ALISS *Quarterly*

Association of Librarians and Information professionals in the Social Sciences

Special issue:

21st Century Innovation

Developing staff

Coventry University, GESIS, TechDis

Information literacy

SMIRK; multi-sensory information literacy

(De Montford University).

Digital Libraries

LSE library, Sisterhood and After

ALISS Quarterly
Volume 9 no.4 July 2014

Special issue: 21st Century Innovation.

Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

This special issue was inspired by this year's ALISS AGM which focussed upon Developing Digital Literacies for a Digital World. The full text presentations can be viewed and downloaded free of charge from our website:

http://alissnet.org.uk/2014/06/13/aliss-agm-2014-developing-digital-literacies-for-a-digital-world-to-develop-library-services/

The day commenced with a summary of recent ALISS activities.

Committee Membership 2013/14
Victoria Bird, SOAS, webmaster.
Jenny Collieson, SCIE
Heather Dawson – LSE Library (Secretary and Editor ALISS Quarterly)
Jennie Grimshaw - British Library
Lisa Hawksworth, University of Liverpool
Helen Mackin - Barnardos
Norma Menabney Queens University Belfast
Joanna Tate LSE Library, Treasurer
Angela Joyce University of Bristol
Sally Patalong University of Coventry

Changes during 2012/2013
Angela Upton – SCIE (Social Care Institute for Excellence) Chair retired to be replaced by Sally Patalong
Jennie Grimshaw retired from her post as treasurer but remained on the committee.
New members: Lisa Hawksworth University of Liverpool, Jenny Collieson, SCIE.

Membership
Continuing pressure from journal calculations however despite a number of cancellations membership numbers relatively steady. Continuing efforts to target individual membership and membership from non HE sectors during 2014/15

Conferences
The main event in 2013/14 was the annual Summer conference held in London in August 2013. This focussed on Supporting evolving research needs. There were six speakers:

- The Systematic Review – is the social sciences librarian involved. If not, why not? – Alan Gomersall. Senior Visiting Research Fellow, Centre for Evidence & Policy, King's College London.
- What did I do wrong?"a project to support independent learning practices to avoid plagiarism Helen Hathaway, Liaison Team Manager Science and Information Skills Coordinator, University of Reading Library
- Supporting the Research data management process- a guide for Librarians - John Southall, LSE Data Librarian.

- Identifiers for Researchers and Data: Increasing Attribution and Discovery - John Kaye, Lead Curator Digital Social Science, British Library
- Sharing information literacy teaching materials openly: Experiences of the CoPILOT project – Nancy Graham Subject Advisor (Medicine), Library Services, Academic Services, University of Birmingham and Dr Jane Secker, Copyright and Digital Literacy Advisor, Centre for Learning Technology, Information Management and Technology, London School of Economics and Political Science
- Supporting research by becoming a researcher - Miggie Pickton, Research Support Librarian, Northampton University

An Xmas half day event was held in London on 9th December 2013. The theme was Collaborate, engage and invigorate- Working with our user communities to develop library services. It included presentations from Maria Lampert, Information Expert – Business and Intellectual Property, British Library- British Library engagement with its user communities; Cathy Walsh, Director of Library and Learning Services, University of East London - Information skills and the student voice: working together to promote information literacy at UEL; Norma Menabney, Subject Librarian , Arts, Humanities and Social Sciences, The Queen's University, Belfast - Prepped for University: introducing academic literacy skills to secondary school students. Lisa Hawksworth, Faculty Librarian, University of Liverpool - Skills for Success: Library involvement in the Liverpool Scholars Programme

Visits
ALISS also has a very active programme of professional visits to libraries open to members free of charge and to non-members at £5. Visits in 2013/14 included Royal Asiatic Society Library, Greenwich Maritime Museum Archives; William Morris Gallery Archives, Transport Museum Library, Royal College of Nursing Library, Science Museum Library, Geological Society Library, Freemasons Library, City of London School Library, Kings College London Special Collections, Salvation Army Heritage Centre, Wellcome Library.

Website
Developed by Vicky Bird provides information on events and activities. http://www.alissnet.org.uk. Twitter updates sent out regularly. A freescoop.it higher education news service created and monthly new letters sent out.

Forthcoming Activities
Visits RIBA Library, Rhodes House, Zoological Society London
Conference July Cardiff focussing on innovation in staff development.

