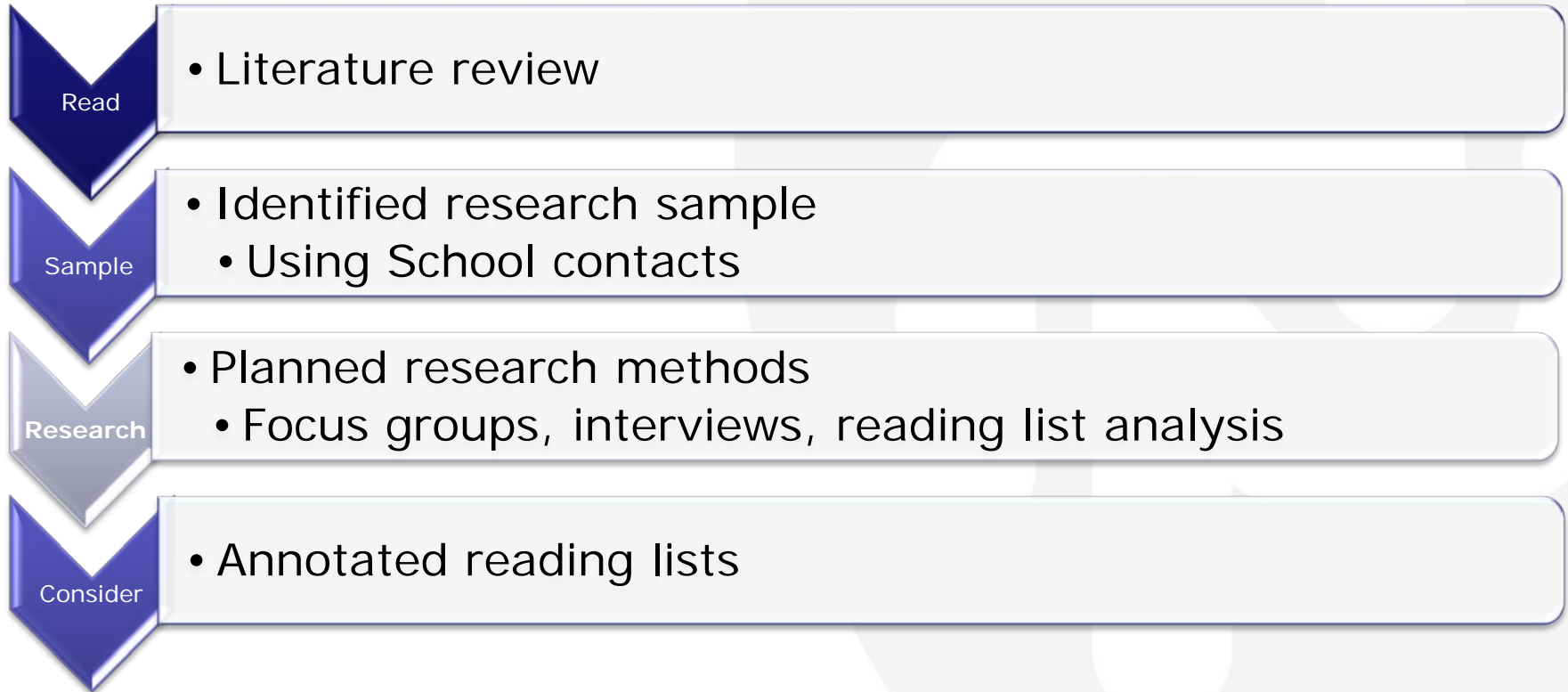
Reflect

- ☐ Previous research
- ☐ Anecdotal evidence
- ☐ LIRG Research Award 2011

An investigation into the use of reading lists as a pedagogical tool to support the development of information skills amongst Foundation Degree students.



