Engaging academic staff with reading lists: the Worcester story

Abstract

Following the implementation of online reading list software, Library Services at the University of Worcester (UW) encouraged academic staff to consider the reading list as a learning tool. Using an interactive teaching session timetabled as part of the Post-graduate Certificate in Learning and Teaching in Higher Education, lecturers are asked to consider how they can maximise the impact of their reading lists and increase library use. The pedagogy of reading lists and student engagement with reading are examined. Participants also discuss the type of content reading lists typically contain and question whether this accurately reflects what the students should be reading. It draws on best practice from academic colleagues at UW, examining (among other things) the effect of list length, structure and lecturer voice and presence.

Keywords

Reading lists, reading, academic engagement
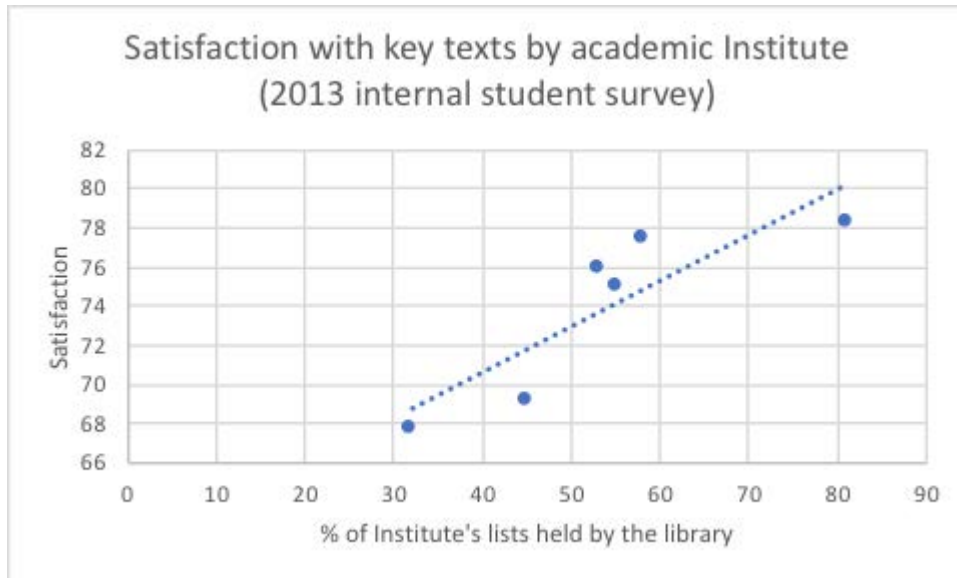
Introduction

The University of Worcester is a new university with a total student body in 2016/17 of 12,871 (10,747 (83.5%) undergraduate students, 1,971 (15.3%) taught post-graduates, 154 (1.2%) post-graduate researchers) organised into nine academic schools (previously six institutes) (University of Worcester, 2019). The main subject areas include Education and Health related subjects alongside Sport, Business, Arts, Sciences and Humanities. The University is situated over four campuses, three of which are located within one mile of each other in central and west Worcester. Library Services inhabit the purpose built Hive library, Europe's only fully integrated academic/ public library service on the University's City Campus, as well as maintaining a strong online presence with approximately half the book collection and the majority of journals being available online (University of Worcester Library Services, 2019a).

Staff new to teaching complete the mandatory Post-Graduate Certificate in Teaching in Learning in Higher Education (PG Cert) at UW. This report outlines attempts to encourage a reflective learning opportunity as part of the PG Cert enabling staff to consider the place of resources and reading within their curricula. The report examines the concerns of teaching staff about online reading list systems and looks at the ways in which reflection can be used to improve both the quantity and quality of reading lists.

Reading lists

Library Services subscribed to Talis Aspire Reading Lists (Talis, 2019) as a response to student feedback. In 2013, the Library had access to approximately 40% of reading lists across the curriculum. Judith Keene (2018), University Librarian, describes poor student satisfaction levels and negative responses on both in-house surveys and the National

Student Survey (NSS) about the availability of resources. This led Library Services to conclude that there was a lack of clarity about the resources required by students. There was variation across the then six institutes in reading list submission. Plotting submission levels against survey scores showed a clear correlation between reading list being made available to Library Services and student satisfaction levels.


Figure 1: Graph showing correlation between student satisfaction and the percentage of reading lists available to Library Services (Keene, 2018).

