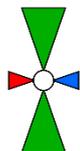


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| bncdoc.id | EW7 |
| bncdoc.author | Beswick, Norman |
| bncdoc.year | 1984 |
| bncdoc.title | Resource-based learning. |
| bncdoc.info | Resource-based learning. Sample containing about 41651 words from a book (domain: social science) |
| Text availability | Ownership has not been claimed |
| Publication date | 1985-1993 |
| Text type | Written books and periodicals |
| David Lee's classification | W_ac_polit_law_edu |

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| <966/c> | it turns out to be. The wealth of literature available for young people today is enormous, the poverty of provision in the average commercial bookshop quite appalling, and the children's librarian's assumption of a broadening and educational role is not only understandable but very necessary. How does the children's librarian in a public library service differ from the good primary teacher or the teacher-librarian in a school? Both are hoping to develop the reading habit, to encourage the child to explore the many pleasures of reading (and of the growing number of items in audio-visual format), and to gain practice in this essential skill as well as in discrimination. The librarian is not, however, tied to a developmental programme or syllabus, and need not consider any other aspects of educational growth, such as the teacher in school must take into account. In a sense the children's librarian is freer, but also is forced to work in a more oblique and informal way; the teacher may work directly, can initiate activities and be more directive, for instance in requiring the child to respond with his own written or pictorial work or linking the reading to another activity in the classroom. Yet both teachers and children's librarians have much in common, and it is always desirable that there should be continual personal dialogue between them. Each should respect the other's strengths: that the teacher can intervene in a positive way to prevent the acquisition of bad learning and reading habits and to ensure that broad aims and objectives are, as far as it is possible to ensure, reached; and that the librarian, working in a permissive non-authority setting, can by indirection and suggestion, using the child's natural behaviour and personally chosen interests, foster the development of activities and skills from which learning and motivation arise. This difference in approach and method was noted at a very different level at a seminar on the availability, management and application of learning resources in teacher education (CET 1975: 17): It had been suggested during the conference that a librarian tends to be "liberal": to offer his whole stock and invite the student to select; whereas the educational technologist tends to be directive: he guides tutors and students to particular ends. As a broad generalization there is much truth in this, and both groups can usefully remember from their own education how sometimes learning is "taught" and at other times "caught". Patricia Knapp, in the United States, once commented that one could get a perfectly good liberal education from a paperback bookshop: the sense in which this is true must not however blind us to the fact that |
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| <p>Key:</p> <p><u>Footprint</u> <u>ConEn1</u> <u>Footprint</u> <u>ConEn2</u> <u>Footprint</u> <u>ConEn3</u></p> | |
| | <p><u>self-learning of this kind</u></p> |
| | <p>has its weaknesses, is unreliable, and depends very much on the way in which the student undertakes his task. Sartre's character the Auto-Didact was working his way through an alphabetical subject catalogue, with the result that he knew nothing of subjects beginning with the later letters; to learn mathematics by the route Algebra, Arithmetic, Calculus, Geometry ... and on to Trigonometry would be bizarre by any conventional standard. Equally, however, if the only learning experience one encountered was in closely programmed format there would be no</p> |

scope for those intuitive leaps and imaginative forays most of us remember, or for those times in which one pursues a sudden enthusiasm almost to saturation. The achievement of a good “liberal education” was much in the minds of those concerned with technical college education in Britain in the 1950s. The government’s advice in the famous circular 323, Liberal education in technical colleges urged teachers and others to foster habits of reflection, independent study and free enquiry into the broader implications of their technical occupations (Great Britain Ministry of Education 1957). Hertfordshire in consequence of this feeling initiated an influential and controversial scheme, whereby as part of the work of increasing the research and learning competence of the student, as well as stimulating his general reading, courses and tutorial supervision were provided in the use of libraries and library materials. These courses were taught by the college librarian, who for the first time in Britain was included on the teaching staff of the college on a teaching scale, and styled “Tutor-Librarian”. His teaching programme was far more ambitious than the Cook’s tour round the library shelves plus a hand-out, which was probably the best typical kind of library induction up to then provided in further and higher education. Moreover, in acting as a teacher the librarian was offering structured and directed courses with declared objectives, and frequently with examined results. Gordon H. Wright, very much the driving force of the movement so far as librarians were concerned, declared in a letter to the Library Association Record in September 1961: ... many professional librarians believe that running a College Library is no different from administering a public library and therefore the former can be staffed by public library assistants. This policy has undoubtedly lowered the standards of library provision ... Providing a library for a College which has never had one before is a simple professional task but ensuring that the library becomes an integral part of the College educational structure is another matter ... This is the significance of the term " Tutor " as distinct from administrator - a librarian who is actively engaged in seeking to encourage others to use books for pleasure and profit. (Wright 1961