

Never mind the width,
feel the quality!

How reading lists can support information literacy

Joy Cadwallader, Subject Librarian, Aberystwyth University

What is a reading list?

Oxford English Dictionary online

“A list of books to be read, usually for study”.

Wikipedia

“Required books to be read, either as part of the syllabus on an academic course, or social gathering”.

Collins

“A list of sources (recommended by a teacher or university lecturer) which provide additional or background information on a subject being studied”.



Stakeholders

Aspire Reading Lists

<http://aspire.aber.ac.uk/>

- Library and IT staff
- Students
- Student Union
- Teaching staff
- Administrative staff
- University management
- Prospective students and their parents
- Talis
- Bangor University

The £9K student

“The £9k a year that students are paying for their course should be all inclusive and include everything that is necessary to fulfil the course”.

York University Student Union

<http://www.yusu.org/docs/Student-Experience.pdf>

2010

Ysbrydoli Dysgu:

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Inspiring Teaching:


Sharing Teaching and
Technology Tales

h ng)	11:00 – 1:00	Carolyn Parry, Neil Taylor, Julie McKeown and David Poyton AberPrentice – A Model for Multi-Disciplinary Student Employability and Enterprise Development Cyweirnod - Keynote Dr Lisa Shaw & Clair Sharpe Prifysgol Liverpool University Reading Lists @ Liverpool: A Case Study (Hugh Owen A14)		(Me
			10:30 – 11:00	
			11:00 – 11:55	
	1:00 – 2:00	Cinio / Lunch		12:00 – 1:00

January 2015: integration with Blackboard

▼ **Haunting Texts: Victorian and Modern Ghost Stories (2014-15)** H

Homepage

Announcements 

Module Information


Course Documents



Assignments


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Tools

Content 

General Information  

Books 



MODULE EVALUATION 



Aspire Reading List

Aspire Reading List

[EN31830 Haunting Texts](#)

	Literary ghosts from the Victorians to Modernism: the haunting interval Thurston, Luke (2012)	
	Literary ghosts from the Victorians to Modernism: the haunting interval Thurston, Luke (2012)	
	Not at Home: Servants, Scholars, and the Uncanny Not at Home: Servants, Scholars, and the Uncanny Brian McCuskey (2006)	
	The haunted: a social history of ghosts Davies, Owen (2009)	
	Ghosts of futures past: spiritualism and the cultural politics of nineteenth-century America McGarry, Molly, ebrary, Inc (2008)	
	Victorian ghosts in the noontide: women writers and the supernatural Dickerson, Vanessa D. (1996)	
	Fiends, ghosts, and sprites: Including an account of the origin and nature of belief in the supernatural Radcliffe, John Netten (1854)	
	The Tapestried chamber Scott, Walter, ebrary, Inc (c2001)	
	Victorian hauntings: spectrality, Gothic, the uncanny, and literature Wolfreys, Julian (2002)	
	Literature of the occult: a collection of critical essays Messent, Peter B. (c1981)	
	The Gothic text Brown, Marshall (2005)	
	The Penguin encyclopedia of horror and the supernatural Sullivan, Jack (1986)	

2017: Digital Content Store links added to lists

The Claimant

Chapter Is part of Book

* Required field

Resource Type *

Chapter ▼

remove

Title *

The Claimant

Author (first name, surname)

Dai

George

Remove | Single

Field

Web address

<https://contentstore.cla.co.uk/secure/link?id=51a3b76c-a3bb-e611-80c7-00>

Remove

Page start

25

Remove

Page end

25

Remove

This item appears on the following list

EN20120: Literary Theory Debates and Dialogues

Library availability

Collection	Shelf Mark	Availability
Hugh Owen Library	Hugh Owen (Level F) PR1228.G3.C5	9 of 9 copies available

