CHECK-LIST - DEVELOPING MY READING STRATEGY

How will students get access to the material I expect them to read?

NB. This list is a starting point for reflection, not an exhaustive list of considerations

Part One – The Programme

1. What is the programme’s approach to reading?
   - Is there a single ‘vision’ guiding the whole programme?
   - Is there a programme-level approach to communicating reading guidance to students?
   - How much independence of approach is granted to an individual module within the programme?
   - Are there particular needs that students on this programme might have that might affect the range of resources that are appropriate for them to use? – eg. are they located away from Birmingham? Are they learning online?

2. Is there a programme-level set of reading requirements or purchasing recommendations?
   - Is there an introductory set of reading / purchasing recommendations that students receive prior to the start of the programme?
   - Can I assume that students on this programme will already own / will have read any particular texts or sources?
   - Are there any societies or professional bodies that students will be expected to join?

3. Where and when are the relevant skills developed and reinforced to successfully find and use the reading material across the programme as a whole?
   - A specific module? – if so, when? Is there conscious reinforcement through other modules?
   - Embedded systematically across a range of modules – developing specific skills in individual modules?
**Part Two – The Pathway**

4. **Is there a distinctive pathway within the programme that my module falls into?**

   - Does the pathway follow a similar set of assumptions to its parent programme in respect of reading strategies?
   - Does the pathway follow a predominantly Social Science, Science or Humanities framework? Is this the same as the parent programme?
   - Does that have implications for the skills that my students will require to be successful?

5. **Is there a pathway-level set of reading requirements or purchasing recommendations?**

   - Can I assume that students on this pathway will already own / will have read any particular texts or sources?
   - Are there any societies or professional bodies that students will be expected to join?

6. **Will all the students on the module be part of the same pathway / programme?**

   - Might some students require reinforcement or extension of their existing skills to reach an equitable level of competence with their peers? – will this be available formally or informally? Who will provide this? Is that person / department aware that this may be required?

**Part Three – The Module**

7. **What is the overall ‘character’ of the reading for this module?**

Examples might include ...

   - An essential course-reader supplemented by specialist journal articles / books for particular topics?
   - A weekly literary text with a range of recommended monographs and articles to provide critiques and analysis?
   - Two or three government reports / strategies, a series of journal articles from online databases, complemented by contemporary news coverage and the professional press?
   - Three or four monographs, balanced by short readings from up to 20 or 30 monographs or journal articles?

8. **How do I plan to tell students about my reading recommendations?**

   - Bibliography / recommendations on Moodle, tied to individual taught sessions or themes?
   - Bibliography / recommendations on Moodle, tied to assessment tasks?
Reading Strategy: Checklist

- Embedded as part of a module task? *(eg. develop a ‘search strategy’ as a formative task during the module)*
- Face to face discussion in ‘class’ time? *(what about students who are not present on that occasion?)*
- Something else entirely ...

9. **In order to successfully find and use the reading material for this module, where and when are the relevant skills developed?**

- This module? – if so, when in relation to the reading tasks? How are they delivered / embedded?
- Another module? – When does this occur in relation to my module?
- Might students require reinforcement or extension of their existing skills? – will this be available formally or informally? Who will provide this? Is that person / department aware that this may be required?

10. **Practicalities of the module**

- How many students do I expect on the module?
  - How will I manage if there are significantly more than I anticipate?

- How many of us are teaching on the module?
  - Do we have a shared understanding of what is available, what we are recommending and how to access it?

- How will the students use the physical Campus during this particular module?
  - They are at Newman most days
  - They attend around once a week
  - They attend infrequently, often outside core staff hours
  - They rarely or never attend Newman

- Am I anticipating ways of working that will be difficult or impossible for students with particular disabilities or circumstances?
  - Could I do this in a different way and still meet the learning outcomes / benchmarks for the whole cohort?
  - Are there specific variations in practice or approach that I could make for individuals who require reasonable adjustments?

