

What is a Reading List for?

Transforming reading lists through Constructive Alignment



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How did it start?

Subject Librarian: general questions about quality and relevance of reading lists (confirmed in literature)

Experience compared with pedagogic idea of **Constructive Alignment...**

Constructive Alignment

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

All learning activities and assessments designed to deliver a specific set of Learning Outcomes

Learning Outcomes describe what the student will be able to do after successful completion of the module

Students should be focus of the design of learning activities and be participating in structured *activities*

Project

OCSLD funded research project through *Brookes Learning and Teaching Fellowship* scheme

Learning Resources colleagues joined project team and recruited module leaders to redesign modules so that reading lists Constructively Aligned

Objective: to embed the practice of Constructive Alignment of reading lists in Oxford Brookes University Modules

Method: seven module leaders offered LR support to redesign modules.

Couldn't directly assess change in students gaining Learning Outcomes through redesigned reading lists (confounding and time). Embedding as proxy measure.

Results: redesign embedded in five modules, one module exited the project before redesign, one module returned to the pre-project design

SUCCESS!

BUT!

Trigger warning! Disengaged students ahead

Approaches to learning

Redesign of one module abandoned as students not doing activities

Four of five 'successful' redesigns had similar disengagement

Experience of project's module leaders plus comparison with existing modules where reading lists are *activities* and reference to literature suggests...

Reading list *activities* must be summatively assessed

Strategic approach to learning (Marton and Säljö, 1976; Entwistle and Ramsden, 1982)

- Marton, F., and Säljö, R. (1976) 'On qualitative differences in learning: I – Outcome and process', *British Journal of Educational Psychology*, 46(1), pp.4-11.
- Entwistle, N. J., and Ramsden, P. (1982) *Understanding student learning*. Available at: <https://eric.ed.gov/?id=ED244959> (Accessed: 14th May 2018).

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Guide for module leaders

Hazel Rothera and *Aspire's* new list view

Questions?

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