Talis Aspire was introduced as a response to this evidence in 2014. Library Services set up a reading list for each module, known locally as Resource Lists, and employed a small student team to assist with data entry over the summer break. Academic Liaison Librarians for the six institutes focused on promoting the service to academic staff, including one-to-one meetings, drop-in and scheduled staff training sessions and an extensive range of support materials including 'how to' guides and instructional videos (University of Worcester Library Services, 2019b). Library managers negotiated with University senior management and Heads of Institute to ensure that module documentation contained a direct link to the Talis Aspire reading list for each module. This was in place of any print version of a reading list, and became a quality requirement. By academic year 2018-19, 95% of modules had an online version of their reading list, meaning that Library Services had a much better idea of the range of resources required by staff and students. As a result of this fairly intensive promotion and changes in quality guidance, there has been a rapid growth in Talis Aspire usage:
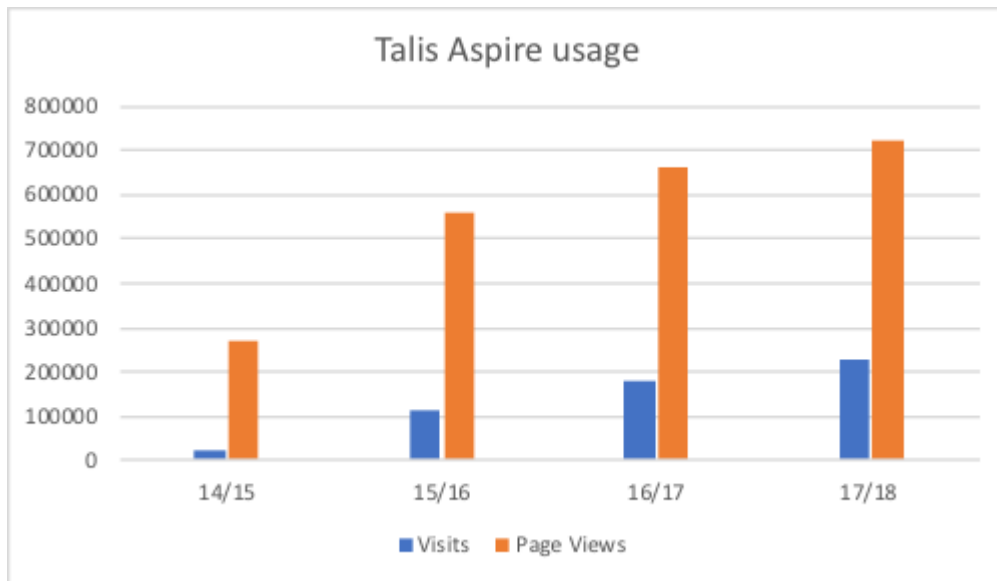
Figure 2: Talis Aspire usage (Keene, 2018).

This, alongside other improvements in services has led to a marked increase in satisfaction scores on both the NSS and internal surveys:
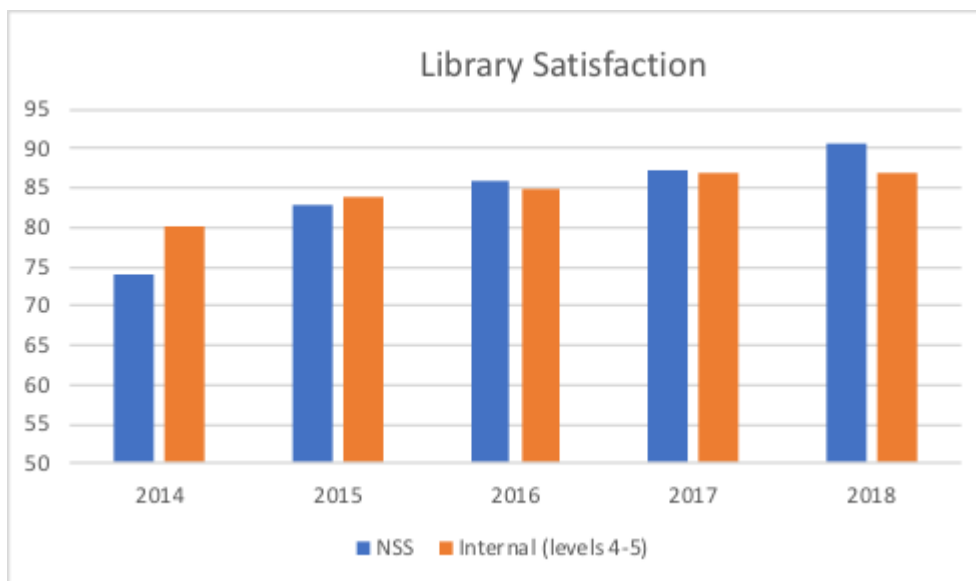
Figure 3: Library satisfaction scores (Keene, 2018).

