Reading Behaviour Project Report – 29th July 2016

'Digital Magpies': The academic reading habits of undergraduate students

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1. Introduction:

The 'Reading Behaviour Project' (RBP) pilot was initiated because of two key drivers. First, the Library now sees a clear role for itself in supporting student retention rates, which is a key measure in the *University Strategic Plan 2016-2021.* Secondly, data from the Discovery Project showed our resource usage to be 'below the sector mean for journal article downloads, e-book section requests and item loans' (Walker, 2013, p. 1). Lower resource access figures however, do not necessarily indicate lower levels of reading or academic engagement among our students. At the same time, the fluidity of an (increasingly) digital higher education context continues to change how learners engage with resources.

To begin tackling the above issues, the aim of this project has been as follows:

> 'To discover the habits, choices and motives of current undergraduates when using library collections for their academic reading needs, and develop interventions that will support retention, progression and completion rates.'

This report makes recommendations based on the findings of the pilot and the literature review, as to how the Library can support student motives to read academically, so contributing to the development of academic skills, professional practice and lifelong learning. These are key objectives in the Education and Student Experience sub-strategy, Salford Curriculum + of the *Strategic Plan 2016-2021*.

The aim of the Discovery Project differed from this one by focussing on the degree of confidence with which students found and navigated to resources, and assessing and comparing resource access with other institutions (Walker, 2013).

This pilot moves beyond access to consider how the Library might motivate usage. What can the Library do to enhance academic reading as a learning habit? This area has grown in interest to librarians, as demonstrated in the development of the ANCIL framework (Coonan & Secker 2011). This framework sets out the centrality of information literacy in university curricula to support deep learning, reflexive academic skills and lifelong learning. Academic literacy is the third of ten strands within that framework. It identifies 'skimming and scanning strategies' as useful study management techniques, and indicates 'higher order activities' such as critical appraisal and the recognition of organised areas of knowledge as skill sets that librarians should support (Coonan & Secker, 2011).

Subsequent research shows the importance of motivating academic reading as part of the overall student experience, and as a lifelong learning skill. The work of Justine Martin shows the graduated nature of the ANCIL framework is helpful in charting the skills needs of students as they move through and beyond higher education, and then into the workforce (2013). The Library should follow this trajectory by contributing to the link between learning and industry through the University's Industry Collaboration Zones (ICZs).

Here, the Library has an opportunity to support student learning in real-world environments, in the co-creative dimensions of student learning, and through information and knowledge sharing in a contemporary virtual environment (University of Salford, 2016).

At present, a number of students seem to manage by taking the 'digital magpie' approach to information selection and usage: collecting a range of key sources that immediately attract them as useful for assignments, and using them in ways expedient to their assignment requirements.

2. Literature review:

A literature review was undertaken to orient this pilot, develop its aim and objectives, and to support its final recommendations.

The Literature Review covered 4 key themes which interrelate to this project.

The themes are:-

2.1   Theories of Reading Motivation

The majority of theory pertaining to the psychology of reading, and factors which affect the efficacy (why, frequency, formats etc) for individual students are related to primary and secondary school reading development (L1 – First Language), with a smaller pool of literature available in relation to L2 (Second Language) (Gallik, 1999, cited in Huang, 2014).

However, many of the theories identified in relation to reading motivation do transfer easily across to higher education. McRae and Guthrie suggest that "expertise does not arise without active participation" and that reading as a skill can continue to develop by reading widely and frequently, with "opportunities for additional contextual support" (2008, p. 1). The contextual support can take the form of 'explicit instruction', 'relevant texts' and 'motivational support'. McRae and Guthrie identify positive correlations between 5 internal motivators (Interest, Ownership, Self-Efficacy, Social interaction and Mastery). Acknowledgement and application of these motivators could provide a suitable framework when developing 'learning

objects' for students, and potentially adapted to specific technical or practical disciplines, learning styles and academic targets.

