Canterbury Christ Church University

Library and Learning Resources

Library resourcing of modules

Canterbury Christ Church University

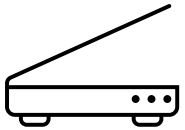
Think **resource lists**

Media-rich increasing the range and variety of voices

Library resourcing of modules

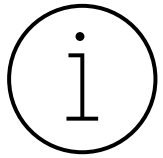
Power your students' learning

Think **format**



Digital and varied

Getting help and support

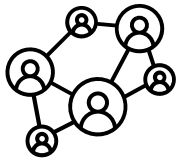


Your Learning and Research Librarian

Think **structure**

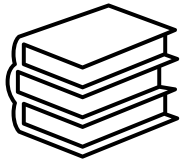
How do you want students to engage with resources? Support scaffolded learning

Think **resource levels**



Help guide students to the most relevant resources

Think **concise**

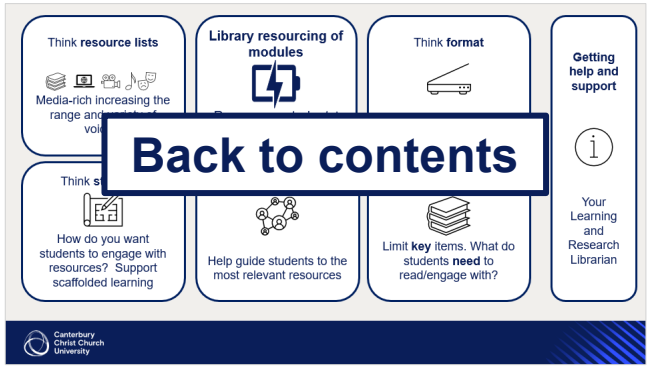


Limit **key** items. What do students **need** to read/engage with?

Think resource lists

Think **resource lists**

Media-rich resources increasing the **range and variety of voices**.



Back to contents

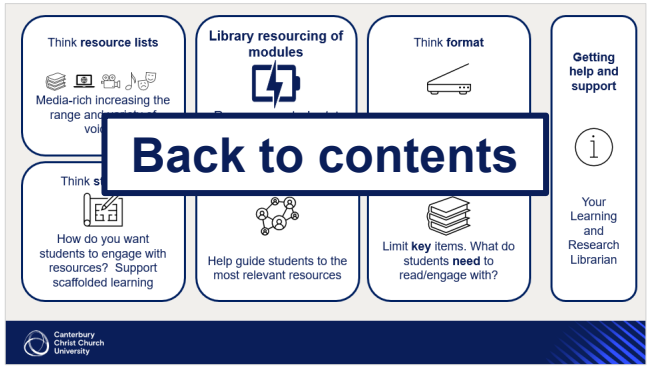
Library recommendations:

- Thinking **resource lists** rather than reading lists.
- Multimedia – use articles, documentaries, databases and primary sources, not just books.
- **Inclusivity** – try to include resources which cover the module's themes from standpoints of sustainability, equity and wellbeing.

Think structure

Think **structure**

How do you want your students to **engage** with resources and how can you **scaffold** their learning?

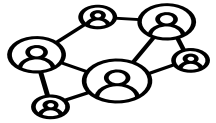


Library recommendations:

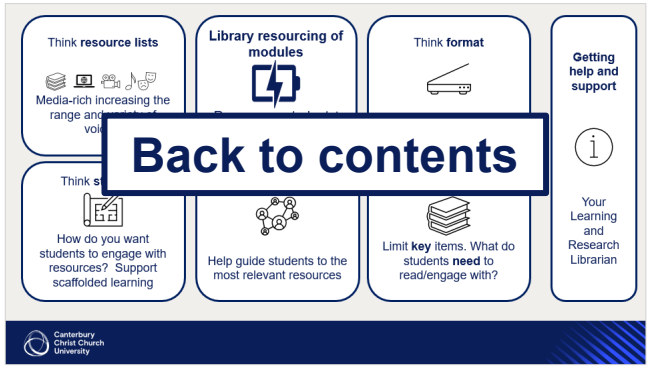
- Break your list up in ways which make sense for your module and your students e.g:
  - by topic
  - by week
- Highlight resources at specific points during the module when they are most relevant and encourage students to draw links between resources as they progress.
- At higher study levels, consider encouraging more independent research by pointing towards journal titles, databases or websites rather than specific, directed readings.