Plan





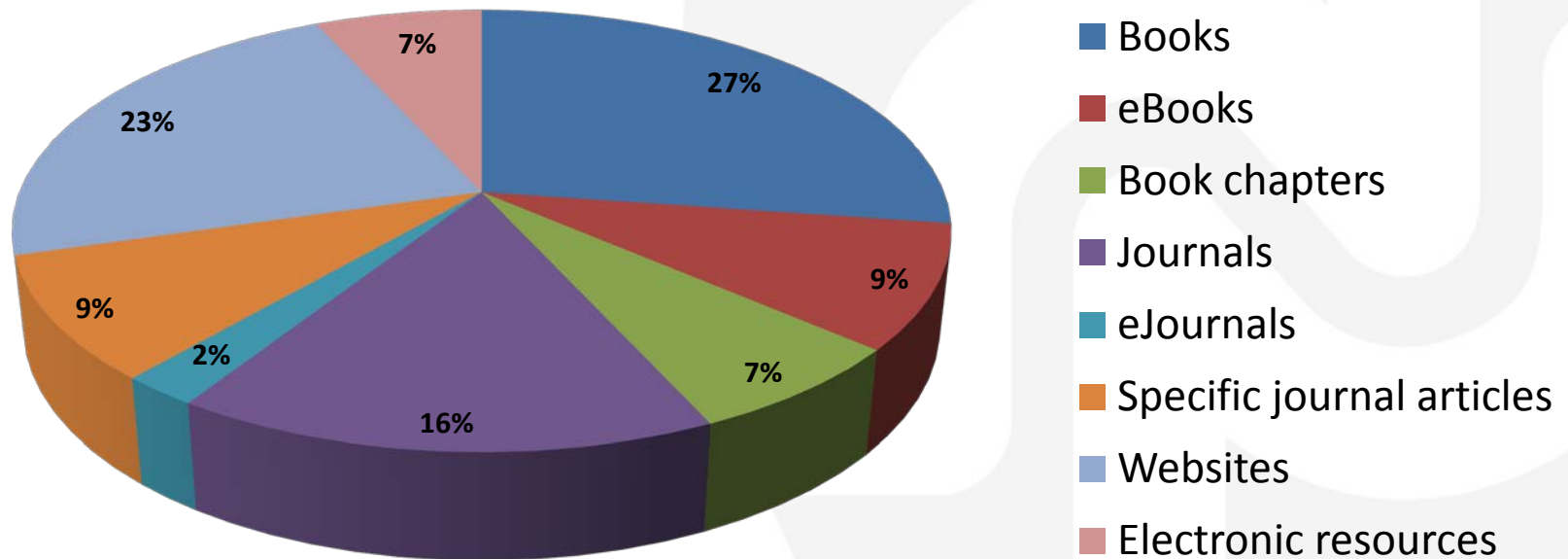
Act

- ❑ Reading list analysis
 - ❑ Developed reading list checklist
 - ❑ Selected a sample of Foundation Degree reading lists