**Part Four - Particular considerations for material in the Library**

**FOR EACH ITEM YOU ARE RECOMMENDING, ASK YOURSELF THE FOLLOWING QUESTION:**
Can the quantity of copies available, in the loan categories they are currently in, provide the number of students who need the item with the length of time they need it for? **IF NOT ... how will the students get access to the material?** [Part A helps to answer the first question, Part B addresses the second]
Section A – the current position

11. How many copies are currently available in the Library?
   • In which loan categories are these copies? Standard Loans, Week Loans, reference-only, e-books? (See Note 1 for practical details of each category)

12. How long will each student require this material for?
   • Throughout the entire module
   • Several weeks
   • A few days
   • A few hours

13. What will the material be used for?
   • General reading
   • Preparation for a specific session / tasks (will they all need it at the same time?)
   • Essential reading for engagement in the module
   • Essential reading for completing the assessment

14. What proportion of the students on the module will require each specific item?
   • All of them
   • Most of them
   • A few of them
   • Those who choose a particular option
   • Those who are allocated a particular task (eg. presenting at a seminar)

Section B – strategies to increase access

15. What else is in the Library that will also be useful?
   • Have you looked at the stock in the Library to see if there is other material that could supplement or substitute for your preferred material?

16. Is the item available electronically?
   • Subscribed to / purchased by the Library (journal articles / e-books / images / film-clips / historical documents etc)
   • Free online digitised collections, such as Project Gutenberg (out-of-copyright literary works)
   • Institutional or subject repositories (journal articles / theses / reports)
   • Government / Official sites (reports / legislation etc)

How will you indicate this availability to the students? Will they know where to get it from?
17. Should the students be advised to buy the material?

- Is there anything that they have already been advised to buy for another module that might be useful here?
- Is the material still commercially available?
- Would the material make a good investment for future modules, or for future professional practice?

18. Can it be digitised on Moodle?

- Is it owned by the Institution? – ie. by the Library or by the Subject Area, NOT by an individual
- Do you only require a single chapter of each book or a single article from each journal issue for the module?
- Have you read the guidelines and policy on the Scans and copyright information page on SharePoint (https://tinyurl.com/scansatNewman)?
- Is there sufficient time for the item to be scanned and put on Moodle?

19. Can you photocopy copies for the whole class and hand them out?

- Is it owned by the Institution? – ie. by the Library or by the Subject Area, NOT by an individual
- Do you only require a single chapter of each book or a single article from each journal issue for the module?

20. Could several chapters or articles be combined to make a ‘course reader’?

- Have you read the CLA guidelines on coursepacks
- Is there sufficient time to assemble the resources in time for the module?
- How will you distribute the pack? – will you charge for it?

21. Is the material only available in other institutions?

- When would students be expected to visit other institutions? – many university libraries will not give access to undergraduate students from other universities during their own term-time. Some may also restrict all visitors at their own exam time

22. If there are only a limited range of available resources, can I find a better resourced topic / theme which still meets the module and programme outcomes?

DON’T FORGET – you can discuss all these issues with your Academic Service Librarian, who can offer support and advice on resources.
23. Some questions to ask on taking over someone else’s module:

- What has been recommended on the existing reading strategy / reading list?
- Where are students expected to locate this material?
- Has there been any specific feedback on the resources for this module?

- What would I have recommended?
- Is what I would have chosen available?
- What is currently available that I have not used myself? – is it suitable?

Note 1: Characteristics of Library Loan types

**Standard loan**
- Usually borrowed for 3 weeks
- ‘Privilege’ borrowers for 4 weeks
- Staff borrowers for 90 days
- Can be reserved if on loan
- Can be renewed if no-one else has reserved it
- Fines: 20p per day (maximum £10.00 per item)

**Week loan**
- Usually borrowed for 1 week
- ‘Privilege’ borrowers for 2 weeks
- Staff borrowers for 1 week
- Can be reserved if on loan
- Can be renewed if no-one else has reserved it
- Fines: 50p per day (maximum £10.00 per item)

**School Experience Collection**
- Usually borrowed for 6 weeks
- Staff borrowers for 90 days
- Can be reserved if on loan
- Can be renewed if no-one else has reserved it
- Fines: 20p per day (maximum £10.00 per item)

**Reference-only**
- Cannot be borrowed, reserved or renewed
- Cannot be taken from the library

**e-books**
- Subscription models vary – we find the best option from those on offer
- Can usually be read on or off campus
- Most can be read by multiple students concurrently
- Most allow in-text searching and note-taking
- Some can be temporarily downloaded for offline reading
- Some allow permanent downloading of sections - free of digital rights management (DRM)