

Supplementary file to: Siddall, G. and 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.

Appendix A: Reading list example A

Reading List Example A

Module Reading List





The reading list for your first module includes additional guidance notes to help 'scaffold'¹ the development of your skills in locating, accessing and using information as you start out on the course.

The two **core** texts are available in the library and to purchase in the University bookshop.



The list of **recommended** resources is intended as a guide. You are not expected to read every item – we know that not all books are for everyone and so have included several items on the same topic to give you a choice. We thought you might find it helpful to see what the students from last year were reading and so have highlighted their favourites in the list.

You may also wish to explore other resources available via the library. Take a look at the support materials on the VLE for help with this, e.g. a video on how to use library catalogue and a guide to using education ebooks.




In addition to the reading list, course tutors will notify you of other relevant materials via the VLE.

 = print copy  = ebook  = journal article
 = previous students' favourites

Core texts

Cottrell, S. (2008) *The study skills handbook*. 3rd ed. Basingstoke: Palgrave Macmillan.  

Provides useful advice and practical exercises to help you develop your study skills.

Pritchard, A. (2009) *Ways of learning: learning theories and learning styles in the classroom*. 2nd ed. London: Routledge.   












Provides an introduction to learning theories and learning styles, including a chapter on constructivist learning. Each chapter ends with a useful summary of main points and applications in the classroom.

¹An important aspect of scaffolding instruction is that the scaffolds are temporary. As the learner's abilities increase the scaffolding provided by the more knowledgeable other is progressively withdrawn. Finally the learner is able to complete the task or master the concepts independently.' (Van Der Stuyf, 2002, p2)



Van Der Stuyf, R. (2002) Scaffolding as a teaching strategy. *Adolescent Learning and Development*. Fall, 2-13.

Reading List Example A



Theories of learning

<p>Arthur, J. and Cremin, T. (eds.) (2010) <i>Learning to teach in the primary school</i>. London: Routledge.   </p> <p>Provides an introduction to teaching in the primary school, including chapters on child development, approaches to learning and assessment.</p>
<p>Bentham, S., (2004) <i>A teaching assistant's guide to child development and psychology in the classroom</i>. London: Routledge Farmer.  </p> <p>This book provides commentary on the basic principles underlying children's development, how to support learning, the basic learning styles and teaching children with special educational needs.</p>
<p>Blakemore, S. J. and Frith, U. (2005) <i>The learning brain: lessons for education</i>. Oxford: Blackwell.  </p> <p>The authors of this book take a look at what is known about how and when the brain learns, and consider the implications of this knowledge for educational policy and practice.</p>
<p>Curran, A. (2008) <i>The little book of big stuff about the brain</i>. Carmarthen: Crown Publishing. </p> <p>A user's manual for the brain – what it is, how it works, what it looks like, and where it came from.</p>
<p>DfES. (2004) <i>Pedagogy and practice: teaching and learning in secondary schools. Unit 19 Learning Styles</i> [online]. Norwich: HMSO. Available from: http://webarchive.nationalarchives.gov.uk/20100612050234/nationalstrategies.standards.dcsf.gov.uk/node/97131 [Accessed 26 July 2011].</p>
<p>Hoult, S. (2005) <i>Secondary professional studies: reflective reader</i>. Exeter: Learning Matters. </p> <p>An introduction to teaching in the secondary phase of education. It contains chapters on topics such as learning theories and styles, assessment, equality and inclusion.</p>
<p>Illeris, K. (2008) <i>Contemporary theories of learning</i>. London: Routledge.  </p> <p>A focus on the theory of 'what is learning' and 'how does it takes place'.</p>



Reading List Example A

Kendall-Seatter, S. (2005) *Primary professional studies: reflective reader*. Exeter: Learning Matters.  


A useful book for educators working in primary schools, with chapters on teaching and learning in the primary school, assessment and behaviour management.

Overall, L. (2007) *Supporting children's learning: a guide for teaching assistants*. London: SAGE.  




Introduces the main learning theories including chapters on behaviourism and constructivism. Includes suggestions for further readings in an appendix at the back of the book.

Pound, L. (2005) *How children learn: from Montessori to Vygotsky. Educational theories and approaches made easy*. Leamington Spa: Step Forward Publishing.  



An accessible introduction to the main educational and psychological theories about how children learn.

Prashnig, B. (2006) *Learning styles in action*. Stafford: Network Continuum Educational. 



A practical guidebook about learning styles and how they can be used by educators to improve their teaching.

Pritchard, A. (2009) *Ways of learning: learning theories and learning styles in the classroom*. 2nd ed. London: Routledge.   

Provides an introduction to learning theories and learning styles, including chapters on constructivist learning and learning styles. Each chapter ends with useful summary of main points and applications in the classroom.