Rationale

All of this is good news. However, there is much evidence to show that not just the quantity but the quality of student interactions with reading lists and materials is important. Salmon, (2013, p. 16) notes that to ensure access to online materials, students must be given "purposeful reasons to go on frequently and repeatedly" throughout the learning process. Salmon points out that online systems should be "welcoming and encouraging" (p. 17). Devine (2017) remarks that "it shouldn't just be a list" and that such online tools like Talis Aspire need to go beyond "mere delivery of content". There is immense pedagogic potential in reading lists both in terms of promoting good information literacy and in enabling students to better engage with the wider literature of their subject areas.

Brewerton (2014) outlines the potential for a reading list to be a channel of communication between lecturing staff and students. Siddall & Rose (2014) explore the gap between student and academic staff expectations and understanding of reading lists. They observe that left unguided, students "either read everything or nothing" (p. 53), and that students often find lengthy and unannotated lists "overwhelming" (p. 60). In Siddall and Rose's research, students expressed a strong desire for lecturers to clearly express how they expect lists to be used, but academic staff themselves admitted they rarely gave any guidance as to their expectations of the purpose and aims of the list. There was work to be done by Library Services on promoting reading lists not just as a repository of books and articles, but as teaching tools in their own right.
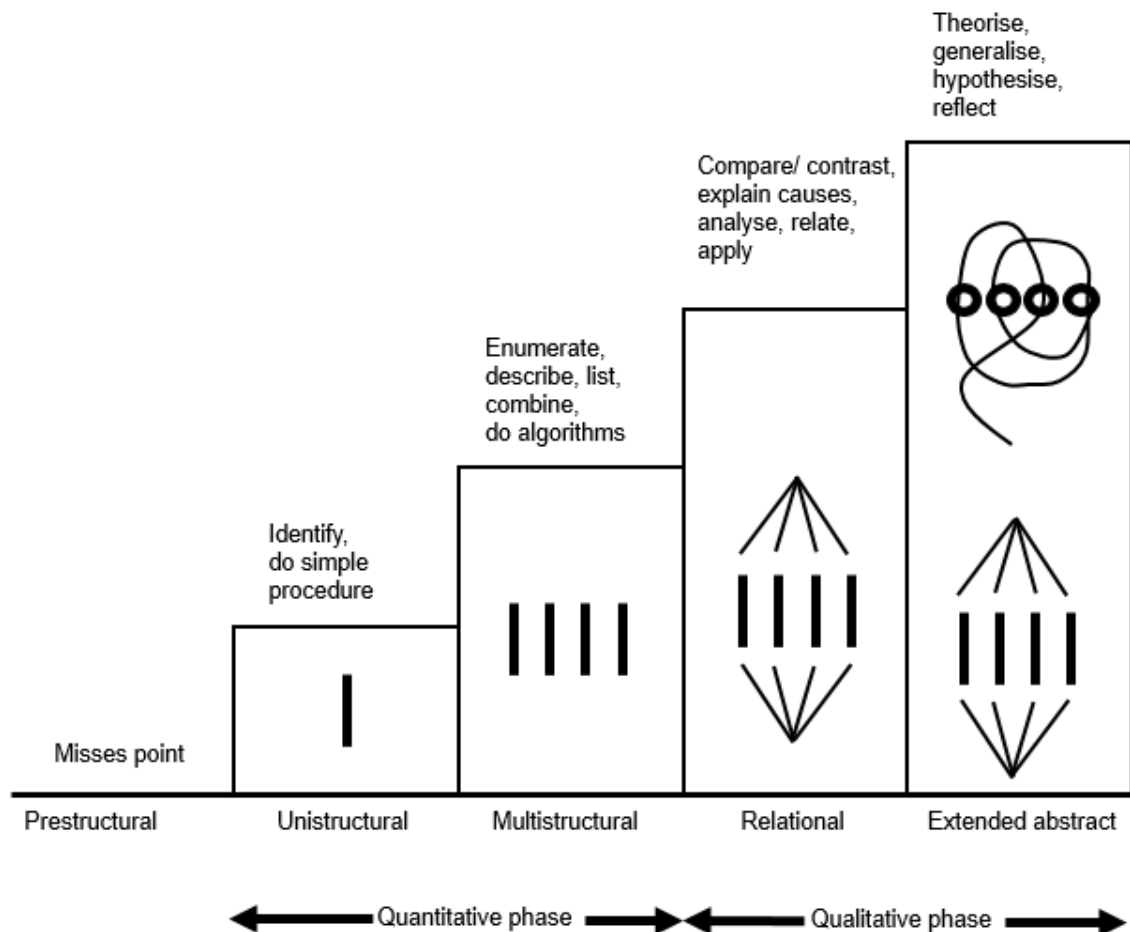