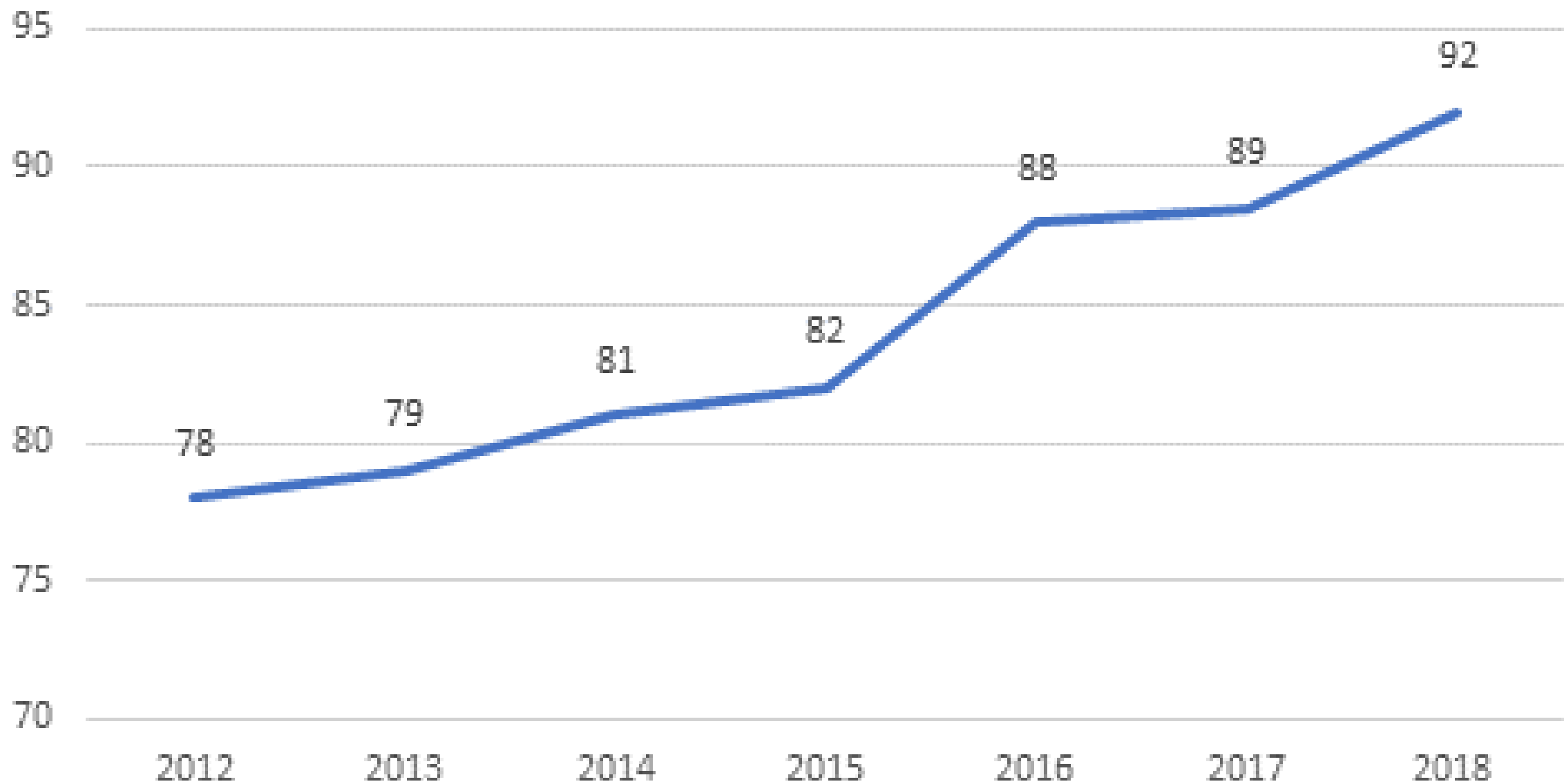
[View in library catalogue](#)

[Search the library catalogue for other formats/editions](#)