Grabe (2009, cited in Dhanapala & Hirakawa) reiterates the themes within McRae and Guthrie's work: "motivation involves individuals' internal cognitive beliefs, expectations and behaviours, which are influenced by a range of social and contextual factors" (2016, p. 202).

Mokhtari and Reichard (2002) utilise a 'self-report instrument', the 'Metacognitive Awareness of Reading Strategies Inventory' to study students' self-awareness of reading strategies they use during their academic reading. The instrument comprises an inventory of 30 statements about reading which was completed by 443 students. Mokhtari and Reichard discuss the significant benefits of 'metacognitive' awareness which enables students to undertake more strategic, effective reading, "monitor their own comprehension" (Paris & Winograd, 1990 in Mokhtari & Reichard), "detect contradictions or resolve inconsistencies in understanding text" (Snow et al. 1998 in Mokhtari & Reichard) and are able to identify gaps within their own understanding (2002: p. 249-250).

Garfield suggests that the benefits of the instrument in Mokhtari and Reichard (2002) are "increased responsibility by the students for their own learning and improved self-perceptions and motivations" (2008, p. 6).

2.2 Reading and the Digital Environment

The research located indicates strongly that (a) people read differently in a digital environment; and (b) students approach academic reading differently in terms of reading behaviour.

Liu's study charts 'changes in reading behaviour over the past ten years' (2005, p. 700). Liu states that the increase in reading on electronic mediums is "characterized by more time spent on browsing and scanning, keyword spotting, one-time reading, non-linear reading and reading more selectively" and "less time is spent on in-depth reading, and concentrated reading" (2005, p.705).

Levy suggests a "trend toward shallower, more fragmented, and less concentrated reading" (1997, p. 202); this is echoed by Evans and Po (2007) in Garfield (2008, p. 8), that use of digital texts potentially leads to a 'lack of deeper reading'. However, the narrative within the literature around this change may be of its time, and perhaps reflects a fear of change relating to the definition of "proper academic reading" based on an ideology which was culturally embedded with practice of reading printed materials.

Huang et al. used a convergent mixed-method research design to "investigate what factors are related to US college student's reading habits and interests and to explore the impact of the use of the internet on college students' academic learning experience and literacy practices" (2014, p. 437). The study included perspectives on 'new literacies' because "reading and literacy instruction is rapidly changing and transforming as new technologies emerge" (Coiro, Knobel, Lankshear & Leu, 2008 in Huang et al. 2014, p. 440). Huang identified several emerging themes: changes to peer-related language and communication style commensurate with new technology; use of online commentaries promoting reading selection ('You may also like' - 'Amazon.co.uk' style); the effect of instructor teaching style and practice as a motivator (See also: McRae & Guthrie, 2008); the impact of 'social network applications' and increased cribbing of online summaries without reading the article / chapters identified.

2.3   Information Literacy Theories

A number of Information Literacy theories were identified and discussed by the team during the pilot project (March – July 2016) including SCONUL 7 pillar model (Garfield, 2008). The team agreed that Secker and Coonan's 'A New Curriculum for Information Literacy' the 'ANCIL' framework (2011) would be the most suitable for the context of the RBP.

2.4 Reading Policy, a University 'Reading Strategy' and Reading Lists

The digital environment provides an opportunity to further develop the interactivity of reading lists in order to support academic reading.

The changing literacy practices identified in the literature review suggest the need for revision as to how reading lists are developed, disseminated and their efficacy measured. Although there is not a significant number of articles and studies on this topic, the research available is current and indicates several trends:

➢ There are opportunities for updating how reading lists are developed through review or use of a 'Reading Strategy' utilising a number of approaches for dissemination ('simple list, interactive discussion or annotated literature review') (Newman, 2016).

Banou links the reading policy or strategy to services which "endeavour to continuously improve the quality and effectiveness of the products and services", stating that the aim of a reading policy is "creation of new readers / users and the provision of satisfactory services to those already using them, combined with an effector to develop them" (2008, p. 492).