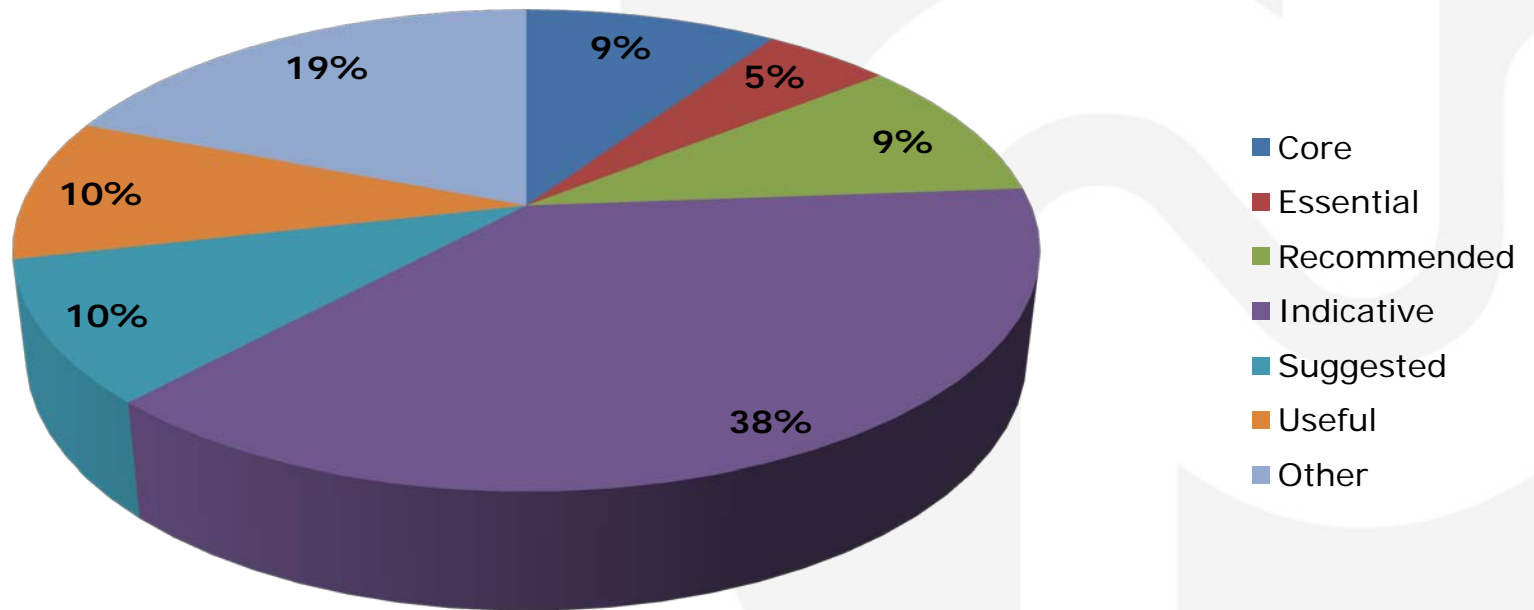


Types of sources on a reading list





Use of labels





Reading list analysis

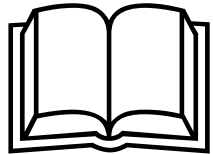
Sample reading lists

- ☐ Only **42%** of information on reading lists is correct
- ☐ On average **23%** of the books on reading lists are out of date
- ☐ **25%** of books on reading lists are available as eBooks, but only **3%** are labelled as such
- ☐ On average, books make up **73%** of the sample reading lists
- ☐ The average number of sources on a reading list is **34.5** items, the most is **59**, the least is **22**



Act

- ☐ Redeveloped reading lists



- ☐ Interviewed academic staff





Observe

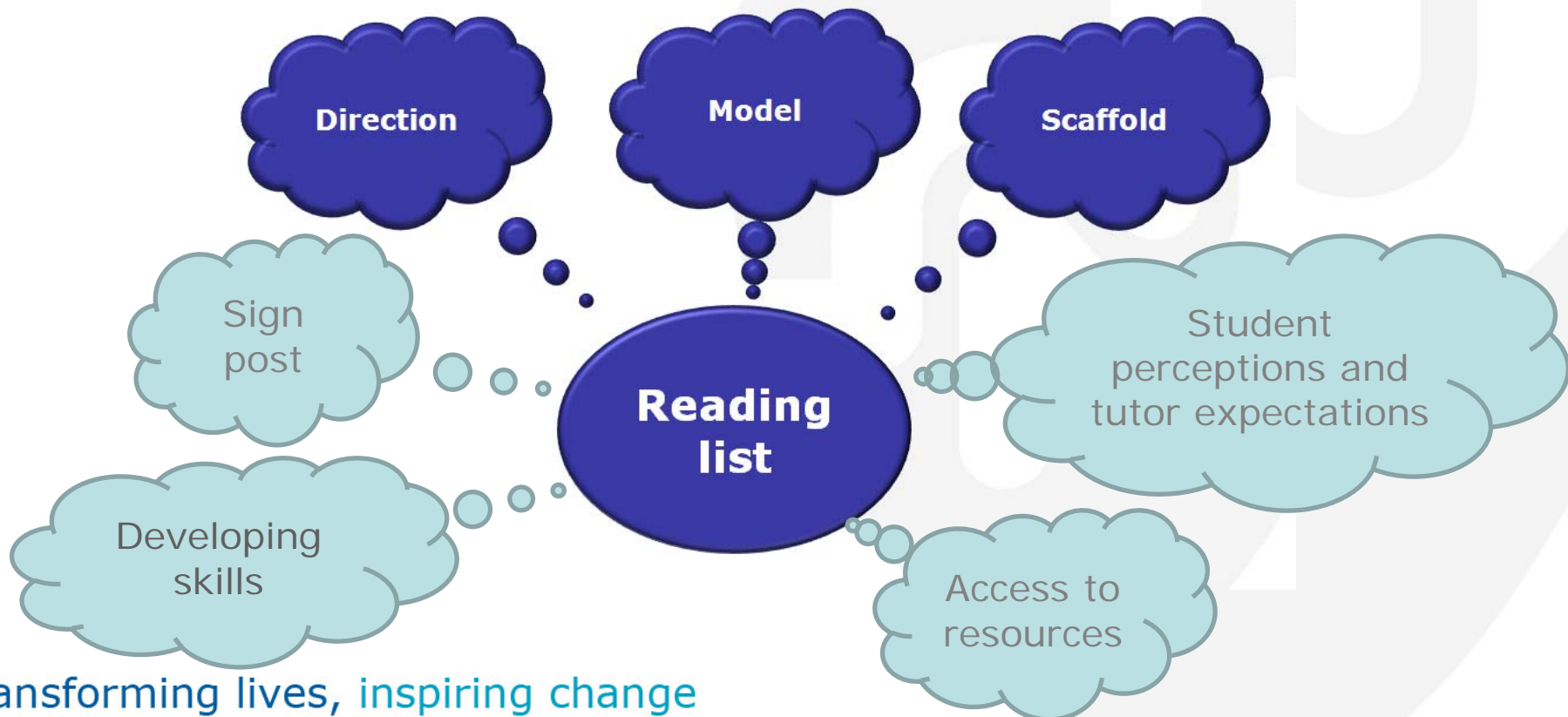
- ❑ Student focus groups
 - ❑ Different subjects
 - ❑ Different levels
- ❑ Ethics
- ❑ Recognising our limits
 - ❑ Bias



