

Reading List Good Practice Guidelines

The introduction of the Leganto reading list system and the University Reading List Policy provides an opportunity for module leaders to review their reading lists and reflect on the role that the reading list plays in teaching and learning.

The importance of exploiting a reading list management system within modules is stressed in the literature, "It is essential, if students are to get full value from their RLMS, that lecturers fully adopt it and regard it as a key element of their pedagogy rather than a bolt-on extra." (McGuinn, 2017, p. 330.)

Leganto reading lists will also be an important communication tool between the module leader, the student and the Library, ensuring all parties are aware of the required reading and that students have easy access to that reading, wherever possible.

Top Tips

What is the purpose of your reading list? Do your students share the same understanding? Academics may view reading lists as a starting point, offering "guidance to good quality reading," (Siddall and Rose, 2014, p. 61). Students may consider the list to contain all the reading that is required of them and not stray beyond it. The purpose of your reading list and expectations of students can be outlined in the 'description' box within your Leganto list.

Structure and annotate your list to guide your students - Use a structure which supports teaching and learning on your module – essential and further reading; themes; weekly reading. Use annotations to indicate why the resources are useful and what you want the students to do with them e.g. *chapter 5 provides a good introduction to note-taking, this author is a key expert and you may find her other works of interest too*. A lack of guidance can lead students to adopt an 'all or nothing' reading strategy.

Use your reading list to help students learn how to search for information – Think scaffolding rather than spoon-feeding. Recommended reading introduces students to finding and using information from trusted sources, but consider extension activities which require students to find resources for themselves. In your Leganto reading list, link to the relevant [Library Subject Resources](#) page or your preferred [databases](#) – remember to annotate, to indicate what you expect of your students. Your expectations will probably vary between levels of study.

Include the key journals required for your module – This will help encourage students to identify articles within quality academic journals. It is also vital to communicate your module journal needs to the Library, via Leganto, to ensure those needs are considered in the annual subscription review.

Review your lists - keep up to date – the Reading List Policy asks you to review your lists annually. The Library will help you keep up to date with the latest editions, but will need you to consider the currency and relevance of the texts that you recommend. Are there new publications available? How is the list influenced by your own “preferences and allegiances and reading journeys”? (Stokes and Martin, p. 121). The Library will provide analytical data on usage of reading list resources which should help you determine which items to keep on your list.

Why?

...does the Reading List Policy limit the number of items on a list? (5 essential items, 25 further reading.) Research shows that students find long lists overwhelming or very daunting (Brewerton, 2014). Items need to have a purpose for being on the list. Also, reading lists need to be affordable, with the items on them readily available.

...do I have to complete my reading list in advance of teaching? You are asked to adhere to reading list update deadlines to help ensure the timely provision of resources for your students. Student satisfaction is important to all of us. Give the Library time to acquire your reading list items and your students are less likely to find getting them is “typically frustrating and sometimes very stressful,” (Bevan, 2012). See the Reading List Policy for advice on topical reading.

...should I include my weekly readings the Leganto reading list? *If you wish to give weekly readings to your students*, include them in Leganto, to keep all your reading recommendations in one location. You can request digitisation (scanning) of articles and chapters from within Leganto. The Library will keep editions up to date and details in the lists should be accurate - 32% of reading list items in a survey were found to be inaccurate (Siddal and Rose, 2014, p. 64).

...shouldn't I put additional lists in Canvas? Again, keep all module reading in one location, in Leganto. The Library can acquire the items and students can access the items. In a University of Northampton survey, 78% of academics “recommended additional reading which was *not* on their reading lists and therefore unlikely to be stocked in the Library” (Cameron and Siddal, 2017, p. 48).

...is important to recommend reading that is available online? Electronic books and journal articles are, in general, available to students without restriction, on or off campus. Print books have to be collected from campus and are available for a limited time, if requested by other students. Consider digitisation of a chapter from print books, to increase access. Electronic texts can also offer increased accessibility for students with additional needs.

...list journal articles in Leganto, why not upload the pdfs in Canvas?

'Republishing' the pdf in Canvas is usually a breach of copyright. This applies to journal article pdfs from University subscriptions or from elsewhere. See your copyright responsibilities [here](#). If we don't have the ejournal, request digitisation of the article. We get more accurate journal usage statistics for our annual review if students click through to the online article.

Why not?

...consider reading recommendations across your course? Look at the breadth of resources across modules and also whether resources are appropriate to each level of study.

...reference research from your Faculty? Can this help your research inform your teaching?

...ask for support from the Skills for Learning team? They can help you to help build on your reading list and develop student skills in information access, retrieval, evaluation and use.

References

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