➢ Several sources refer to the concept of 'spoon-feeding or scaffolding'. Stokes and Martin in their study of tutor and student expectations of reading lists suggest that the current process 'inhibits [students'] development towards becoming autonomous information users' (2008: p. 115). However, Siddall and Rose (2014) focus on reading lists as "a pedagogical tool to support information skills development" and introduce the notion of 'scaffolding', being the way in which reading lists are shaped (e.g. annotated lists) as a means to build the learner's abilities.

➢ Siddall and Rose's article also "provides recommendations on how reading lists can be utilised to help students develop their information skills" (2014, p. 52) in the context of Foundation Degree students who may not be as advanced in information literacy practice as students from more traditional pathways.

Furthermore, they explore the idea of 'academic anxiety' which may be prevalent in specific groups. This is particularly relevant in relation to widening participation initiatives in relation to the requirements under the coming 'Teaching Excellence Framework' (TEF).

The full literature review will be made available as part of the further project, as required. In addition, aspects of the literature review will be included in supporting materials for the Northern Collaboration Conference presentation (2016).

3. Study design:

This pilot focussed on two key strands of undergraduate academic reading:
1. The decisions students make in selecting and managing reading across resource types;

2. Student thoughts and reflections on their academic reading practices, graduated from positive to negative experiences.

The project addressed these two strands by gathering two distinct sets of data that can be found here.

For Strand One (student decision making, selection and resource type usage), we canvassed students in locations outside the library. A series of questions (see below) were put to students to help identify the patterns and practical steps undertaken when they read academically.

For Strand Two (students' thoughts and reflections on their academic reading practices), a focus group was run. The focus group lasted approximately 45 minutes and was driven by a series of key words. Students were invited to choose keywords that best represented their thoughts and perceptions of academic reading. These initial perceptions were then used to develop wider discussion in the focus group.

The team also investigated the possibility of contextualising results using data drawn from students' reading list usage, size of reading lists and content added by teaching staff. Stokes and Martin (2008) found that there was a distinct gap between student and staff perceptions of reading lists. While tutors saw a list as guiding the students to a range of sources, the students saw the list as 'means-end approach' rather than as a starting point or conduit to wider reading.

The team liaised with Collections and Systems Teams regarding access to usage data. Several significant points should be noted:-

- Aspire and Google Analytics can be utilised for usage statistics about how many times a list is accessed, as well as the links within each list. However, this cannot currently be reported and each list must be looked at separately;

- Obtaining print usage statistics for reading list items is not a straightforward process. Reports must be run on Aspire and Alma and then merged;

- It is not currently possible within Library Systems to obtain usage statistics for e-books on reading lists. How to achieve this is under investigation by the relevant team(s);

- While obtaining analytics by school is relatively simple, however, doing so by programme is not so straightforward from a systems perspective;

- Books may appear on multiple reading lists. This should be taken into account when analysing usage statistics.

In terms of the scope of the pilot, the team decided that contextualisation of the results as a method of triangulation should be investigated for inclusion in the 'recommendations' for the next phase of the project.

3.1   Strand One: Student canvassing (free-writing exercise):

Students were approached on-campus in locations away from the library. The intention was twofold: to find students who might not regularly 'visit' the library (at least as a physical space); and to gather responses that were not prompted by being recorded in a library setting. We deliberately wanted to go to locations beyond the library where students mixed socialising with working. This is not therefore a randomised sample, but reliant on the immediate availability of students in targeted locations around the campus at set times. This was usually 2-4pm on various weekdays. The canvassing produced N=47 contacts from a range of programmes and age ranges at the university. Figure 1 below groups the students according to school.

The questions formulated were an opportunity to test the wording and proposed questions for development in the wider project.

The information was gathered using [Padlet](). This is an online virtual wall or bulletin board that captures feedback, thoughts and reflections on any given topic. The students canvassed were shown a series of questions as follows:

- What resource types are you motivated to read for your studies, and why?