Chris Powis, Director
Library and Learning Services

Reflect (round 2)

- ❑ Analysing focus group transcriptions
 - ❑ Thematic analysis





Direction

"It can also give you an idea, even if you can't get the books, sometimes just reading the titles can give you ideas. Whereas if you were given nothing, you probably wouldn't know where to start at all." (Yr 1 student)

"...so if you know you need to use more journals you can look in the journal bit." (Yr 1 student)

"...when you've been out of study for a while it's nice to have it as a guideline and then you can go to those areas and generally find more focused areas of your own particular setting from these." (Yr 2 student)



Model

"It does make me chuckle when I get the odd reading list and I look and I think: **typo**, **spelling mistake**, **error**, and then we get penalised!" (Yr 2 student)

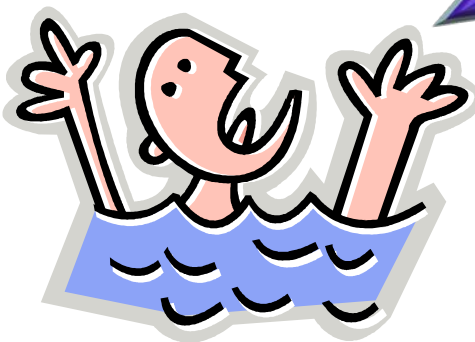
"I once found a book that was on the reading list... But it actually had nothing to do with the topic. And I found myself reading it thinking it must do but it was... I think it was just a bit of a mistake."
(Yr 2 student)

"...the inconsistencies... their own individual styles... where the journals have been referenced slightly differently. Some use a comma, some use bold, some put full stops... I'm always cautious of just directly copying straight from the reading list!" (Yr 2 student)



Scaffold

"I think reading lists play an important role because it's like being thrown into a swimming pool with lead boots on and no life saving device otherwise, and I think, it might change further on down the course, but I think particularly for new students the reading list is absolutely invaluable." (Yr 1 student)





Justification for research

"...sometimes I think the reading list is helpful. Whereas if you're stuck what **words** to use in these search engines... You look at the reading list and it speaks a word 'manipulative' and you think, well I'll try that and boom, boom, boom, you've got **loads of words**." (Yr 2 student)

"I think because they give quite a **variety** on book lists as well you can always find something that **suits your reading**." (Yr 2 student)

"If you find a core text and you do some work from it you'll find a **reference** in the book that **leads you on**." (Yr 1 student)



Watch this space!



Transforming lives, inspiring change



Questions?

