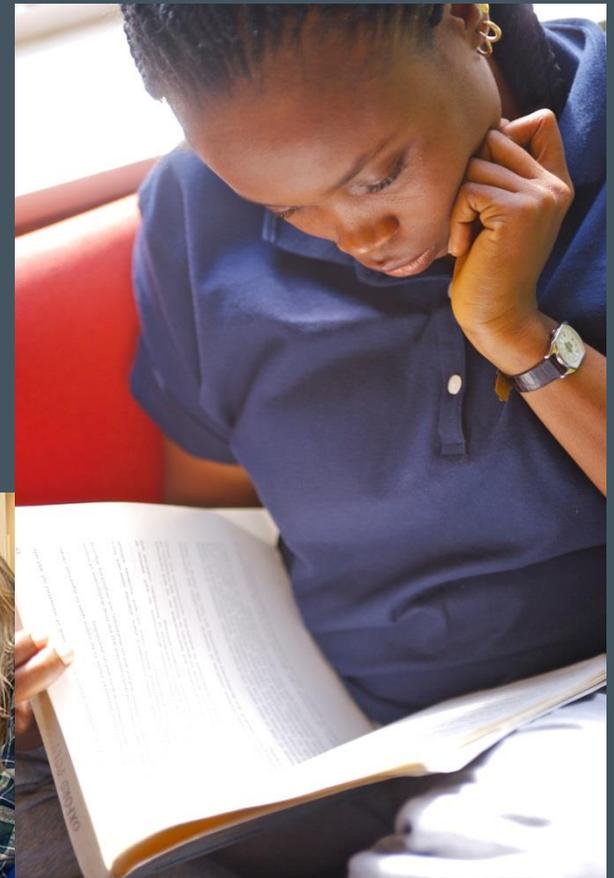


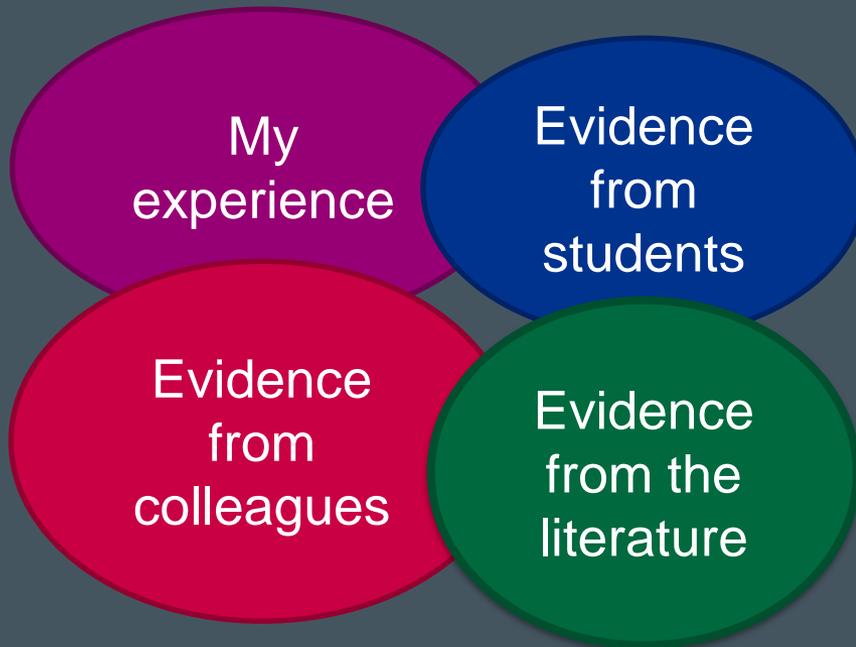
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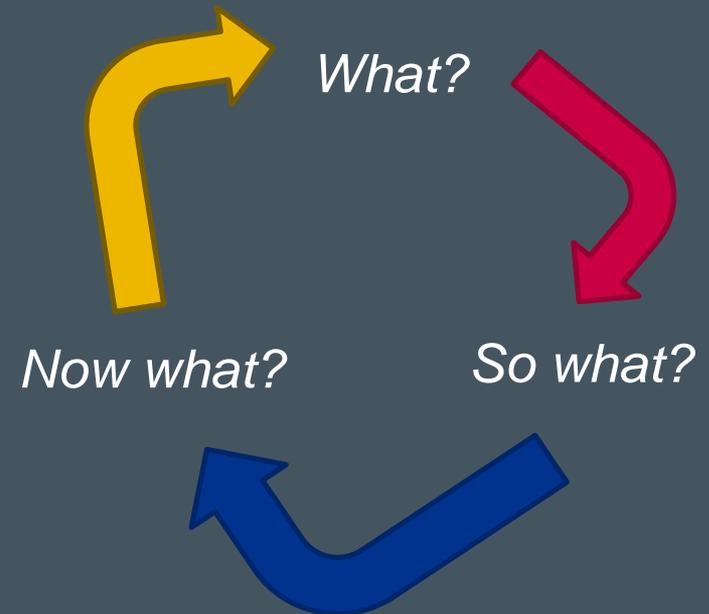


Hazel Rothera
Oxford Brookes University
hrothera@brookes.ac.uk
[@hrothera](https://twitter.com/hrothera)

Perspectives on the issue



(Brookfield's **four lenses**)



(Rolfe et al's **reflective model**)

What are we seeing?...