- Do you favour any particular resource types? If so, why? (i.e. particular resources for particular learning needs)

- Please estimate how much time you spend on your academic reading

- How do you prioritise your reading? (e.g. multiple reading tasks; factors outside your course)

Each student was presented with a new Padlet wall to complete at the start of each student contact, showing each question in its own text box. Participating students did not have access to the responses of previous students. After each Padlet wall was completed, a new clean copy was created from the pro-forma, ready for the next student. Students were handed the device showing the Padlet to write their own responses. This was so they could answer the questions in their own words as far as possible.

On occasion, some students asked questions to clarify the task before them. The last question 'How do you prioritise your reading?' prompted most requests for additional explanation. The question sought information about whether students might have to manage multiple reading tasks (reading academically for more than one assignment at a time), or any factors that competed for their time outside or beyond their courses.

Figure 1: Maximum, minimum and average hours per week spent reading.
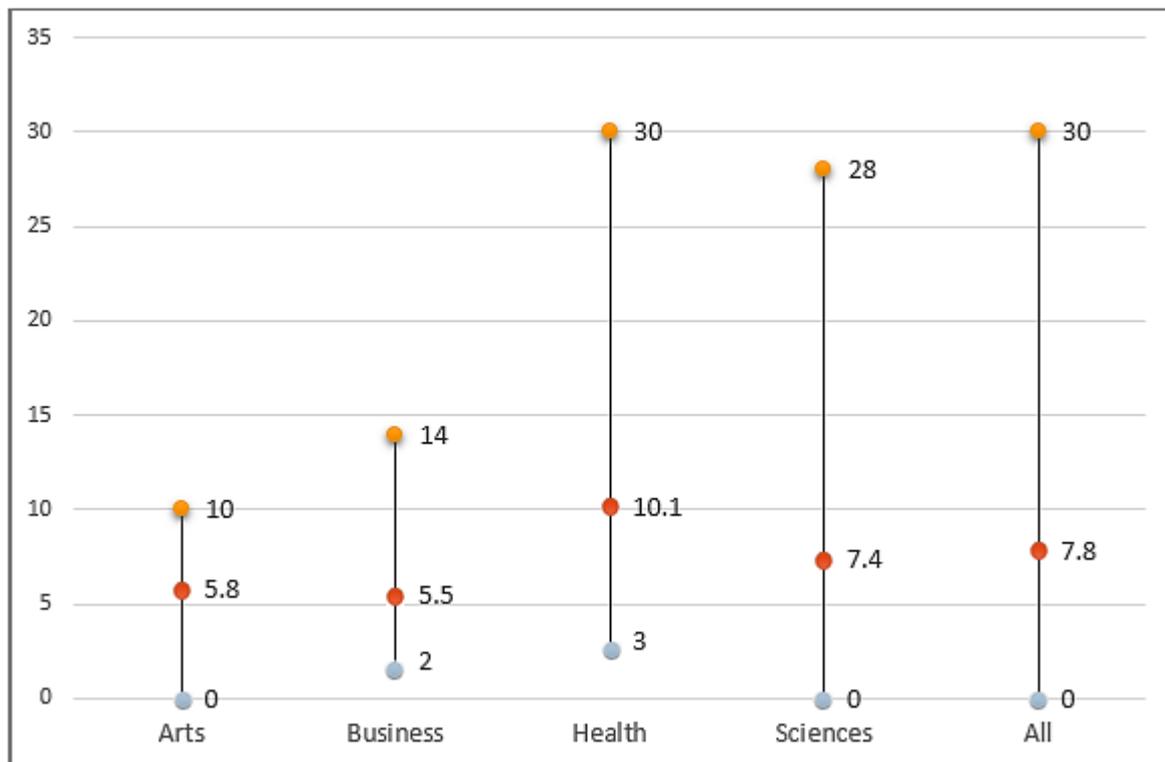
This data was taken from the responses to the canvassing. Because this was a free writing exercise some responses were not quantifiable (for example, "I always spend my time in library"); these have been excluded.

The results for Arts may seem lower than expected for this subject area, but it should be noted that all but one of the students canvassed were enrolled on creative or practical course such as computer and video games, television and radio, and creative writing rather than traditional "arts and humanities" courses.