LIS-SOCIALSCIENCE
ALISS maintains an electronic mailing list LIS-SOCIALSCIENCE that is hosted by the national educational service JISCmail.. This is used to disseminate information about forthcoming events and to discuss current social science concerns. Once a week an update is posted from the LSE Library which contains a useful listing of new websites and resources. These frequently include links to recently published government reports, official statistics and full text working papers available on the Internet. Members have often found these useful in tracing recent government and think tank publications and others have used them as examples in Internet training for their users. You can consult

recent mailing from the list and find out how to sign up to it at: www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html

ALISS AGM 2014: Developing Digital Literacies for a Digital World
Three presentations were given:

- Reflecting on Digital Scholarship competencies- Dr Charles Inskip reported on the Rilads Project http://rilads.wordpress.com/ which has been examining key literacy skills needed for future information staff. It defines 6 core areas of competencies: ICT/Computer literacy; Information literacy; media literacy; communication and collaboration; digital scholarship and learning skills. The results are based on a survey of 53 UK HE institutions. The blog provides access the full text of all associated reports and conference presentations.
- Start with the Staff -Sally Patalong provided insight into the digital fluency initiative at Coventry University- a practical project to upskill the library staff.
- Information literacy for researchers at SOAS – Beth Clark and Victoria Bird discussed their work in preparing, delivering and promoting digital literacy training for trainee Graduate Teaching Assistants at SOAS

All of the papers can be downloaded from the ALISS website : http://alissnet.org.uk/2014/06/13/aliss-agm-2014-developing-digital-literacies-for-a-digital-world-to-develop-library-services/

The first two are described in more detail in this volume. The issue focuses in general on the types of skills needed by 21st century libraries and library staff to survive and thrive in the modern world. It covers a number of interesting initiatives which are grouped broadly into sections on developing staff literacies, information literacy and developing digital libraries. Many of the articles concentrative on innovative uses of technology. However, it is recognised that this is not the only definition of innovation, in particular Kaye Towlson's work presents developments in multi-sensory reading which make interesting reading.

We hope you enjoy the issue!

Heather Dawson.
ALISS Secretary
h.dawson@lse.ac.uk

Start with the Staff

Sally Patalong, Subject Librarian, Lanchester Library, Coventry University.
s.patalong@coventry.ac.uk

The slides for this presentation are available at
http://www.slideshare.net/alissinfo/start-with-the-staff

The Digital Fluency programme for Library Staff at Coventry University came about as a by-product of a research project to investigate the skills provision for students at Coventry. In 2012, Dr Janet Hanson, then a senior research assistant at the Centre for Academic Writing, conducted an Academic Skills Programme Feasibility Study, mapping the skills support provided by various agencies throughout the university to identify gaps or overlaps in provision. During discussions with the Subject Librarians (SLs), the topic of Digital Literacy came up and it became apparent that there was little consensus as to what it was and no confidence amongst the SLs that they had all the necessary skills to support staff and students.

Not only are these skills necessary, they seem to be becoming increasingly complex and all-embracing. The university's current Teaching, Learning and Assessment Strategy has five key themes, one of which is Digital Literacy. The training given to students to test and evaluate the authenticity and accuracy of digital information sources is specifically mentioned and this would seem to be the Library's remit. The university has quite a wide range of technologies that can be used in teaching, many of which library staff have not experienced, but the library is frequently the place that the students turn to for help with these technologies because it is open for longer hours than anywhere else on campus. Students are also coming to the library with a variety of devices and seem to expect library staff to be conversant with how they all operate.

Like any other diverse group of people, some of the SLs felt that they were reasonably digitally literate, others fled from the idea in horror. Nobody could come up with anything better than a rather woolly definition of what it is, because it seemed to encompass everything. What we did agree upon, however, was that we were probably more up to speed than many of our academic colleagues; that these colleagues were likely to turn to us to help plug the gaps and that we needed to be capable of helping them.

The then University Librarian, Caroline Rock, agreed that we should develop an in-house training programme which would initially be aimed at SLs, with the hope that it would go on to be delivered to all members of library staff. We brought in members of the e-learning team to help us – Amanda Hardy, an instructional designer and Kathy Courtney, an Honorary Teaching Fellow with a particular interest in learning communities. We looked at '23 things' programmes that had been run in other institutions and we surveyed staff in the Library, Caw, Sigma and e-learning. We asked them about how confident they were with various tools and what they owned in the way of technology etc. Again, I think like any other group, some had iPads, some had laptops, some had a desktop PC at home, and some had no internet access at home at all. We were all pretty confident with Word,

less so with Excel, did not use Access. Some of us used social networking tools, others were blissfully happy without them. It was a similar pattern with phones. Some had smartphones that ran their lives, others had them but just used them for making calls and texting, some had phones without a camera, let alone internet access.

Between us we devised the Digital Fluency Programme. We decided on the term 'fluency' as we felt that being fluent, rather than literate, would indicate being so familiar with tools, techniques and practices that they become part of everyday life. As the SLs were to form the first cohort for the programme, we geared the content towards them, so as well as looking at topics like social media, digital security, power searching with Google and working in the cloud, we had sessions on using Moodle as a teacher, creating online content, using the e-portfolio system Mahara, supporting research and using things like Skype to provide synchronous support. Because we felt that we needed to get to grips with using devices like tablets and iPads, Caroline agreed to provide 6 iPads and 6 Nexus 10 Android tablets for the SLs' use, which they could keep to use for work after the course had finished.

