



## Using Reading Lists to guide student reading

The reading list system allows you to structure your readings, and add comments and context to each list, so that students will know what to read, and when and how to read it.

Something to think about:

Can you explain why each resource is on your list?

### Setting importance

Click on 'Importance not set' to choose a category that indicates for students the role that resource has in their learning.

**Core:** All students should read this text which conveys core ideas and knowledge needed for the module, providing a starting point for student reading and understanding. There should be a maximum of three 'Core' or 'Recommended for Student Purchase' titles per reading list. All Core texts are purchased as eBooks to make sure all students can read them. Your subject librarian will contact you if this is not possible.

**Recommended:** Students should read this/these texts (in addition to any core reading) in order to gain a better understanding for a seminar or essay.

**Further reading:** These texts are additional useful reading to provide foundation or background reading, or to help expand knowledge of a subject.

**Recommended for Student Purchase:** These are core texts all students should be reading from regularly which you think will be worth them buying.

There is no need to arrange your list into sections of core or recommended reading. To select the category, click on 'importance not set' and choose a category from the drop-down list. You can choose which of the importance categories to use (you need not use all of them if that is not appropriate) but each resource **must** have an importance category. The categories give a basic indication of the importance of each source. Notes can be added to each source to give a more sophisticated understanding of their role. However, each source needs a category, as this is also used by the Library to calculate the type of eBook or number of print books to be purchased.

# Adding notes to individual resources

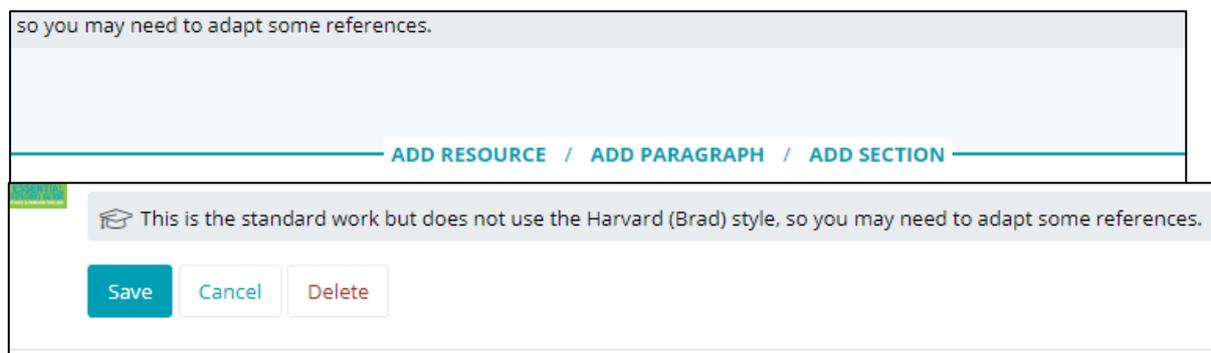
Something to think about:

- Could you briefly explain how each resource relates to your teaching?
- Should the student concentrate on a specific section within the resource?
- How might a student read each resource? So (for example) skim, read in-depth, compare with another source, make notes?
- Might your critique of the resource's quality or importance to the subject be helpful?
- Is there a way of flagging the significance of readings in understanding the topic, by drawing connections with the assessments?

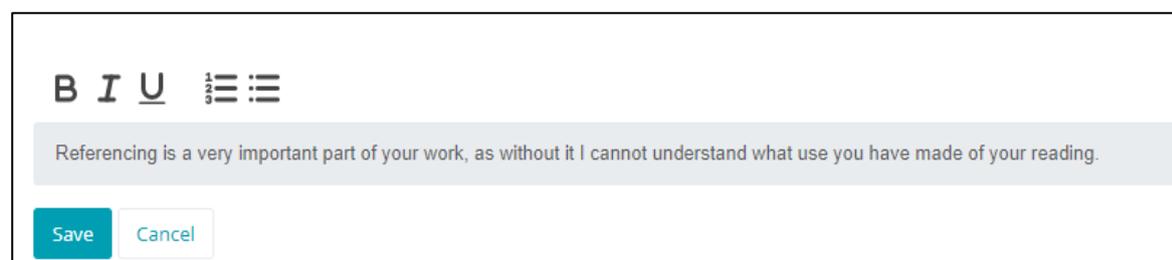
Click on the three-dots icon to the far right of the resource details and choose **Note for students**. Type in your text (for example "Read chapter 3") and **Save**.