Figure 2: What resource types do you favour?
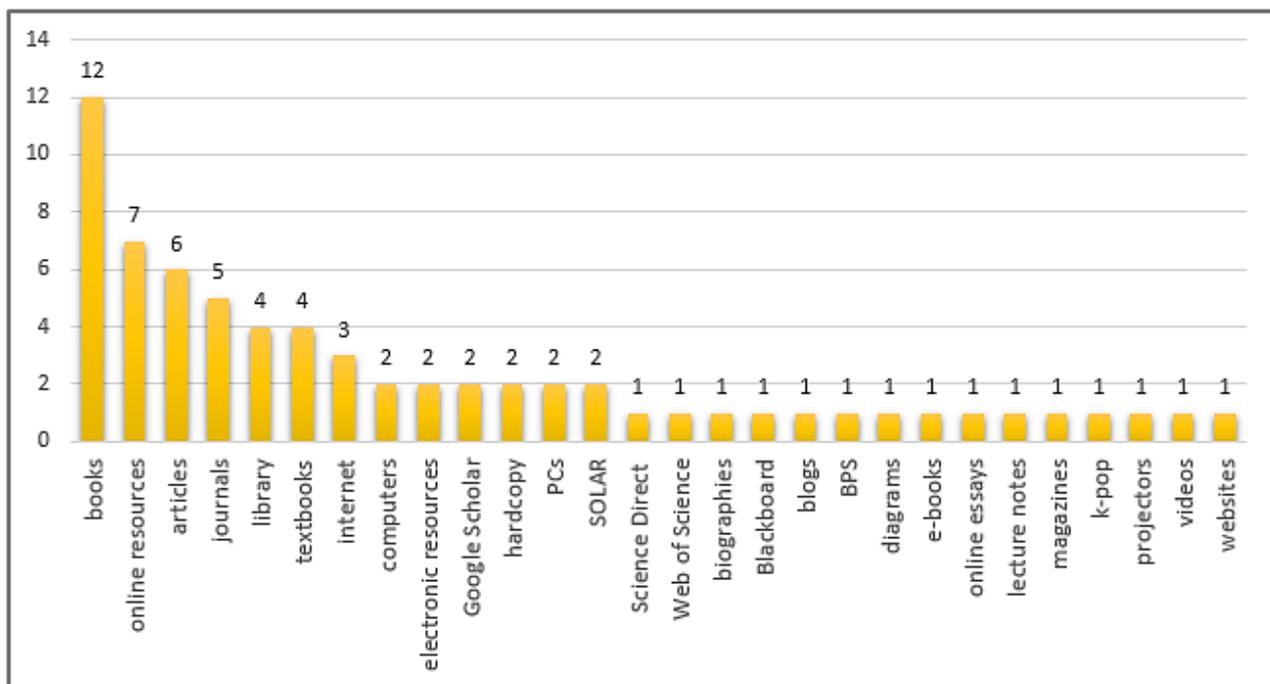
Responses to the question "Do you favour any particular resource types?"

3.2   Strand Two: The Focus Group

The focus group set out to establish the thoughts and perceptions of the participants about the processes and requirements of academic reading. Six students were in attendance at the focus group from the following disciplines:

  ₀ Built Environment (BE)
  ₀ Business & Management - 2 students (BM1) & (BM2)
  ₀ Computer Science (CS)
  ₀ Counselling and Psychotherapy (CP)
  ₀ Sociology (S)

We used a set of keywords to help students frame their thoughts and give some shape to the discussion. These were given to the students in the focus group, and was used as an exercise to stimulate thoughts. We did not set any rules about how this was to be done. Students could work on their own or discuss and compare with others (some certainly did the latter).

The paper exercise was as follows:

How do you perceive academic reading? Please give reasons.

I feel:

Excited	Ambivalent	Overwhelmed
Enthusiastic	Indifferent	Daunted
Curious	Disengaged	Frustrated
Other (please state)	Other (please state)	Other (please state)

The students were invited to give us their top three key words in order of preference. One of the six participants gave his top two keywords; the rest selected three. Their first, second and third choices are listed in Table 1 below, with the keywords arranged from positive to negative.

