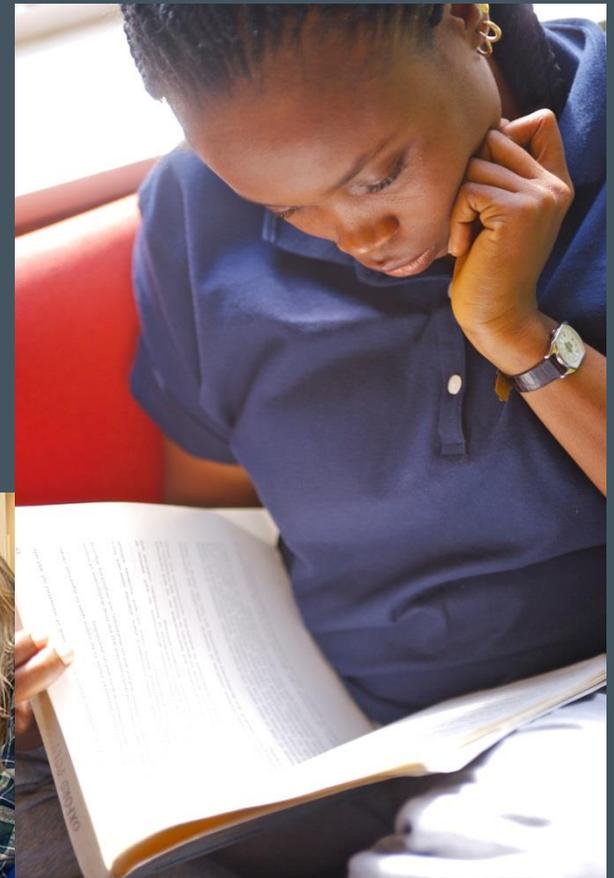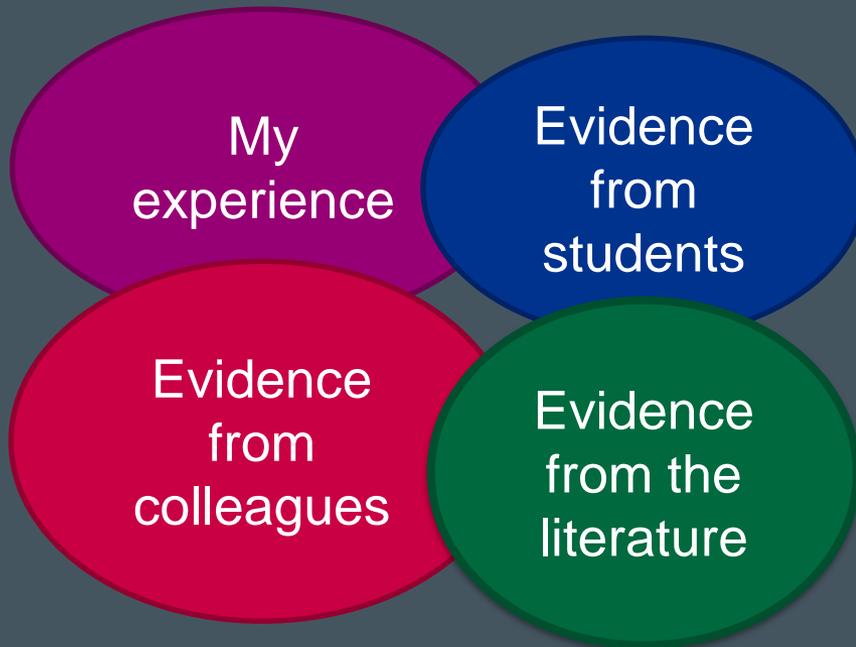# "Can't you just give us 2 sides of A4?"

Stepping up Library use from school to higher education
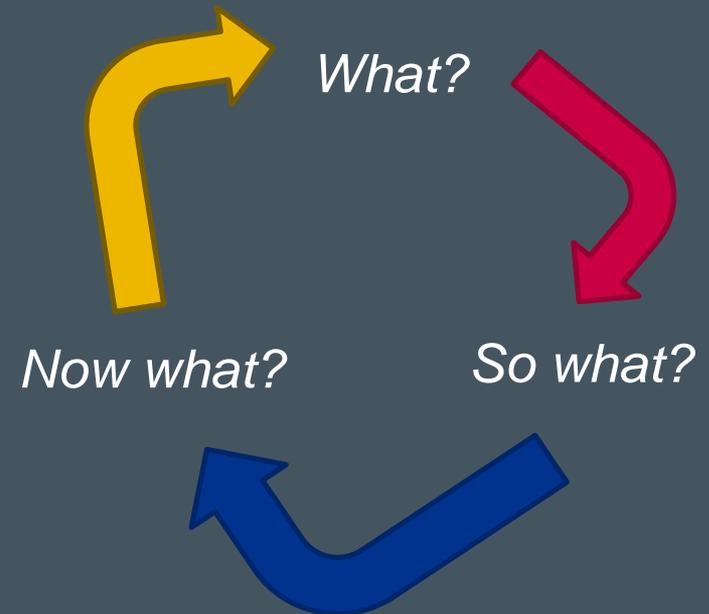

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Perspectives on the issue

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My experience

Evidence from students

Evidence from colleagues

Evidence from the literature

What?

So what?

Now what?