Reid, G. (2005) *Learning styles and inclusion*. London: Paul Chapman.  

Includes practical guidance about how to assess pupils' different learning styles and how to vary your teaching to appeal to all types of learners, including disaffected students and those with SEN.

Richards, G. (2007) *Key issues for teaching assistants: working in diverse and inclusive classrooms*. London: Routledge.  

This book includes chapters on issues such as inclusion and special needs, supporting traveller children, working with hard to reach parents and tackling bullying. Each chapter contains an overview of topical debates, current research and initiatives, and suggestions for further reading.

Reading List Example A

Riding, R. (2002) *School learning and cognitive style*. London: David Fulton Publishers. 📖

This book provides a practical approach to teaching strategies and includes information on cognitive styles and learning.

Shaw, S. and Hawes, T. (1998) *Effective teaching and learning in the primary classroom: a practical guide to brain compatible learning*. Leicester: Trevor Hawes Educational Services Ltd. 📖 😊

A practical guide to learning and teaching, including chapters on the brain and learning, strategies and learning styles.

Tandi, C. (2005) *Teaching maths to pupils with different learning styles*. London: Paul Chapman. 📖 📱

A practical resource providing ideas for teaching mathematics with visual and kinaesthetic approaches.

Walton, A and Goddard, G., (eds.) (2009) *Supporting every child: a course book for foundation degrees in teaching and supporting learning*. Exeter: Learning Matters. 📖 📱 😊

A useful text for all foundation degree students who are support staff, particularly Teaching Assistants, working in educational settings. It includes chapters on inclusion, teaching and learning, and behaviour.

Assessment



Assessment Reform Group (2002) *Assessment for learning: 10 principles* [online]. Available from: <http://www.assessment-reform-group.org/> [Accessed 2 August 2011]. 😊

A user-friendly summary of the essential features of assessment for learning.




Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2002) *Working inside the black box: assessment for learning in the classroom*. London: NFER Nelson. 📖 😊

Provides research findings and examples of assessment for learning in the classroom.


Example Reading List A

Black, P. and Wiliam, D. (1998) *Inside the black box: raising standards through classroom assessment*. London: King's College School of Education.  



A practical and concise book that provides evidence-based ideas and advice for how educators can improve assessment in the classroom.

Black, P., Harrison, C., Lee, C., Marshall, B. and Wiliam, D. (2003) *Assessment for learning: putting it into practice*. Maidenhead: Open University Press.   



Discusses assessment for learning and provides ideas about how it can be put into practice to improve classroom learning and teaching.

Brooks, V. (2002) *Assessment in secondary school: the new teacher's guide to monitoring, recording, reporting and accountability*. Buckingham: Open University Press. 



Takes a comprehensive look at assessment in secondary schools, with chapters on the role of assessment in learning and teaching, planning for assessment and feedback and marking. It includes theory and research, as well as useful practical examples.

Clarke, S. (2001) *Unlocking formative assessment*. London: Hodder and Stoughton.  

A practical guide that explains how to implement formative assessment strategies that support children's learning, improve progress and raise confidence and self-esteem.

Clarke, S. (2003) *Enriching feedback in the primary classroom: oral and written feedback from teachers and children*. London: Hodder and Stoughton.  

Explains how to make full and effective use of oral and written feedback to promote children's learning in the primary classroom.

Clarke, S. (2005) *Formative assessment in action: weaving the elements together*. London: Hodder Murray.  

Provides practical advice on how to bring together all the elements of formative assessment in the primary classroom.

Reading List Example A

Clarke, S. (2005) *Formative assessment in the secondary classroom*. London: Hodder Murray. 📖 😊

A practical guide focusing on formative assessment in the secondary classroom, including chapters on learning objectives, effective questioning and feedback.

Dann, R. (2002) *Promoting assessment as learning: improving the learning process*. London: RoutledgeFalmer. 📖

This book explores the theories of learning and assessment within the contexts of national tests and through the theme of self-assessment.

DfES. (2005) *KS3 National Strategy. Working together: teaching assistants and assessment for learning*. Norwich: HMSO.

Hall, K. and Burke, W. (2003) *Making formative assessment work: effective practice in the primary school*. Maidenhead: Open University Press. 📖 📱

An accessible text that provides explanation and examples of formative assessment in practice.

Haylock, D. (2006) Assessment. In: *Cockburn, A. and Handscomb, G. (ed.) Teaching children 3 – 11: a student's guide*. 2nd ed. London: Paul Chapman Publishing. pp. 155-176. 📖

A useful introductory chapter on assessment that covers formative and summative assessment and assessment for learning.




Marshall, B. and Drummond, M.B. (2006) How teachers engage with Assessment for Learning: lessons from the classroom. *Research Papers in Education*. **21** (2), 133-149. 📖

This journal article explores the different ways that teachers use AfL practices in the classroom. The introduction contains a useful review of relevant literature and research on AfL.