Table 1: Responses from the focus group keyword exercise

		BE	BM1	BM2	CP	CS	S
	excitement			3rd	3rd	1st	
	enthusiasm				1st		
	curiosity	1st	1st	1st	2nd		
positive	ambivalence	3rd					
	frustration	2nd	2nd			2nd	3rd
	overwhelmed						2nd
	confusion			2nd			
negative	disengagement		3rd				1st

The majority of first choices are for positive keywords, with three students choosing *curiosity* and one each choosing *excitement* and *enthusiasm*. In the following summaries, all except one of the students expressed their enjoyment of their course; as CP said:

> "I absolutely adore my course... I love it so much, so I'm always keen to learn more really, everything. So that took me to curiosity and then excitement but at the same time with excitement I can get a bit overwhelmed because if you

know deadlines are coming. I would love to read a book from start to finish, cos I'm so interested in it … "

Four of the students selected *frustration* as their second or third choice, which, while sounding negative, was closely related to the enthusiasm the students had for their courses and their desire to read and learn as much as they could. CP went on to say:

"… but because of deadlines and stuff… I have to find like sentences and I'll find like in ten different books I got enough to cover a thing rather than just having say two books that explain it a lot it will just be a sentence from different books and then that causes my frustration …"

The frustration of not being able to find all the answers in one source was picked up by all the students, for example, BE said:

"I would love if there was a single book I could pick up and read fully about a topic and then possible go onto another book and read about that topic maybe from a different angle or something but it feels to me that if I pick up a book there's 'a' sentence in there that's relevant. Then I need to go to another book and there's another sentence that's relevant and it's like… yeah that's what starts to frustrate me."

Along with *frustration* several respondents picked up on the similar theme of *confusion* in the discussion - confusion as to where to start looking, having too many resources to choose from, and trying to find their way around the library. BM2 described this as "Having too many resources in a way but not really" and went on to add "It's about having all the materials but finding the right ones".

The students' confusion about the types of resources they should be reading was revealed during the discussion, for example, BM2 said:

"Well for like assignments and stuff they want you to kind of have more books as opposed to online resources and websites. So like when you can't find what you're looking for you do tend to resort to online, easier option".

And about journal articles:

> "I don't know how to find them and the ones you do sort of find online they don't have the reference numbers or whatever so you can't really reference them properly… Plus they don't have contents page or headings so it'll take longer to sort of find what you're looking for".

Despite the above, all the students displayed a focussed approach to finding relevant information and varying degrees of frustration with their course reading lists, for example, BM1 said:

> "And the reading list is really long, so you don't know what you're reading and then if that books not available you have to go and find other ones ... when you are actually reading there are maybe two, three lines that relate to what you're saying, there's no point reading the rest because it doesn't relate to what you're writing about."

There was some discussion about the advantage of getting some guidance on the content of their reading lists, with BM2 saying "like a comment from tutors or whatever just saying which bits to read and where, to find stuff" and BE adding "I would say so if even something to say what chapters to look into." With longer lists (for example) there may be a case for organising them thematically, to help students prioritise texts that will deal with specific information needs.

The nature of the students' courses seems to have some bearing on their attitude to reading. While most of the participants displayed the magpie approach, that is, they are keen to find and read only the material that was directly relevant to them, the one studying possibly the most practical subject, software engineering, regarded making mistakes as part of the learning process. CS said:

> "… actually that is really good because if you're doing something and you need all the steps and you don't learn much in that but if you fail one time and you start it all over again now you know the whole process, what is wrong, what is right. Which way I need to go. More reading. Failure is actually good, in the reading process."

On the other hand, the student studying the most theoretical subject had the most negative responses to the keyword exercise. S chose *disengaged*, *overwhelmed* and *frustrated*, and explained:

> "I chose disengagement because the course I do is sociology and there's a lot to learn in there. The books are really, I don't know they really frustrate me because there's so much going on and I don't really like reading so ... Yeah, I don't feel like engaged with it so I don't really enjoy it, don't enjoy doing the reading."