## Adding text (paragraph)

Add text to explain or contextualise the reading at any point by hovering the mouse over the place in the list where you want to add text. The options ADD RESOURCE/ ADD PARAGRAPH/ ADD SECTION will appear.



Click on ADD PARAGRAPH, complete the text box, and then choose to **Save**.



## Structuring the list

Unless a list is short with a small number of readings, these readings are often set week by week. You can structure your list in this way but there are other options such as theme or topic. You can add sections and subsections between, before and after weekly reading sections. You can add the title you want to each section.

Some things to think about:

- Could you structure your reading list sections for each week, topic, theme or learning objective?
- What does the order of the resources within each section tell the student?
- Does the number of resources in the list realistically match the time available each week or across the module as a whole?
- Are all the references in Canvas (and in the PowerPoint presentations on Canvas) on the reading list?
- Might sub-sections of resources directly applicable to each assessment help start students off on their assignments?

Hover the mouse over the place in the list where you want to insert a new section heading and click on ADD SECTION. Use the boxes that appear to add a Title (for example “Week 1”) and a brief Description of the section’s purpose, then click on Save.



## Things to keep in mind

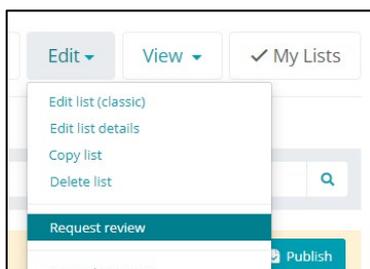
- Are your sources sufficiently current for your subject? Apart from “classic texts”, are there any books (especially student textbooks) that are more than ten years old?
- To encourage wider independent reading, add a link to your subject support page (<https://www.brad.ac.uk/library/subject-support/>) on the Library website. This will list Library databases and free quality web sources that help students to achieve this.
- Does your list provide a range of sources that will engage different kinds of learners, including not just print books, eBooks and articles, but reports, podcasts, music, radio programmes, documentaries, films, YouTube videos, screencasts, lecture capture, databases, data, archives, webpages, images, software, social media, online maps (Google Maps, JISC Geospatial), and even actual places?
- Does your list include an appropriate, diverse range of different perspectives and authors, for example:
  - Authors of different genders.
  - Authors representing different nationalities and ethnicities.
  - Publishers from different countries.
  - Representation of different international and socio-economic contexts.

## Need help?

Please contact your subject librarian, who will be happy to discuss any aspect of the construction of your reading lists, see: <https://www.brad.ac.uk/library/subject-support/>.

## What next?

- Remember a reading list is only finished when the module is withdrawn.
- Have you come across a great new book, article or web document? Just add it to your list and put it into review by clicking on **Request Review** in the Edit drop-down list (do not waste time adding it directly to Canvas or putting it in a PowerPoint presentation).



- Each year, add new books and new editions of your core and recommended texts when you come across them. Delete the old ones that have become less relevant (click on the three-dot icon to see this option)



- Remember that the Library needs lists **8 weeks before the start of the module** to obtain new books and alternative formats for students with specific accessibility or educational requirements. This also means we can supply lists to keen new students before they arrive.

This guide draws on the work of colleagues. For further practical ideas for improving student engagement with reading, see:

Croft, D. (2018) *What is a reading list for? A guide for module leaders on aligning reading with learning outcomes*. Oxford Brookes University.

<https://radar.brookes.ac.uk/radar/file/fe7ecca9-3a7f-4aa3-b70c-368d66d8a174/1/Reading%20list%20guide.pdf>. Accessed 7 August 2019.