Challenge

How could Library Services encourage academic staff to ensure their reading lists gave a positive and engaging message to students? There are devices and techniques available to lecturers wishing to use reading lists as more than just a collection of book titles. Talis Aspire allows module leaders to create sections within their lists and to add notes to both sections and items, therefore constructing a more personalised and welcoming online environment. In their analysis of 'good' reading list qualities, Farmer, MacLean & Corns (2012) note the importance of annotations to guide students. Annotated lists, they propose, serve to introduce the topic, draw students to the relevant resources, let students know what is expected of them and promote wider reading. In setting up the reading list system, Library Services had attempted to persuade university staff to use the Talis Aspire notes facilities to explain the purpose of reading list items to students. Those staff who had done so reported positive feedback from students. How then to further this good practice among other members of staff?

Similarly, the content of the reading list is important. The list needs to be more than just a static record of the lecturer's own reading, something created at the birth of the module with little or no subsequent updating. Academic publishing does not stand still. Even in the more slowly moving subjects there is always a new publication, a different approach to be examined. Bevan (2012) describes the importance of keeping a list up-to-date and relevant, and of embracing web resources and journals where appropriate, as well as the need for lecturers to discuss the availability of resources with the library. With good quality, relevant and current content, students are more likely to read.

Lecturers' concerns about 'spoon-feeding' are recurrent in the literature; students failing "to become autonomous learners by becoming overly dependent on their reading lists" (Stokes & Martin, 2008, p. 323), or of using the reading list as a "security blanket" (Siddall & Rose, 2014, p. 65). However, with the rapidly changing nature of the information landscape, students are now required to trawl through far more information, with a greater variety of quality and format than ever before. A good deal of a Liaison Librarian's time teaching 'information literacy' is spent helping students negotiate an increasingly complex maze of information sources and badly designed interfaces, rather than focusing on the more important criteria of relevance, understanding and using the information successfully in an assignment. Simplifying and shortening the path between the student and the resource does not necessarily signify spoon-feeding. If learning outcomes and assessments do not specify or reward the process of searching for information there is little motivation for students to do it.

Module design and assessments frequently aim to have students engage in deep learning. The hierarchical order of educational behaviours required to stimulate deep learning is described in Bloom's taxonomy: skills of analysis, synthesis and evaluation (Bloom, Engelhart, Furst, Hill & Krathwohl, 1956). The act of synthesis, Bloom et al. (1956) explain, is the student drawing on many sources, bringing these together to create patterns and

understanding which were previously unknown. Skills of analysis, application and hypothesis signify deep learning and should be rewarded (see Figure 4, Biggs & Tang, 2011), and these can be assessed regardless of whether the student has found a piece of information themselves or has been guided to it by a lecturer on a reading list. The act of 'finding' information seems to be elevated in the minds of some lecturers, when in reality they are frequently actually assessing and rewarding a different set of skills.

Theorise, generalise, hypothesise, reflect

Compare/ contrast, explain causes, analyse, relate, apply

Enumerate, describe, list, combine, do algorithms

Identify, do simple procedure

Misses point

Prestructural   Unistructural   Multistructural   Relational   Extended abstract

←— Quantitative phase —→ ←— Qualitative phase —→

Figure 4: A hierarchy of verbs that may be used to form intended learning (Biggs and Tang, 2011, p. 91)

An Oxford academic quoted in Clarke's (2019) research puts it succinctly: "It is up to the faculty to create a list that doesn't spoon-feed. This does not have to do with the technology or software".

Students often attribute more importance to reading lists than lecturers, therefore lecturers have a duty to consider whether their lists meet those expectations (Brewerton, 2014). It became apparent during interactions with lecturers and students that something needed to be done to address this difference of approach, to make lecturers more aware of the students' expectations and requirements for lists, and of the pedagogic potential of both embedding the reading list in teaching and of making full use of Talis Aspire's built-in annotation and layout features.

Learning and Teaching

The initial response to these issues was a short paper at the University of Worcester's annual Learning and Teaching conference in 2016. The paper was then repurposed as a one hour session within UW's Post-Graduate Certificate in Teaching in Learning in Higher Education (PG Cert), undertaken by all staff new to teaching in HE. At UW, there are usually two cohorts taking this qualification at different points in the academic year. The aim of the session was to encourage lecturers to consider the place and purpose of reading lists within their modules. Subjects, lecturers, teaching styles and students vary, and it is unlikely that there is a one-size-fits all approach to reading lists. Rather than present a set of rules or a template that reading lists should follow, it was intended that staff should reflect on how something they might previously have viewed as purely an administrative tool pushed by Library Services could become a purposeful part of the learning process. The presentation was also used to inform the audience of the reasoning behind the push for reading lists, and of the good practices and student feedback already emerging within the University.