The Library may have a role to play in supporting students' reading behaviour, but when asked if they would like guidance on strategies, procedures or ways of managing academic reading more effectively, the participants in the focus group were not always keen. As CP summed it up:

> "I wouldn't find guidance that useful because I think everyone's got a different way of learning…so everyone's got a different way to tackle reading and how they manage things. So I think, I don't really think anyone else can tell you, ok you need to do this strategy because everyone's got their own. I prefer being more independent with my reading because everyone writes their essays differently as well and interprets the questions differently as well and has different ideas."

This has to be balanced with the perception that CP appeared a committed and independent-minded student. The motivation to read was clearly defined in their understanding of their own learning, as expressed through the key words chosen to describe their reading experience (enthusiasm, curiosity, excitement). Other students may yet benefit from additional support. As CS had said earlier in a discussion about focussed reading, students tend to "only do the assignment and submit it. That's not what you came to University for." It's very easy for some students to tie focussed reading only to the assignment being tackled. There appears here an awareness that that there should be a learning experience beyond the immediate parameters of an assignment. To support such broader learning needs, academic reading support should make clear how it transfers into professional careers.

Both the focus group and the canvassing show that students use techniques that get them the optimal results to meet their immediate learning needs.

4. Conclusions and Actions:

From the analysis of data gathered (summarised above) and the literature review, the project has identified five key objectives with actions. These have been mapped against the relevant strands of the ANCIL framework, the *University Strategic Plan* and the *ICZ Progamme*. The proposed project recommendations are to clarify the information literacy skills that students should employ when they read academically, what needs the Library should support, and how they relate to university objectives on teaching and the student experience (as set out in the *University Strategic Plan*). In particular, this report shows a need for three new learning objects. One is needed to support academic reading strategies for students. Two more are needed to enhance the use of reading lists (one each for staff and students).

4.1   Recommendation 1:

Promote staff reading list use (Bb; reading lists; ASL meetings; general marketing)

- Establish programme reading needs in terms of study time requirements and other course features as stated within the module specifications.

- Demonstrate how reading list sections can encourage weekly reading and support the assessment process.

- Support staff to create contextual notes in lists to scaffold academic reading (Siddall & Rose, 2014).

- Provide proactive support on list usage, within the limitations of staff and resource availability.

- Promote new resources.

- Investigate the use of 'reading policies' and 'reading strategies' within education (Banou, 2008; Brewerton, 2014; Garfield, 2007; Newman, 2016).

Outcome: Develop additional staff reading list online training, focused on student retention, and the benefits of good list maintenance. This will accompany the excellent content we have on reading list system functionality.

Mapped to:

ANCIL 1: Identify and assess the range of information formats available; support student evaluation of the available information environment.

University Strategic Plan: **Supporting a 'digital first' mind set**

4.2   Recommendation 2:

Promote the academic benefits to students of 'managing' their reading lists

- Promote alternative / wider resource types supporting the concept of academic reading as exploration.

- Flag importance of weekly reading (within 'Reading Lists at Salford'), as opposed to 'just' reading for assignments.

- Emphasise the importance of contextualised reading and framing discipline related narratives to support the academic reading framework.

- Ensure students understand the pros and cons of long reading lists (Brewerton, 2014).

- Promote student interaction with the Reading List system i.e. account creation.

- Investigate use of social media as a conduit to disseminate resource information.

Outcome: Develop a student-focussed reading list 'learning object' on how lists can support academic reading. This will complement existing content on reading list system functionality.

Mapped to:

ANCIL Strand 2: Becoming an independent learner

Identify your learning style and preferences, including specific learning needs

ANCIL Strand 5: Resource discovery in your discipline

Develop strategies for using key finding aids in your discipline.

University Strategic Plan: **Supporting practice-oriented learning experiences**

4.3   Recommendation 3:

Support critical evaluation of texts as an effective facet of academic reading to promote usage of high quality, relevant resources

- Ensure students are aware of resource types and their potential quality.

