

28.7.2024

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Title

Sociomaterial texts, spaces and devices : questioning "digital dualism" in library and study practices /
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Publication year

2015

Source/Footnote

In: Higher education quarterly. - 69 (2015) 3, S. 263 - 278

Inventory number

38528

Keywords

Bibliotheken : allgemein ; Multimedia / Internet ; Kommunikationstechnik ; Studentenschaft :
Studienverhalten

Abstract

Work on students' study practices posits the digital and material as separate domains, with the 'digital' assumed to be disembodied, decontextualised and free-floating, and spaces in the material campus positioned as prototypically 'traditional' and analogue. Libraries in particular are often characterised as symbolic of predigital literacy practices and forms of meaning making. This binary oversimplifies student engagement, particularly in relation to their creation of and interactions with texts. Two studies illustrate this: an investigation of student and staff textual practices that explored the complex and emergent networks they created, adapted and maintained; and one that explored perceptions and use of library spaces (digital and physical). A sociomaterial analysis shows the ongoing importance of institutional, personal and public spaces. This demonstrates that in order to enhance the student experience, a more nuanced understanding of the complex, emergent relationships between digital and print, device and user, and author and text is required. (HRK /

28.7.2024

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