Think resource levels

Think **resource levels**



Guiding students to the best resources

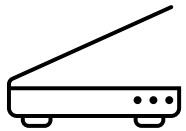


What do resource levels mean?

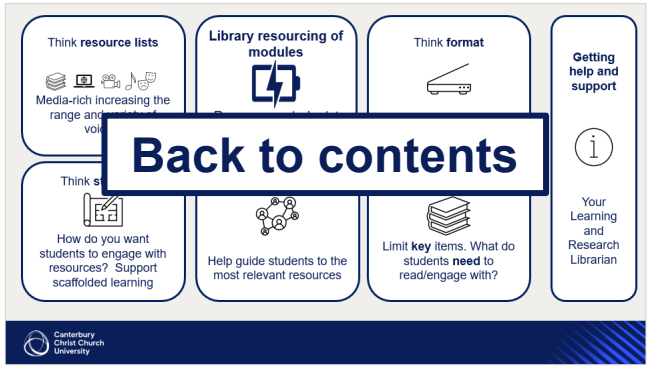
- **Key:** Essential resources. We recommend no more than 5 key books per module.
- **Suggested:** These are resources which students are encouraged to engage with but are not obligatory readings.
- **Wider research:** Useful resources for further exploration of the topic. These could be books, articles or videos framed as wider reading, or prompts for independent study such as databases or primary source collections.

Think format

Think **format**



Digital and varied

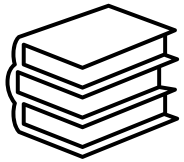


Library recommendations:

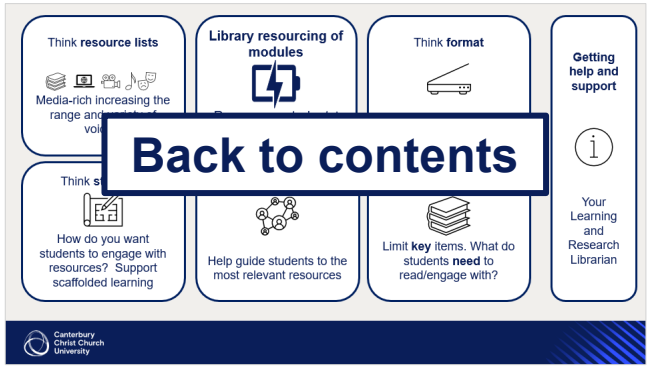
- **Digital** versions are purchased wherever possible to maximise access, but sometimes we can only buy print.
- If there is an essential chapter from a book which we only hold in print, use the scanning service (only one chapter per book per module can be scanned).
- Using **multimedia** resources can help engage students with different learning styles.
- If your course has distance learning students, contact your librarian for ideas about resources which can be accessed digitally off-campus.

Think concise

Think **concise**



Limit **key** items. What do students **need** to read/engage with?



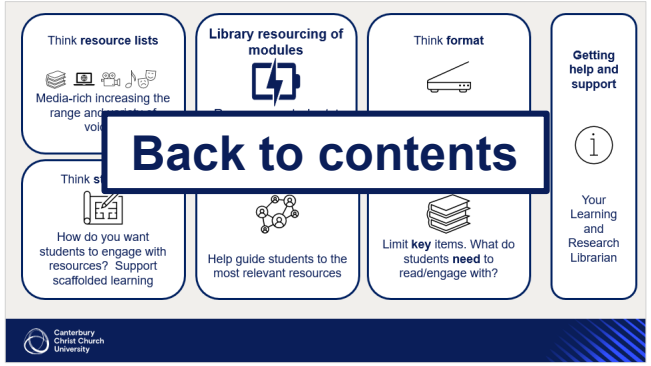
Library recommendations:

- Long resource lists can be overwhelming for students.
- **Limit time-heavy** key resources to c.5 items per 30 credit module.
- Be **specific** – it can be useful to identify key chapters so students can target their studies and plan their time.
- If the library only has an item in print, we may be able to digitise a key chapter of it for you.
- Resource lists are for guided reading and are not intended as bibliographies of a topic or subject.

Resource list help and support

Getting help and support

from your Learning and Research Librarian



Your Learning and Research Librarian can:

- Advise about resources (e.g. databases and collections) relevant to your course or module.
- Provide subject guides for resources relevant to your discipline.
- Discuss inclusivity of resources.
- Teach the skills required to use specialist disciplinary resources.

Find out who your Learning and Research Librarian is and how to contact them by visiting our website.

See our dedicated resource list webpages for our full guidance.