- Advise on format / document type disambiguation so that effective reading fits within academic and professional requirements.

- Specifically relate 'Information Literacy' directly to module learning outcomes, relating contextual reading to student programmes more widely.

- Develop students' critical appraisal skills to demonstrate the value of required reading.

Outcome: Provide support through development of students' skills in critical appraisal of resources in Information Literacy sessions.

Mapped to:

ANCIL Strand 3: Developing academic literacies
Evaluate the place of source material within the wider debate

ANCIL Strand 10: Social dimensions of information:
Transferring to the workplace the skills of finding, critically evaluating, and deploying information.

University Strategic Plan **and** *ICZ Programme***: Supporting industry-engaged learning**

4.4   Recommendation 4:

Promote strategies towards students' management of required reading

- Increase students' awareness of the benefits of reading with a purpose as opposed to reading without direction.

- Develop students' skills in prioritising academic reading and enabling contextualisation of core reading.

- Support academic reading as a 'distributed practice' (Dunlosky, 2013).

    ("The term distributed effect refers to the finding that distributing learning over time (either within a single study session or across sessions) typically benefits long term retention more than does massing learning opportunities back to back or in relatively close succession" Dunlosky, 2013: 35).

- Update training to include advice on effective scheduling of academic reading, focussing on the value of quality sources.

- Increase awareness of independent study time requirements.

The RBP is also complementary to the 'Reading for Leisure Project' in terms of the benefits of selecting the right reading environment.

Outcome: Ensure new student 'Learning Object' on academic reading supports time-aware reading strategies.

Mapped to:

ANCIL Strand 6: Developing a strategy to manage the required reading workload; evaluating learning and working styles

University Strategic Plan **(Education and Student Experience): Supporting complementary opportunities that build graduate skills**

4.5   Recommendation 5:

Meet academic reading subject needs incorporating 'learning style' requirements

- Provide support in targeted reading by applying a relevant strategy to meet individual needs.

- Support specific reading needs with outcomes to support technical / scientific reading.

- Provide reading support for practice-based courses with demands that differ from 'traditional' academic subjects.

- Model academic reading support for a range of learning styles.

- Promote academic reading as a co-creative activity.

Outcome: Ensure new student 'learning object' is responsive to subject needs and learning style requirements.

Mapped to:

ANCIL Strand 2: Becoming an independent learner

Identify your learning style and preferences, including specific learning needs

ANCIL strand 3: Developing academic literacies

Develop time-efficient reading techniques; help with identifying strengths and weaknesses in source material

University Strategic Plan: **Supporting the learning skills required in professional environments**

5. Future Directions:

We started the project with our own assumptions about student reading behaviours in relation to resource usage. These were routinely revised during team discussions, student contact, data analysis, and the revision process was to a large extent anticipated. One of the key tasks of this pilot was to better understand the questions that should be asked, pending the continuation of the project. In light of the pilot findings, the project team propose to re-model the design to engage with students in more targeted ways.

The team will utilise and expand on 'lessons learnt' during the pilot to plan how we collect data, and where we go to collect it. The starting point for any further phase will be to identify relevant student groups. It is proposed that the new phase will begin with an analysis of usage data from selected reading lists to identify such groups. We should then seek to recruit from those pools of students to explore further the relationship between lists and reading activity. Using purposive sampling, we would also select students who have registered a profile with Talis Aspire, thereby interacting with the system. We would therefore be choosing a sample of individuals who have already proactively engaged with an aspect of the reading lists process and the library, which could result in a higher response rate. Additionally, knowledge of students' programme / school before data collection will enable contextualisation using analytics.

Any new project phase would seek to create more enduring links with students by running a longitudinal study on reading habits. This would involve using Blackboard to create a 'Reading Journal' that participants could subscribe to, and with whom the project would also communicate with by providing periodic feedback on the student observations recorded. The participants would not be known to one another. Involving the project team directly in the reading experience of students would add an ethnographic dimension, where such interaction could assist with understanding better student reading behaviours over sustained periods of time.

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