Miller, D. and Lavin, F. (2007) 'But now I feel I want to give it a try': formative assessment, self-esteem and a sense of competence. *The Curriculum Journal*. **18** (1), 3-25. 📖

This journal article considers how formative assessment can be used to improve children's sense of self-esteem and beliefs about competence. It begins by providing a useful overview of literature on formative assessment.



Reading List Example A

Weeden, P., Winter, J. and Broadfoot, P. (2002) *Assessment: what's in it for schools?* London: RoutledgeFalmer.   

This book looks at how assessment can be used to promote or inhibit learning. It includes chapters on self-assessment, marking and feedback, and assessment for learning.

Wragg, E.C. (2001) *Assessment and learning in the primary school.* London: Routledge Falmer.  

Covers topics such as the principles and purposes of assessment, informal and formal methods of assessment, and whole school issues.

Wragg, E.C. (2001) *Assessment and learning in the secondary school.* London: Routledge Falmer.  

This book addresses both formal and informal ways of assessing children's work and progress. It includes useful practical activities, discussion points and case studies.

Curriculum planning


Department for Education and Employment. (2000) *The National Curriculum. Handbook for primary teachers in England* [online]. QCA: London. Available from: <https://www.education.gov.uk/publications/> [Accessed 2nd August 2011].

Department for Education and Employment. (1999) *The National Curriculum. Handbook for secondary teachers in England* [online]. QCA: London. Available from: <https://www.education.gov.uk/publications/> [Accessed 2nd August 2011].

DfES (2003) *Excellence and enjoyment.* Nottingham: DfES.

DfES (2004) *Excellence and enjoyment: learning and teaching in the primary years. Designing opportunities for learning.* Norwich: HMSO.



DfES (2004) *Pedagogy and practice: teaching and learning in secondary schools. Unit 1 structuring learning.* Norwich: HMSO.

Evans, N. (2005) *Curriculum change in secondary schools, 1957-2004: an educational roundabout?* London: Routledge. 


This book is about curriculum change in the secondary school and shows how the quality of education has been affected by increasing intervention of central government.

Reading List Example A


Study skills

Cottrell, B. (2008). *The study skills handbook*. 3rd ed. Basingstoke: Palgrave Macmillan.  

Provides useful advice and practical exercises to help you to develop your study skills.

Greetham, B. (2008). *How to write better essays*. 2nd ed. Basingstoke: Palgrave Macmillan. 

A guide to writing better essays, which has chapter on interpreting the question, research, planning, writing and revision. It includes a troubleshooting section which allows you to easily locate solutions to your writing problems.

McBryde-Wilding, H. and Richardson, L. (2009) *Information skills for education students: a practical guide for education students*. Exeter: Learning Matters. 

Designed to help students locate, evaluate and make effective use of information. It includes practical and reflective tasks, worked examples and top tips.

Websites

Department for Education
<http://www.education.gov.uk>

Department for Education – Research and Statistics
<http://www.education.gov.uk/research/>

Department for Education – The National Strategies
<http://webarchive.nationalarchives.gov.uk/20110202093118/http://nationalstrategies.standards.dcsf.gov.uk/>

Teacher's TV
<http://www.teachers.tv/>

www.ncinaction.org.uk

www.everychildmatters.gov.uk

Reading List Example A

Websites for study skills

Palgrave Macmillan skills4study
<http://www.palgrave.com/skills4study/html/index.asp>

A free resource full of practical advice to help you study at university.

Teesside University's study skills website
<http://discc.tees.ac.uk>

Includes sections on different aspects of academic writing from spelling to apostrophes, to writing well-constructed paragraphs, and how to connect your ideas and arguments together.

University of Northampton Library's online Harvard Referencing tutorial
<http://library.northampton.ac.uk/liberation/ref/choose.php>

Using English for academic purposes: a guide for students in higher education
<http://www.uefap.com>

Please note that when citing websites in assignments you must reference them according to the University's Harvard Referencing guide.

Appendix B: Reading list example B

Reading List Example B

MOD4464 – Bibliography**North America**

Angelou, Maya, *I Know Why the Caged Bird Sings*

Cooper, James Fenimore, *The Last of the Mohicans*

Brown, Kathleen, *Good Wives, Nasty Wenches and Anxious Patriarchs: Gender, Race and Power in Colonial Virginia*, University of North Carolina Press (Chapel Hill, 1996).