**In the last ten years search tools
have gone from this...**



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Shift in support: from *finding* to *understanding* and *using*

That student
didn't know what
the key terms
meant

They can **find** journal
articles now but still don't
use them because they say
they don't **understand** them

Was I supposed to
read the stuff on the
reading list?

Time, comprehension,
strategic/surface
approach,
metacognitive
issues...

So what... (does that mean?)

- Students find the idea of long-form reading very offputting
- They find it difficult to engage with lengthy, dense texts, especially online
- Tension between wanting convenience of e-texts and finding paper easier to read and comprehend
- Need support with the idea that it is possible to **learn** to be an academic reader (and then thinker and writer)
- ... but they need to put the work in to achieve that

Now what... do we do?



55 items [Table of contents](#) [Dashboard](#)

Action research 44 items

[Studying your own school: an educator's guide to practitioner action research](#) - Anderson, Gary L., Herr, Kathryn, Nihlen, Ann Sigrid 2007
Book

[Studying your own school: an educator's guide to practitioner action research](#) - Gary L. Anderson, Kathryn Herr, Ann Sigrid Nihlen c2007 (electronic resource)
Book

[Action research in education: learning through practitioner enquiry](#) - Viv Baumfield, Elaine Hall, Kate Wall 2013
Book

[Doing action research in English language teaching: a guide for practitioners](#) - Burns, Anne 2010
Book

 **Interthinking: putting talk to work**
Book - by Littleton, Karen; Mercer, Neil - 2013 - **Essential**
 A core text which has some chapters highlighted in sessions but many of the chapters are crucial to gain a clear understanding

Seminar One

 **Speaking and listening** in Developing language and literacy 3-8
Chapter - **Essential**
 A good overview of teaching strategies for talk and why it is important in learning.

 **Speaking and listening** in Developing language and literacy 3-8
Chapter - **Essential**
 A good overview of teaching strategies for talk and why it is important in learning.

 **The pyramid of speech and language development**
Audio-visual document - by London Borough of Hounslow - 2010 - **Essential**
 Please view for next session on Language Acquisition

(Croft, 2018)

The information ladder...

...until you can understand the in-depth research findings.

