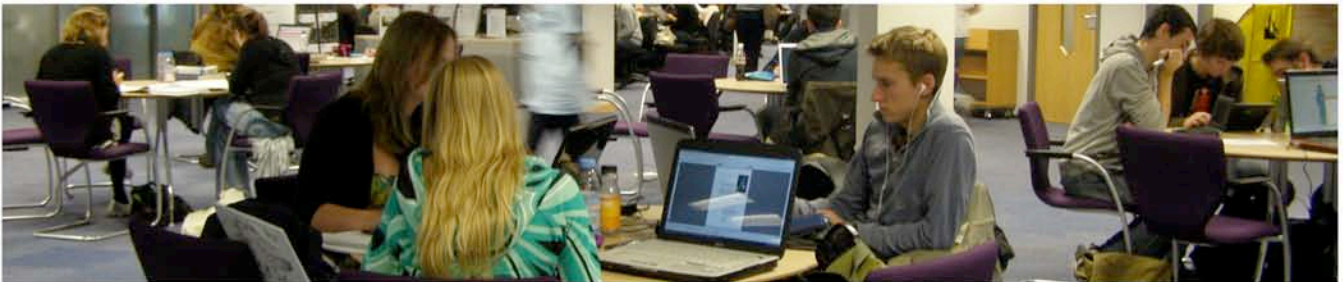


Reading Strategies in the Digital Environment

Jill Beard, Penny Dale



Background

Academic literacy

- Critical thinking
 - Problem solving
 - Discipline
 - Specific study strategies
 - Active listening and learning from lectures
 - Advanced reading skills
 - Learning from visuals
 - Exam preparation and writing strategies
 - Presentation skills
 - Concentration and memory
 - Time, workload and self-management
 - Group skills
 - Learning with and from technology
- (Kope, 2006)

Keywords

academic literacy, critical thinking, information literacy, reading lists, digital learning resources, higher education

Read more at Reading Strategies
www.bournemouth.ac.uk/eds/eres
(Beard and Dale, 2008)

Context

Reading for a degree in a world dominated by e-resources demands new environments, both physical and virtual. We need to develop new ways of supporting students. We also need to inform and support academics as they develop new pedagogies. (Beard and Dale, 2008)

“By thinking critically about what they are doing, students increase their chances of retaining their knowledge” (Shufflebottom, Case Study 11)

eRes

Students and what they do

- Digital natives (Prensky, 2001)
- They like to multi-task, (are) used to continuous communication (Newland et al, 2006)
- “Google generation stereotype may be broadly true” (OCLC, 2008)
- Wide acceptance of e-journals, acceptance of e-books growing quickly as technology catches-up
- Students at BU access a wide range of material (Ball et al, 2007)

“It’s the students’ perceptions of e-resources in an e-learning environment and how they engage with those rather than the traditional text” (Shiel, Case Study 10)

eRes



What we did

New ways of delivering

- New technologies, Web 2.0 and beyond
- Integration into the Virtual Learning Environment (VLE) facilitates the delivery of learning resources
- Scholar social bookmarking tool integrated into VLE

“Most of them got into the spirit of the blog...they’d obviously read [the critiques] in some detail...” (Benjamin, Case Study 13)

“[Social bookmarking] provided students with another choice in finding information, searching and evaluating the literature” (Taylor, Case Study 8)

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Academics told us

- Critical reflection improves the quality of interactions. (Taylor, Case Study 8)
- Large groups could be taught more effectively using technology (Joy & Nickless; Watson, Case Studies 3,9)
- Hard to teach subjects made more engaging by technology (Rowe-Jones; Porter & Stonelake, Case Studies 12, 2)
- Encouraged debate and decision making (Shufflebottom; Joy & Nickless, Case Studies 11, 3)

“Subjects like maths and physics become more accessible using e-activities” (Rowe-Jones, Case Study 12)

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Students’ reactions

- Student evaluation questionnaire available in print and e-formats
- Some projects incorporated their own evaluation

“..feedback indicated that they certainly found it a useful contribution as far as their revision was concerned” (Martell, Case Study 1)

“Great idea that makes you do the additional reading” (Student, Case Study 4)

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Lessons learnt: Reflections from the case studies

New ways of working - technology

- Considerable time input, especially in developmental stages
- Introduction at Level C (year 1) increases engagement
- Support needed to learn and try new software
- Lecture theatres need to be appropriately equipped

New ways of working-

Developing and supporting pedagogies:
Academics responding to strategic change, new demands from students and shifts in resources from print to electronic formats.

Changing structures:
Academics, Librarians and Learning Technologists exploring new ways of working together.

New teams

- Value of working together in teams - with other academics, librarians and learning technologists
- Role of "broker" to ensure e-resource, acquisition, innovative deployment and use of technology

"There needs to be somebody you can go to
...a broker" (Rowe-Jones, Case Study 12)

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Student skills development

- Students need
 - o Good IT skills
 - o Good information literacy skills
 - o Good academic literacy
- Stimulated good information seeking
- Group working
 - o Encourages debate and critical thinking
 - o Allows less confident students to express their views

"The whole idea was to get students to go out and
look for their own literature" (Welham, Case Study 6)

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What next at BU?

Strategic direction

“Bournemouth University is a youthful and innovative international institution offering a range of high-quality academic programmes geared to the professions” Bournemouth University, 2005. *Corporate Plan: a statement of strategic intent (Internal Document)*, Bournemouth University.

“BU’s approach is to prepare you to be self-motivated and to relish opportunities for further learning throughout your lives.....The BU approach, using an array of learning resources, is designed to enhance your employability still further.” *Bournemouth University, 2008. BU Educational Experience (Internal Document)*, Bournemouth University.

Future roles and structures - working in partnership

Academics: developing new pedagogies

Learning Technologists: identifying new technologies and working with librarians and academics to explain possibilities and usage

Librarians: developing existing links with academics, role of “broker”. Promoting appropriate technology to support reading for a degree e.g. Social bookmarking

Integration

- The development of Academic Literacy skills within the VLE
- The VLE with resources and tools integrated at until level

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