To achieve these aims, a series of seven multiple choice and ten quick fire questions were asked of the PG Cert participants using PowerPoint and Poll Everywhere interactive polling software. The questions were designed to highlight different features of the system, and to allow participants the space to reflect on how reading lists should best be used in their teaching. Examples of good practice and interesting approaches by other academics were highlighted throughout to demonstrate that there are many different ways of making a list fit for purpose, once the participant has decided what that purpose might be.

The questions were as follows:

1. What are resource lists for?
    a. A starting point for the subject
    b. A comprehensive list of everything on the subject
    c. Week by week set reading
    d. A record of the module leader's own reading experience
2. I prefer to arrange my resource list items:
    a. Alphabetically
    b. By theme
    c. By week
    d. In no particular order
3. How long are your resource lists on average?
    a. 0 items
    b. 1-25 items
    c. 26-75 items
    d. 75 items +
4. How long is too long?
    a. >0
    b. >20
    c. >50
    d. >100
5. Feedback from my students about the new resource lists has been:
    a. Non existent
    b. Mixed
    c. Largely positive
    d. Largely negative
6. The best thing about the new resource list system is:
    a. One definitive version of the list
    b. Easier/ simpler access to resources
    c. Digitised articles and chapters
    d. Other

7. The worst thing about the new resource list system is:
   a. Clunky/ laborious
   b. Spoon feeds the students
   c. Not in Harvard
   d. Other

Quick fire true or false:

1. I tell my students how to access the resource list for my module
2. I discuss my resource lists with my students
3. Students essentially ignore resource lists
4. My module doesn't need a resource list
5. My resource list has a mix of books, chapters, journal articles, web pages, and multimedia
6. A resource list in my printed module handbook is sufficient
7. My resource list reflects current literature in the topic
8. I use my resource lists to encourage critical reading/ independent learning
9. I have read all the items on my own resource lists
10. I involve my students in the creation of resource lists

The questions were designed to provoke reflection in a number of areas. Question 1 triggered discussion on the purpose of lists. It soon became evident that very few staff had previously considered why they were writing lists, either in terms of their impact on students or with regard to what a library might do with a list. Of those who had considered their reasons, the vast majority of respondents over several iterations of this session overwhelmingly chose 'a starting point for the subject' as their rationale. This gave the session leader the opportunity to describe the differing expectation of students and their preference for more structure in a list, perhaps as weekly reading or themes. It is important to note that at no point were lecturers told what to do with their lists, but encouraged to consider what they wanted the list to achieve and how they were going to communicate that to their students.

Question 2 asked respondents how they arranged their lists, and what this might achieve. In later iterations of the session, this became an opportunity to share good practice as more and more lecturers at UW began to adopt innovative and interesting practices in their lists. This example, from a first year Business Management module was typical, giving the students opportunity to engage with the reading at different levels depending on their interest, aims and, quite probably, time available:

Figure 5: Layout of part of BUSM1019 Business Challenge module reading list, University of Worcester. Reproduced with permission of the lecturer.

Lecturers were encouraged to move away from straight alphabetical lists, and even more strongly encouraged to move away from lists of books in a random order which feedback shows students find difficult to navigate and work from. Instead, weekly reading, themes or reading for specific purposes such as presentations, assignments or placements were suggested as alternatives.

Questions 3 and 4 both examined list length and frequently generated heated discussion. On average, respondents favoured lists of around 25-50 items, with arts and humanities lecturers generally opting for a longer list. Usage of the Aspire system reflected this: the mean average of lists in 2016-17 was 26 items, with the most common list length being 18. However, right from the start of the implementation of Aspire there were excellent examples of very popular lists far exceeding this. Luke Devine, humanities lecturer at UW has a range

of lists of varying length, but all well in excess of 600 items. In one list, third year Sociology students are invited to "tremble in awe at the sheer magnitude of the SOCG3110 resource list", and well they might for, as of May 2018 there were over 1400 items. In his 2017 webinar for Talis, Devine explains the justification for the list and the intended and sometimes unexpected positive outcomes. These include improvements in student feedback, not just for the resources and teaching of the module, but also for the module's overall organisation. Students using such a list, in Devine's experience, made better use of key theorists and had a wider range of references overall, resulting in better grades than in equivalent modules in the subject area.