2018 Reading lists for 100% UG modules



Library NSS



Example feedback

2015 from a module co-ordinator

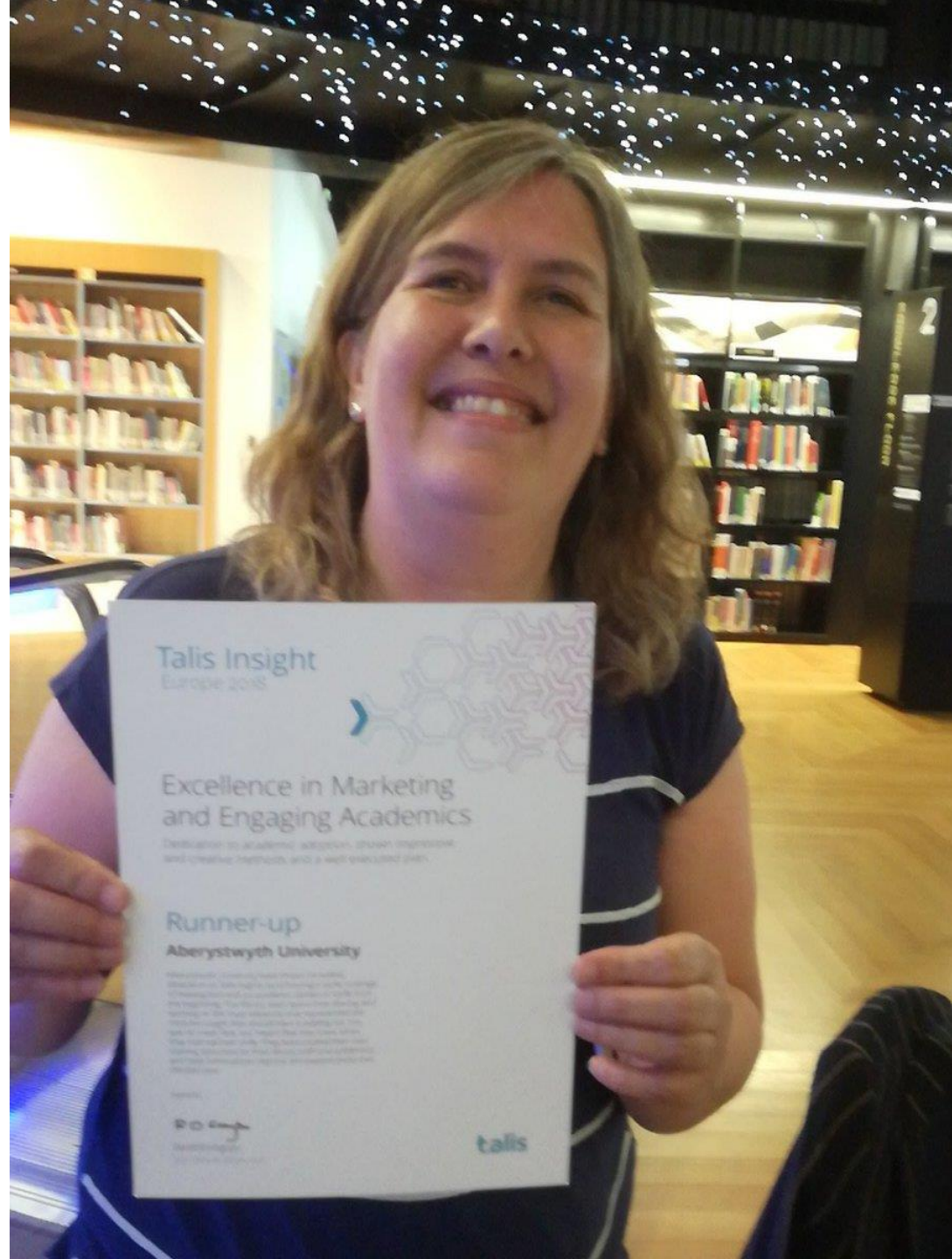
“The feedback from my students has been unanimously *extremely* positive, especially where articles are directly linked to the list. They like the ease of this new system, and they also like having full, clear readings lists in accessible locations online”.

2016 from Lauren Marks (Student’s Union Education Officer)

Feedback received about Aspire reading lists had been “overwhelmingly positive” and there had been a big reduction in the number of complaints that she had received about students not being able to find the books they needed in the library.

