“Can’t you just give us 2 sides of A4?”

Stepping up Library use from school to higher education

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Perspectives on the issue

- My experience
- Evidence from students
- Evidence from colleagues
- Evidence from the literature

(Brookfield’s **four lenses**)

(Rolfe et al’s **reflective model**)

What?

So what?

Now what?
What are we seeing?...

In the last ten years search tools have gone from this...
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Before you get to the journal, you get taken to the supplier’s home page.

**DON’T** type anything in the “Customer Code”, “Username” or “Password” boxes – this won’t work. Those boxes are for non-Athens users (not you!)

**DO** click on the “Athens login” link. This tells the website to check for your Athens login. As long as you are already logged in to Athens, you will now be taken through to the journal.
... to this
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?

(Croft, 2018)
The information ladder…

You’ll need to work your way up 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…

Research is mostly reported in journal articles

Abstracts are summaries of the key points of a journal article

Textbooks from the Library

Look in our Quick Ref section or online

(good quality Wikipedia article, encyclopedia entry, reliable Web site)
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?
References

Brookfield, S (1995) *Becoming a critically reflective teacher.* San Francisco: Jossey-Bass. (Brief open-access explanation of Brookfield’s four lenses [here.](#))


Information Learning & Estates, York St John University (n.d.) *Information in the curriculum.* (Available [here.](#))


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... questions?

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