Cardyn, Lisa, 'Sexualised Racism/Gendered Violence: Outraging the Body Politic in the Reconstruction South', *Michigan Law Review*, vol. 11:4 (2002). **Electronic (under 'Mich. Law. Rev.')**

Foucault, Michael, *The History of Sexuality*, 2 vols (New York, 1973)

Kerouac, Jack, *On the Road*

Laqueur, Thomas, 'Orgasm, Generation, and the Politics of Reproductive Biology', *The Making of the Modern Body: Sexuality and Society in the Nineteenth Century*, eds. Catherine Gallagher and Thomas Laqueur, University of California Press (Berkeley, 1987). (Also in *Representations*, vol. 14 (1986).)

Lockley, Tim, 'Crossing the Racial Divide: Interracial Sex in Antebellum Savannah', *Slavery and Abolition*, 18 (December 1997), No 3, 159-173.

Social Science Periodicals

McFarlane, Anthony, *The British in the Americas*

Raban, Jonathan, *Hunting for Mr Heartbreak*

Ruland, Richard and Malcolm Bradbury, *From Puritanism to*

Postmodernism: A History of American Literature

Temperley, Howard and Bigsby, Christopher, *A New Introduction to American Studies*

Tindall, George, and David Shi, *America: A Narrative History*, Norton (New York, 1996).

Latin America and the Caribbean

Allende, Isabel, *The House of the Spirits*

Bost, Suzanne, *Mulattas and Mestizas: Representing Mixed Identities in the Americas, 1850-2000* (2003)

Chasteen, John Charles, *Born in Blood and Fire: A Concise History of Latin America*

Reading List Example B

Chatwin, Bruce, *In Patagonia*

Díaz, Arlene, *Female Citizens, Patriarchs, and the Law in Venezuela, 1786-1904*, University of Nebraska Press (Lincoln, 2004).

Díaz del Castillo, Bernal, *The Conquest of New Spain*

García Márquez, Gabriel, *One Hundred Years of Solitude*

Graham, Sandra Lauderdale, *House and Street: the Domestic World of Servants and Masters in Nineteenth Century Rio de Janeiro*, University of Texas (Austin, 1988).

Heuman, Gad, *The Caribbean (Brief Histories)*

Lafaye, Jacques, *Quetzalcóatl and Guadalupe: The Formation of Mexican National Consciousness, 1531-1813*, University of Chicago Press (Chicago, 1976).

Perez-Torres, Rafael, *Mestizaje: Critical Uses of Race in Chicano Culture*, University of Minnesota Press

Phillips, Rachel, 'Marina/Malinche: Masks and Shadows', *Women in Hispanic Literature: Icons and Fallen Idols*, ed. Beth Miller, University of California Press (Berkeley and Los Angeles, 1983).

Townsend, Camilla, *Malintzin's Choices: An Indian Woman in the Conquest of Mexico*, University of New Mexico Press (Albuquerque, 2006).

Appendix C: Reading list example C

Reading List Example C

MOD2468 – indicative suggested reading for Research Methods

Aveyard, H, (2007) *Doing a literature review in health and social care*. Milton Keynes: OUP

Blaxter, L, Hughes C and Tight M (2010) *How to Research* 4 edition Open University Press

Britten, N. (2011) Qualitative research on health communication: what can it contribute? *Patient education and counseling*. **82**(3), pp.384-388

Dowson and McInerney DM (2003) What do students say about their motivational goals?: Towards a more complex and dynamic perspective on student motivation. *Contemporary Educational Psychology*. **28**(1), p.91-113.

Floyd J Fowler (02) *Survey research methods*. Sage.

GREENFIELD Tony 2002 *Research methods for postgraduates*. Arnold.

Greenhalgh, T, (2010) *How to read a Paper*. London: BMJ Publishing Group

Hart, C, (2009) *Doing a literature review: Releasing the Social Science Imagination*. London: Sage Publications Ltd

Hennick and Bailey 2011 *Quantitative research methods*. Los Angeles: London.

Higginbottom. G. (2009) Qualitative research. *Nurse researcher*, **16**(4), pp.4-6.

McNeill, P. (1990) *Research methods*. 2nd ed. London: Routledge.

PICKARD, AJ 2008) *Research methods in information*. Facet, London.

Ross, Tracy (2012) *A survival guide for health research methods*.

Walliman, Nicholas (2011) *Research methods: the basics*. Londohn: Routledge

William Gillham (2000) *Case study research methods*. Continuum, London.

Adams Andrew (2005) *Research methods*

Ihlenfeld JT *Research Methods*

Research methods 2002 journal of urban health.

Reading List Example C

Websites:

AREC: <http://www.arec.org.uk/>

BPS: <http://www.bps.org.uk/what-we-do/ethics-standards/ethics-standards>

ESRC, Framework: <http://www.esrc.ac.uk/about-esrc/information/research-ethics.aspx>

MRC:

<http://www.mrc.ac.uk/Ourresearch/Ethicsresearchguidance/index.htm>

NRES: <http://www.nres.nhs.uk/>

Guidebook: <http://www.ethicsguidebook.ac.uk/>