2018 from an International Politics SSCC student

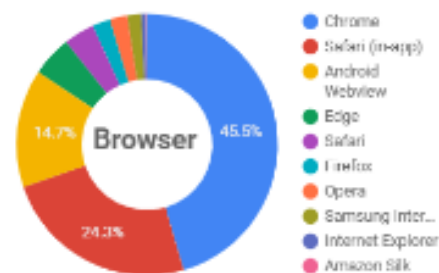
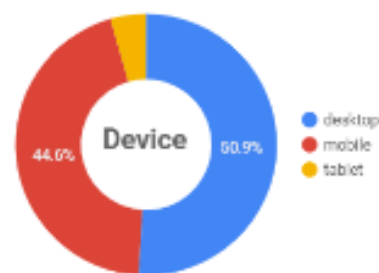
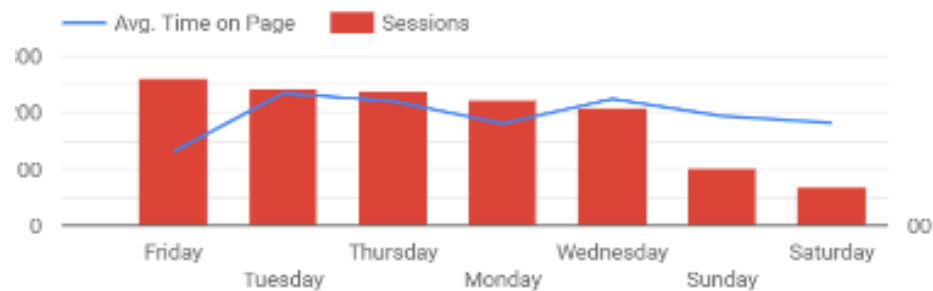
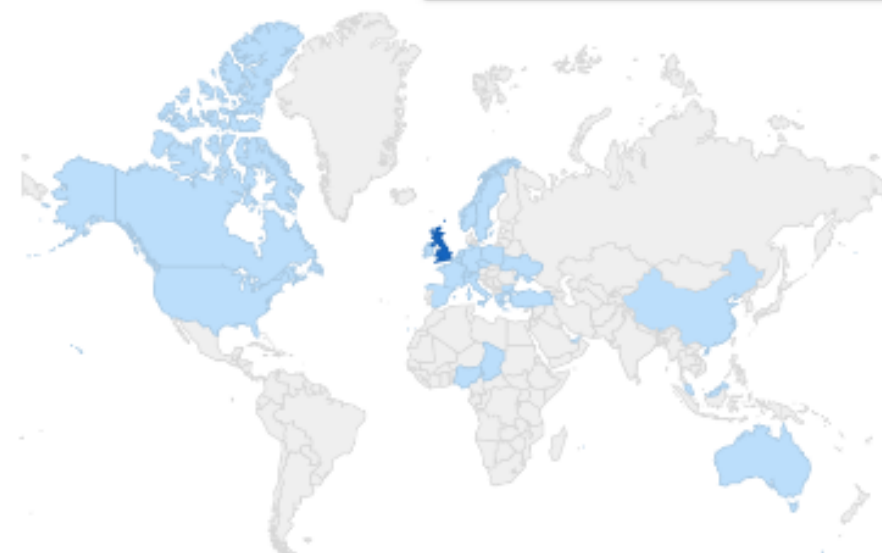
“Aspire is great and it works”.



Aspire Reading List Usage in Blackboard

Feb 1, 2019 - Feb 28, 2019

	Module	Sessions	Pageviews
1.	IP12520	57	452
2.	PS34320	55	550
3.	TP11320	54	293
4.	IP12920	48	410
5.	CS24320	44	1,538
6.	IP10320	43	375
7.	FM10120	36	184
8.	HQ38720	19	72
9.	IP24520	17	178
10.	CR31920	16	116



What is information literacy?



Information literacy incorporates a set of skills and abilities which everyone needs to undertake information-related tasks; for instance, how to discover, access, interpret, analyse, manage, create, communicate, store and share information.

Information literacy is the ability to think critically and make balanced judgements about any information we find and use.

It empowers us as citizens to reach and express informed views and to engage fully with society.



Moreover, the reading, or resource, list is an important tool and area of common interest between academic staff, librarians and the learning technologists, and collaboration between these groups is essential to ensure future developments.

Secker, J. (2005). DELIVERing library resources to the virtual learning environment. *Program*, 39(1), 39-49. Retrieved from <https://www.emeraldinsight.com/doi/abs/10.1108/00330330510578796>. doi:doi:10.1108/00330330510578796



Even if they were handed a reading list by a lecturer, they do not appear to have the knowledge of how to de-code the citations and find the items using the catalogue. Without these basic skills, it is no wonder that they prefer the internet.

Ellis, J., & Salisbury, F. (2004). Information literacy milestones: building upon the prior knowledge of first-year students. *The Australian Library Journal*, 53(4), 383-396. Retrieved from <https://doi.org/10.1080/00049670.2004.10721685>.
doi:10.1080/00049670.2004.10721685



We found that participants were reluctant to engage with a complex range of information sources, preferring to use the Internet.

They also lacked confidence in evaluating the relative usefulness of resources.