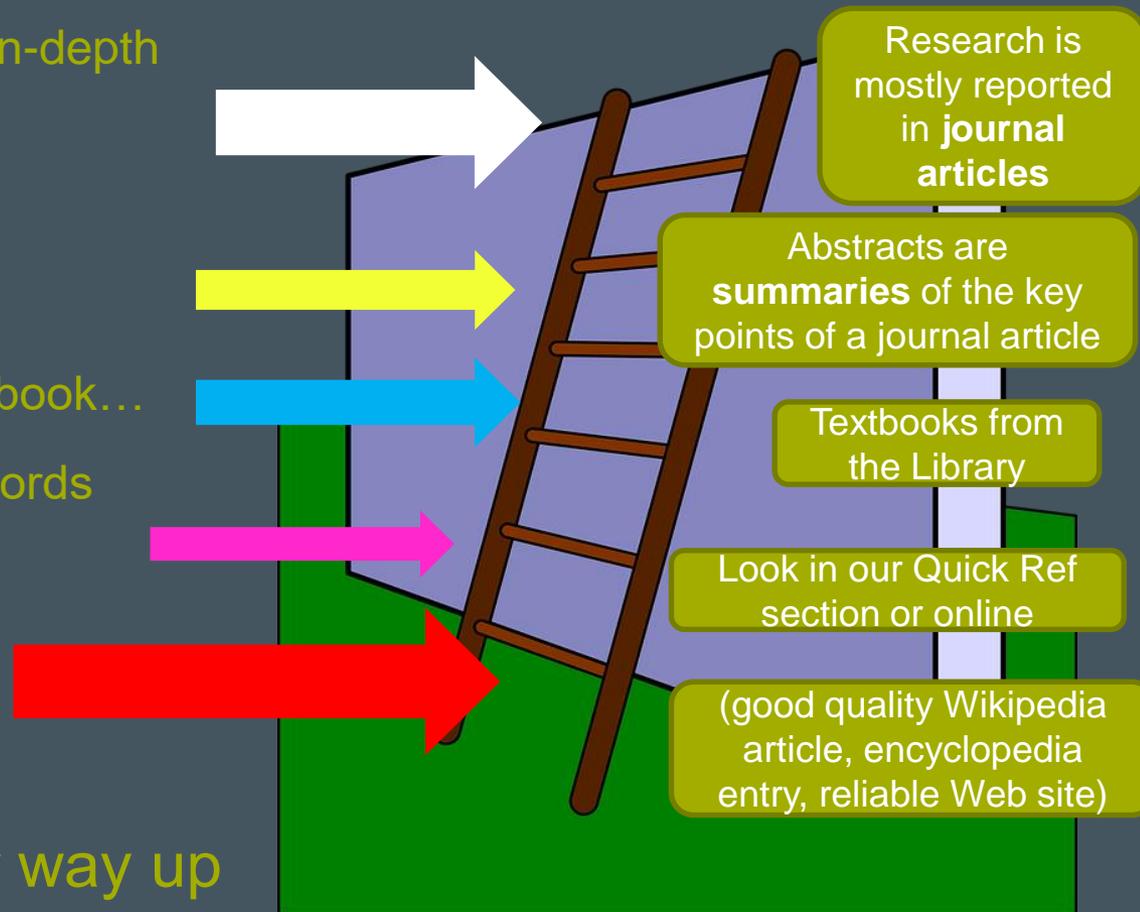
... read article abstracts

...get the background from a textbook...

... use a dictionary to learn any words you're not familiar with...

Read a basic but reliable introduction to the topic...

You'll need to work your way up the information ladder!



... and the reading iceberg



Kils & Bodo, commons.wikimedia.org

You'll probably be told that you can't cite blog posts, Wikipedia articles, etc in your assignments (they're not sufficiently robust sources of evidence) .

But you may need to **read** them in order to then understand journal articles and other research – which you **can** cite.

The academic sources which end up cited (referenced) in your assignments may only be the tip of your reading iceberg!

Elsewhere in the sector...

- Workshops aimed at supporting students to become ambassadors for more effective information literacy practices (eg SADL project, LSE 2013-2016)
- Academics rethinking **what**, **how** and **why** they expect students to read and how they communicate this – building **reading resilience** (eg Australian Learning & Teaching Council 2010-2012)
- Explicitly teaching **pre-reading strategies** – course structure, key points of readings, connections between readings, teach the structure of a journal article
- Communities of practice where academic staff and librarians work together on issues of critical information literacy (eg York St John)

And what do **you** do?...



Do you recognise the situation I've described?

What's causing it?

Does it matter?

If so, what does that mean for school librarians, teachers and school leaders?

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(Brief open-access explanation of Brookfield's four lenses [here](#).)

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(Available open access [here](#).)

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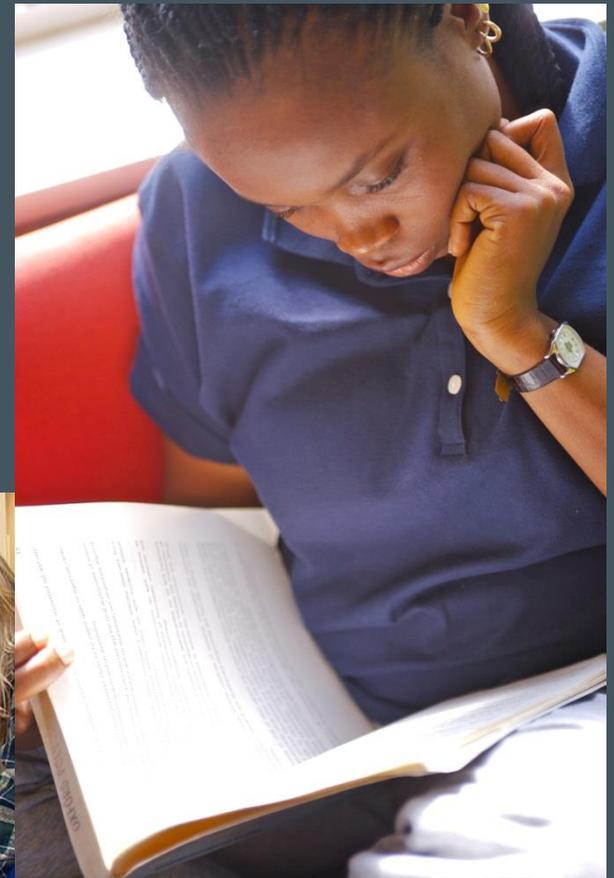
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... questions?

Hazel Rothera
Oxford Brookes University
hrothera@brookes.ac.uk
[@hrothera](https://twitter.com/hrothera)