It was made clear to lecturers that Devine's approach to lists is not necessarily one they would choose to emulate- teaching styles, subjects and students vary, as aforementioned- but it is an example of how Aspire could be moulded to suit a lecturer's needs. It is notable that Devine's mega-lists rarely require much investment in terms of new resources from Library Services. The vast majority of items on the lists are already in stock, part of a subscription package or freely available online.

Questions 5-7 gave the lecturers the opportunity to give their opinions on the reading list system in their experience. Initially, complaints were mainly about the clunkiness of the interface, something that has generally improved as Talis make changes to the functionality, look and feel. Staff who have used the system also noted that, as they largely updated their lists annually they tended to forget how to use the system from one year to the next. This was a good opportunity to discuss the potential of Aspire as a teaching resource throughout the year. The traditional paper module outlines had ensured that reading lists had become a annual event. With Aspire, the reading can be amended every time there is a new development or publication. Importantly, the list can be tweaked in response to student interests or current events. Some staff at UW and elsewhere have had success encouraging students to contribute to lists as part of the learning process (see for example Brewster, Newman, Keene & Dumbelton, 2015; Rhodes, 2019). Anecdotally, Library Services knew that those staff who took a more proactive role with their lists and updated them as they taught were reporting better engagement with the written word. Analytics showed that there were certainly more hits on the lists.

One reading list function that prompted universally positive feedback from staff was the Talis Aspire Digitised Content (TADC) service, which allows lecturers to request copyright cleared articles and chapters be made available online via the reading list. This has greatly expanded the range of material available to students electronically, including older content languishing in basements, articles outside the library's subscriptions and converting key sections of print books into e-copies available to all the students on a module. Discussions at this point usually lead to lecturers beginning to see that their reading material needs to start and end with the Aspire list, rather than the inclusion of pdfs on Blackboard modules, a triumph for both copyright law and online library subscription usage statistics.

The quick fire true or false questions were designed to put as many reading list opportunities in front of the lecturers as possible. They outline the importance of lecturers including the reading list in their teaching and ensuring the students know how to access it (and the items on it). It was also an opportunity to emphasise the popularity of lists, from usage statistics to quotes from student feedback. The questions touch on themes such as information format: if a lecturer expects the students to use mainly journal articles, why have a list composed entirely of books? UW's reading lists are known as Resource Lists to acknowledge and encourage the inclusion of non-text based materials like video, audio and images. The importance of keeping lists up-to-date is touched on, as is the 'one list to rule them all' mantra of Library Services. Students, lecturers and Library Staff need one copy of a reading list; the one on Aspire. Print lists or separate lists on Blackboard, webpages, blogs etc. are strongly discouraged. It is also pointed out that, if a module genuinely has no need of a list (independent study or negotiated project modules for example), then Library Services should

be informed. A note is published on the reading list for the module directing students to wider Library resources and help available. It saves the module leader a number of nagging emails from their Liaison Librarian.

Developments

Over time the questions and discussion during the presentation have been edited and refreshed to place more emphasis on the importance of reading lists for students with additional needs. At UW, acquisition of alternative formats is based entirely on the contents of reading lists so it is vital that they are indicative of what is actually going to be covered in the class. Examples of lists that embrace accessibility for all are also included in the presentation. Taking the view that accessibility tools can be of benefit to all users, not just those with disclosed disabilities or learning differences, several lecturers in the School of Education have added links to a range of freely available plug-ins to their lists which allow students to change settings for their online reading: background colour, font, zoom or read aloud functions for example (see Figure 6). The experience of reading on the screen is a necessary one for a twenty-first century student, but one that can be tailored to make it the most comfortable experience possible. This is an example of the way in which reading lists can provide far more than just reading materials, and become more of a learning tool for students.

Top tools to support you in completing your reading

There are lots of strategies and methods to engage with literature. You may prefer to curl up with a print book in the library, scroll through an ebook on your laptop in a cafe, or set up a Text to Speech player while you cook at home. You may find that you want to read different items in different ways at different times - there is no one way of reading, so feel free to experiment to find what works for you.

Here you will find a short list of recommended tools that can enhance your use of electronic books, journals and other resources. These specific tools generally work best using smart browsers like Google Chrome, but all browsers will have a range of options available. This list is far from exhaustive! You are encourage to explore other options and feedback what works well (and less well) for you to help this list develop.

Do you find reading from a screen to be difficult or uncomfortable? Use 'ATBar' to adjust your settings. ATBar is a free toolbar you can add to any web browser, and has lots to offer for everyone. You can change font style and size, add a colour overlay to reduce screen glare, and use the Text to Speech function to listen to your reading, as well as a dictionary and spellchecker, both handily embedded. Click on the links below for more about how this tool could support you alongside easy to use instructions.