Warwick, C., Rimmer, J., Blandford, A., Gow, J., & Buchanan, G. (2009). Cognitive economy and satisficing in information seeking: A longitudinal study of undergraduate information behavior. *Journal of the American Society for Information Science and Technology*, 60(12), 2402-2415.



Talis Education Limited. *Talis Aspire Open Day*. Last updated: 21/11/2011. Last viewed: 11/03/2013. Online: <http://www.slideshare.net/MarkBush100/talis-aspire-open-day-introduction>

Got my reading list. To say that I'm excited is an understatement.



16 minutes ago via text

Reply Retweet



starsandwonders

Kimberley Campbell

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Talis Education Limited. *Talis Aspire Open Day*. Last updated: 21/11/2011. Last viewed: 11/03/2013. Online: <http://www.slideshare.net/MarkBush100/talis-aspire-open-day-introduction>

There is encouragement to be had from the number of comments which pointed to students viewing the reading list not as an essential crutch which they always lean on, but as an important piece of scaffolding which leads to further independent information-seeking.

McGuinn, K., Stone, G., Sharman, A., & Davison, E. (2017). Student reading lists: evaluating the student experience at the University of Huddersfield. *The Electronic Library*, 35(2), 322-332. Retrieved from <https://www.emeraldinsight.com/doi/abs/10.1108/EL-12-2015-0252>.
doi:doi:10.1108/EL-12-2015-0252



However, it is clear that students place greater emphasis on the reading lists than many lecturers do.

Brewerton, G. (2014). Implications of Student and Lecturer Qualitative Views on Reading Lists: A Case Study at Loughborough University, UK. *New Review of Academic Librarianship*, 20(1), 78-90. Retrieved from <https://doi.org/10.1080/13614533.2013.864688>.
doi:10.1080/13614533.2013.864688



Good IL instruction supports education of the whole person, develops new modes of thinking, and defines scholars' relationships to their disciplines, their institution, and their communities.

Gilchrist, S. B. (2016). Rediscovering Renaissance Research: Information Literacy Strategies for Success. *Portal : Libraries and the Academy*, 16(1), 33-45. Retrieved from [doi:http://dx.doi.org/10.1353/pla.2016.0005](http://dx.doi.org/10.1353/pla.2016.0005)



The implication for practice is that constructively aligned reading lists should include an element of summative assessment to increase the chances of student engagement and the successful embedding of constructively aligned reading lists in the design of modules.

