Conference or Workshop Item

Title: Reading List (R)evolution - exploring the value of reading lists as a pedagogical tool to support students' development of information skills

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Version: Presented version

http://nectar.northampton.ac.uk/5360/
Reading list (R)evolution: exploring the value of reading lists as a pedagogical tool to support students’ development of information skills

Gillian Siddall and Hannah Rose

Twitter: #RLrevolution

Graphics by Stacey Jones 2012
Session outline

- Context
- Discussion – what is the purpose of a reading list?
- Overview of research project
- Review of reading lists
- Summary of our research project findings
- Reflection – revolutionising reading lists …
Context

- University of Northampton
- Foundation Degree students
Group discussion

1. What is the purpose of a reading list?

2. How do you expect students to use a reading list?

3. How useful do you think reading lists are?
The research project

Library and Information Research
Group 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.

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Action research

1. Reading list analysis
2. Focus groups with students
3. Interviews with academics

1. Reflect
2. Observe
3. Act
4. Plan
5. Plan an intervention
6. Issue - Reading lists

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Put yourself in the students’ shoes

Think like a student

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Checklist

Things to think about when you are looking at the reading lists:

- **Number** and **type** of resources
- Use of **headings**: Core / Essential / Recommended / Other
- **Structure**: Divided by topic / subject / session / assignment
- **Accuracy** and **consistency** of referencing (Harvard)
- Is there any **guidance** for students on how they should use the reading list?
Sample reading lists

- Books made up **74%** of the sample reading lists
- Journals made up **6%**, with some only giving journal titles
- Only **17%** of reading lists were referenced according to the University style

"Suggested indicative reading and other learning resources"

Labels: Set, General, Other, Background and Reference

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Listening to the student voice ... 

How do students use and value reading lists?
“... particularly with students that have been out of the education system for a number of years, styles of learning have changed dramatically from when I was at school. So reading this [list] gives me some sort of idea as to where I can begin, where I can start, even what things to look at…”

(Year 1 student)
To give direction ...

“... the reading list ... points you in directions and gives you a clue of what you're supposed to be doing.”
(Year 1 student)

“...so if you know you need to use more journals you can look in the journal bit.”
(Year 1 student)
“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 ... I think particularly for new students the reading list is absolutely invaluable.”

(Year 1 student)
Modelling academic practice ...

“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!”
(Year 2 student)

“...if they expect you to reference in a certain way, as a university, the reading list should be **modelled**.”
(Year 2 student)
"... 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..."

(Year 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."

(Year 1 student)
An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner’s abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally the learner is able to complete the task or master the concepts independently.'

GEO1006 - Introducing Human Geographies

Faith Tucker
a lecturer

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Linked to: GEO1006
Created: 10 months ago
Last updated: 5 months ago

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165 items

Group by: Section | Topic

ACCESSING THESE RESOURCES (0 items)

Please let us know if any of the links no longer work (we'll then sort this out) or if you are finding it difficult to access a copy of a particular book (we'll then prioritise this when buying new books). To report either issue, please email: faith.tucker@northampton.ac.uk

Theme 1 - Why does place matter? (56 items)
This section of the module is taught by Faith Tucker and Matt Collins

Place - definitions and approaches (7 items)

Place: a short introduction - Cresswell, Tim, 2004
Book | esp. Chapters 1 and 4

Introducing human geographies - Cloke, Paul J., Crang, Phil, Goodwin, Mark, 2005
Book | Recommended | Chapter by Cresswell, pp 485-494
How can we revolutionise reading lists to support students’ skills development and enhance their learning?
References


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