ATbar (download)
Webpage

VIEW ONLINE ○ ⋮

ATbar (instructions)
Webpage

VIEW ONLINE ○ ⋮

Figure 6: Screenshot from ECPP1102 Transmission to Transformation - Academic Study within Higher Education, University of Worcester. Reproduced with permission of the lecturer.

Similarly, more emphasis in the session is now placed on the Aspire functionality that allows students to organise their reading, make notes and choose their referencing style. Even power users of Aspire benefit from seeing the system from the students' point of view, otherwise there are many tools and functions that can be overlooked.

As the TADC service has proved very popular with both lecturers and students who use it, this is now more heavily promoted in the session. A key reason for using Talis Aspire at UW is now to ensure copyright compliance. It has allowed us to help lecturers remove non-copyright cleared items from Blackboard, complying with CLA rules. There are other advantages: TADC scans are often better quality, and the experience is more streamlined for students. Encouraging lecturers to link to online content rather than download pdfs to Blackboard means that usage figures for databases are improved and subscriptions more likely to be maintained.

Aspire's Learning Tools Interoperability (LTI) feature is now also included in the session. LTI allows the embedding of sections of lists, such as weekly reading, within Blackboard modules. There is research to show that items towards the top of lists will be favoured by users. Bar Ilan, Keenoy, Levene, & Yaari (2009) describe a "considerable" presentation bias towards the first results on search engine pages. Kim, Thomas, Sankaranarayana, & Gedeon (2012) and Sachse (2019) both note that this is particularly the case on smaller screens, such as mobiles and tablets. In Kim et al.'s 2012 study only 9% of users scrolled beyond the fold of the page to results lower down a list of search results. Long lists and sections are only useful if they are visible. Usage of the LTI is in it's infancy at UW, but early adopters report better engagement with weekly reading and less frustration from students trying to find the right content.

Another major change in the session is an increase in examples of the lecturer's own voice in the list. There are many examples at UW of excellent usage of the notes function. Lecturers from a wide variety of subjects across the university have used the notes fields to personalise their lists, to explain how the list works, their expectations of the students in terms of engagement with resources, the importance of texts, or quite simply, which chapter to read in an ebook. This backs up the messages and instructions given in class about what to do in terms of reading.

Finally, and crucially, the construction of a resource list has become part of the formative assessment for the PG Cert module in which this session sits. The formative activity involves group work constructing a mock module in preparation for a simulated approval committee. A key part of the module outline is now a resource list on Aspire, laid out in whichever way the group feels best suits their module, which they must justify in the simulated approval committee and in their summative written assignment. This means each group must engage with the reading list system, gaining hands on experience in a sandbox environment.

The future

The creation of a reading lists as part of the assessment process is a new development for the course and there will be further work done to evaluate the impact of this on lecturers' understanding and usage of Aspire.

The future of online reading lists contains many opportunities to investigate impact. At UW there is the prospect of examining student experience using the lists and the effects on their learning. In terms of staff engagement, there is a continuing shift away from explaining the

nuts and bolts of creating a list and moving towards more of a focus on the pedagogy of the list, the lecturer's voice and how reading and other resources can be even better embedded into the learning process.

There is also an opportunity to look at the contents of the list in more detail, especially considering the recent work by Mires Richards, Field, Agyeman & Kanadu-Mensah (2019) at the University of Kent on decolonising the curriculum. Kent audited reading lists looking at the nationality, ethnicity and gender of authors included. Their work aims to improve awareness of the frequent lack of diversity within many curricula and the value of taking materials from diverse sources. This is certainly something that could be suggested to session participants in future when looking at reading list choices.

Conclusions

The teaching work done on the PG Cert has aimed to encourage the type of communication and lecturer presence deemed missing by Brewerton (2014) and Siddall & Rose (2014). It has sought to promote the annotations recommended by Farmer et al. (2012), and to assist lecturers in moving away from a static repository of titles and towards the more up-to-date and relevant lists that Bevan (2012) suggests. On the whole, this has been successful: preparation for each iteration of the session brings up more and better examples of good lists, whether in terms of content, layout or annotation. There are gaps, certainly, but more and better examples and continued positive feedback on the system from lecturers and students alike. The profile of resource lists and the usage figures at Worcester continues to grow and the inclusion of a taught session in the PG Cert and being part of assessment plays a key role in the promotion and understanding of the system and of continued growth in uptake and positive feedback.