(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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... to this

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

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That student didn't know what the key terms **meant**

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

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

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…

…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!

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)
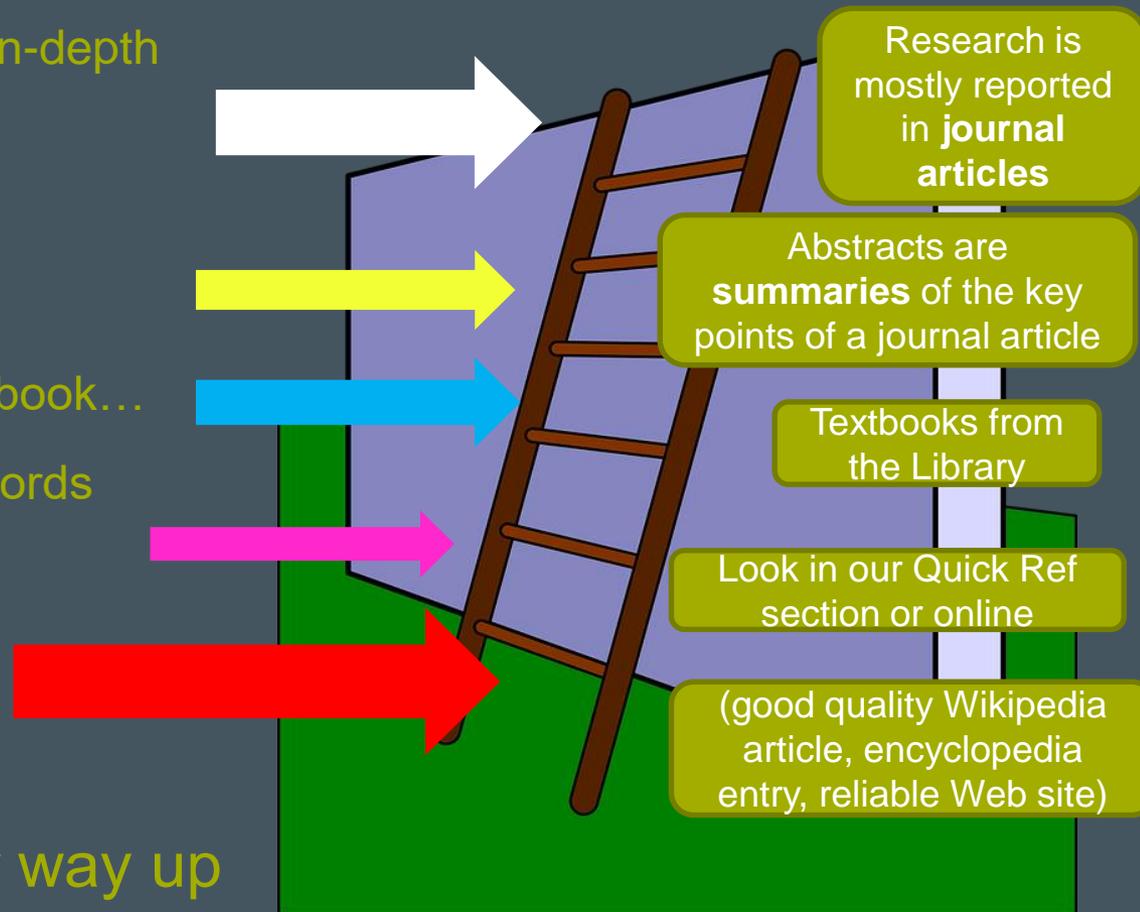
… and the reading iceberg

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!

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Elsewhere in the sector…

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- 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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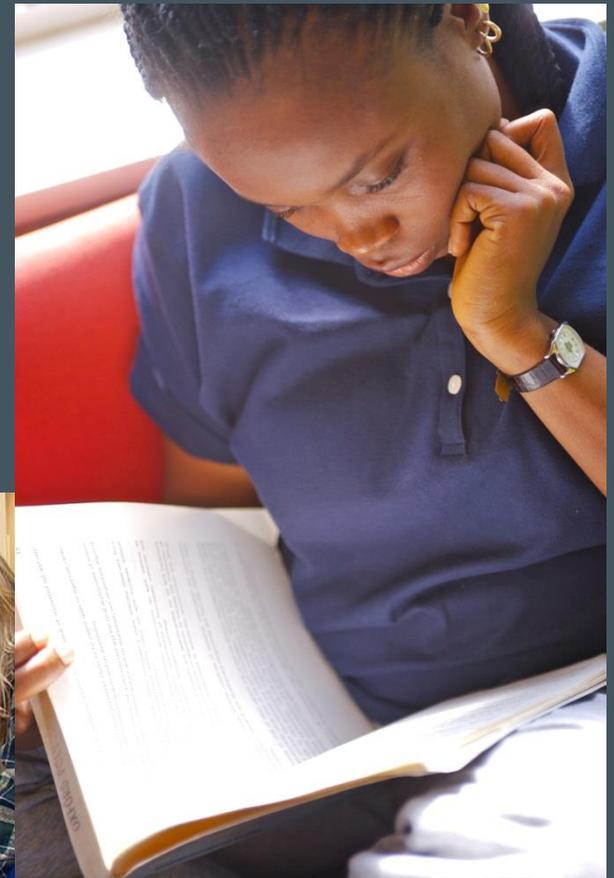
… questions?

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