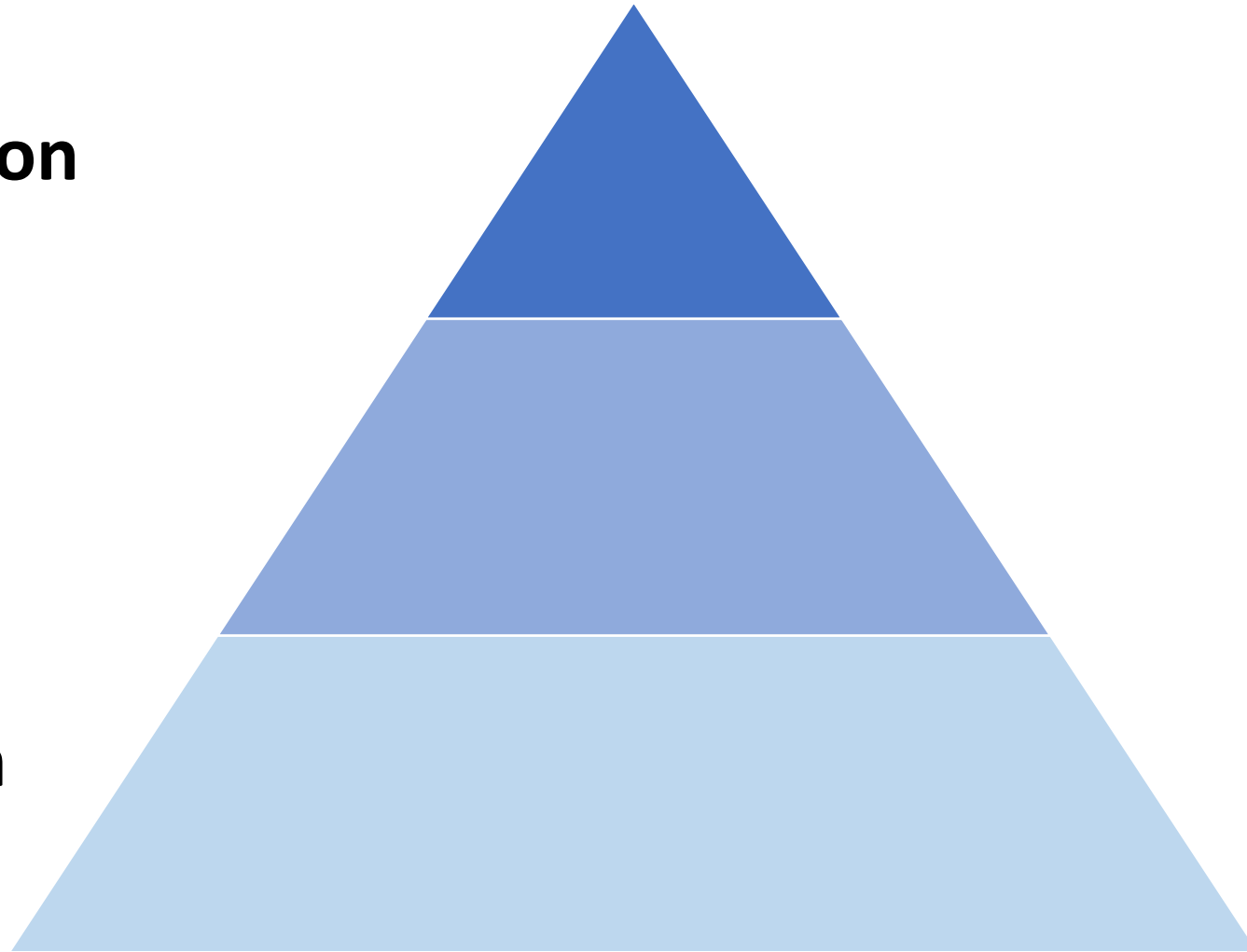
Croft, D. (2018). Embedding constructive alignment of reading lists in course design. *Journal of Librarianship and Information Science (OnlineFirst)*. Retrieved from <https://journals.sagepub.com/doi/abs/10.1177/0961000618804004>.
doi:10.1177/0961000618804004

Focus

Dissertation

Scaffold

Transition



Reading list objectives

- Engage with a reading list
- Encourage academic reading
- Use flipped learning to save class time e.g. seminar readings
- Introduce an important source e.g. a database not freely available online
- Support an assessed activity e.g. searching for further sources, evaluating a source, comparing sources, tracking opinions across a range of sources
- Involve students in source selection
- Build a knowledge of research skills



DiversityReadingList

915 Tweets

Helping You Include Authors From Under-represented Groups In Your Teaching

www.diversityreadinglist.org



Following

DiversityReadingList

@DiversityRead

Decolonising and diversifying philosophy curricula - news and announcements.

diversityreadinglist.org  Joined January 2016

1,165 Following 875 Followers

Structure

- Add sections for weekly reading
- Avoid excessively long lists; signpost not spoon-feed
- Use the reading list as the focal point for information sources required for the module
- Other section titles e.g. Essential, Further reading – be explicit about how you intend your students to engage
- Consider annotating individual items as necessary



Context:

Introduce the reading list with a librarian!

- Partner-teaching information literacy embeds the reading list and the library collection with the study process
- Students recognise the subject librarian as part of the team of people available to help them achieve their potential



My module doesn't need a reading list

- Think again
- Some genuinely don't - explain why

FYI your student can make free requests for book purchases and document supply

	Purchase Request	Document Supply
Undergraduate	10 per year	5 per year
Taught postgraduate	10 per year	10 per year
Research postgraduate	10 per year	unlimited

Workshops this afternoon

15:45-16:45	Parallel Session 2 Create and Publish your Aspire Reading List <i><u>Joy Cadwallader</u></i>	B23, Llandinam
	Update and Enhance your Aspire Reading List <i>Joy Cadwallader</i>	

Poster presentation signposting future Aspire Reading Lists upgrades in the Think Tank.

Contact your subject librarian

librarians@aber.ac.uk

01970 62 1896

libguides.aber.ac.uk

Self-help

- Students <https://faqs.aber.ac.uk/956>
- Staff <https://faqs.aber.ac.uk/802>

Any Questions?