References

Bar Ilan, J., Keenoy, K., Levene, M., & Yaari, E. (2009). Presentation Bias Is Significant in Determining User Preference for Search Results—A User Study. *Journal of the American Society for Information Science & Technology*, *60*(1), 135–149. https://doi.org/10.1002/asi.20941

Bevan, N. (2012). Preliminary to reading. *Times Higher Education Supplement (THES)*. Retrieved from https://www.timeshighereducation.com/news/preliminary-to-reading/419086.article

Biggs, J., & Tang, C. S. (2011). *Teaching for quality learning at university: what the student does* (4th ed.). Maidenhead: Open University Press.

Bloom, B., Engelhart, M., Furst, E., Hill, W., & Krathwohl, D. (1956). *Taxonomy of educational objectives: the classification of educational goals. Handbook 1: Cognitive domain*. New York: David McKay.

Brewerton, G. (2014). Implications of student and lecturer qualitative views on reading lists: a case study at Loughborough University, UK.

New Review of Academic Librarianship, 20(1), 78–90.
https://doi.org/10.1080/13614533.2013.864688

Brewster, S., Newman, E., Keene, J., & Dumbelton, J. (2015). *A student-centred approach to developing resource lists and its impact on learning.* University of Worcester Learning and Teaching Conference, Worcester, UK.

Clarke, L. (2019). *Engaging Oxford with online reading lists to advance digitial education.* Talis Insight Europe, Birmingham, UK. Retrieved from https://talis.com/2019/05/13/talis-insight-europe-2019-engaging-the-university-of-oxford-with-talis-aspire/

Devine, L. (2017). Reading lists: justifying the benefits for both students and lecturers. Retrieved from https://support.talis.com/hc/en-us/articles/115004062029-Reading-lists-justifying-the-benefits-for-both-students-and-lecturers-webinar-

Farmer, V., MacLean, C., & Corns, I. (2012). *How can reading lists be effective information literacy tools?* Library and Information Literacy Annual Conference (LILAC), Glasgow, UK. Retrieved from https://www.slideshare.net/infolit_group/lilac-presentations-rgu-talis2

Keene, J. (2018). *How the University of Worcester improved the student experience of the library with Talis Aspire.* Retrieved from https://talis.com/2018/10/24/how-the-university-of-worcester-improved-the-student-experience-of-the-library-with-talis-aspire/?dm_i=4XTT,29QH,1CE82E,6Y9Q,1

Kim, J., Thomas, P., Sankaranarayana, R., & Gedeon, T. (2012). Comparing scanning behaviour in web search on small and large screens. In *Proceedings of the Seventeenth Australasian Document Computing Symposium* (pp. 25–30). https://doi.org/10.1145/2407085.2407089

Mires Richards, E., Field, S., Agyeman, E., & Kanadu-Mensah, C. (2019). *Diversity in the curriculum at the University of Kent: a collaborative apporach.* Talis Insight Europe, Birmingham, UK. Retrieved from https://talis.com/2019/05/15/talis-insight-europe-2019-the-university-of-kents-project-to-improve-diversity-in-the-curricula/

Rhodes, C. (2019). *Students build their own reading lists: an information literacy experiment.* Talis Insight Europe, Birmingham, UK. Retrieved from https://talis.com/2019/05/15/talis-insight-europe-2019-hearing-from-the-talis-aspire-user-group/

Sachse, J. (2019). The influence of snippet length on user behavior in mobile web search: An experimental eye-tracking study. *Aslib Journal of Information Management*. https://doi.org/10.1108/AJIM-07-2018-0182

Salmon, G. (2013). *E-tivities: the key to active online learning* (2nd ed.). London: Routledge.

Siddall, G., & Rose, H. (2014). Reading lists – time for a reality check? An investigation into the use of reading lists as a pedagogical tool to support the development of information skills amongst Foundation Degree students. *Library and Information Research*, *38*(118), 52–73. Retrieved from https://lirgjournal.org.uk/index.php/lir/article/view/605

Stokes, P., & Martin, L. (2008). Reading lists: a study of tutor and student perceptions, expectations and realities. *Studies in Higher Education*, *33*(2), 113–125. https://doi.org/10.1080/03075070801915874

Talis. (2019). Talis Aspire. Retrieved March 20, 2019, from https://talis.com/talis-aspire/

University of Worcester. (2019). Facts and figures. Retrieved from https://www.worc.ac.uk/about/university-information/facts-and-figures.aspx

University of Worcester Library Services. (2019a). *Library Search*. Retrieved from https://library.worc.ac.uk/

University of Worcester Library Services. (2019b). *Resource lists*. Retrieved from https://library.worc.ac.uk/services/academic-staff-support/resource-lists