Amanda and Kathy were instrumental in setting up and running the course and deciding the order of topics. They set up a space for us in Moodle where we used discussion forums and where all the materials we used and created were stored. Charles Webb, the University Security and Service Improvement Manager came and talked to us about data security, explaining the university's point of view, but also explaining what a breach of personal data would mean to us. He talked about using devices such as tablets and the possible dangers of doing so in public places, particularly using free wi-fi services. It was good to understand the reasoning behind some of what we have to do when using the IT systems in the university. Other sessions were delivered by SLs, drawing on their knowledge of particular areas. For example, I ran the one on using Google, others talked about their use of Twitter or their work supporting researchers online.

Feedback was very positive. I think we had all appreciated having the protected time – 2 hours a week – to devote to getting to grips with all of this. We all felt that we had learnt things that were going to be useful for work and we felt it had been a very collaborative experience, which had encouraged us to work together as one team. On the basis of this feedback, the Library Learning and Development Action Group decided to run the course again with a second cohort. This time things did not go as smoothly as various circumstances had changed.

The University Librarian had recently moved to a new post and the Assistant Directors were covering her role as well as their own. The Head of the Academic Liaison Team had been seconded to another institution for nine months, so one of the Subject Librarians was covering for her, with help from one of the Assistant Directors. People were pushed for time and communication suffered slightly as a consequence. Amanda, the instructional designer had been moved to the Faculty of Engineering and Computing so was no longer able to co-ordinate things for us and the e-Learning unit no longer came under library management. There were fewer people around to organise things and fewer people to call on to deliver the content.

The second cohort was made up of Senior Information Assistants (SIAs) who also work on the Enquiry Desk, some Customer Services staff and the staff who run the university repository. The course was delivered over eight weeks instead of ten and did not include topic such as using Mahara or creating online content, although we did add in a session on managing your digital footprint, as I felt this had been lacking in the pilot. We followed the structure of the previous course as far as possible, but it was in part dependent on when people were available, which was not ideal. This time, all participants received iPads.

Perhaps not surprisingly, the second cohort had more to say in their feedback! For example, as SLs we had no qualms about creating LinkedIn or Twitter accounts, or indeed Google accounts, because all of these are useful to us in a work context, as indeed is Facebook. Some of the SIAs however were not happy that they had increased their online presence in this way. They also said, very reasonably, that we should have started the course with the sessions on digital security and managing your digital footprint so that they could have been more discriminating in their choices. Although we had taken away such topics as creating online content and using Moodle as a teacher, we had not really replaced them with anything. They did look at using Moodle as a student, but having lost our eLearning contributors we did not have a Moodle space for them to use, which would have made this so much more meaningful. The feedback indicated that people would like to know more about the student records system and the systems used for managing assessments and results - although they did also think that having to commit to eight weeks was too long, so fitting it all in might be a problem! One suggestion was that we should make the sessions optional, because one of the participants was already highly digitally literate and knew much of what was being discussed.

So, where do we go from here? Other members of staff have expressed an interest in doing the course – specifically the weekend staff. If we run it again, we will have to plan it well in advance and look at exactly what it is that this group of staff needs to know. It seems that we cannot run a 'one size fits all' course. And now that we've started, how do we continue? We have addressed digital literacy as a snapshot in time but how do we ensure that people are kept up-to-date? The people who have done the course are currently feeling as if they have got a grasp of things, but will they feel sufficiently motivated to keep up-to-date by themselves? It can be very time consuming. We might use some of the suggested topics for our weekly training hour. Perhaps we could bring each cohort together again twice a year to share what everyone has learnt since the course finished. We could consider building on the original Moodle space to develop more of a community forum and a library-wide resource. All of this and more will be discussed at the next meeting of the group, because ticking digital literacy off the 'to do' list is not an option.

First Steps Towards Digital Preservation: an Introductory Training Course

Astrid Recker (Astrid.Recker@gesis.org), GESIS - Leibniz Institute for the Social Science
Laurence Horton (L.Horton@lse.ac.uk), London School of Economics and Political Science

New roles, new skills: the modern research librarian

With research increasingly digital and collaborative, a 2011 ARL report (Walters & Skinner) suggests librarians face fresh challenges and opportunities in their role that involve mastering new expertise combined with enhanced technical and organizational skills. One field where this is true is digital curation and preservation. Libraries produce and manage greater digital content -- as part of digitization programs, data libraries, or institutional repositories for research data and publications -- and are required to keep content authentic, accessible and usable over time. Doing this is often presented as a technological problem with a technological solution. However, Kenney & McGovern (2003) observe:

> "Most of the attention given to digital preservation has focused on technology as both the root of the problem and the basis for the solution. Although undeniably important, this emphasis has had its downsides. A great deal of energy has gone into advocating one technology over another, most notably evidenced in the migration vs. emulation debate. This emphasis has led to a reductionist view where technology is equated with solution, which in turn is deferred until sometime in the future when the technology has matured" (no pag.).

The three dimensions of digital preservation

Rather than focus exclusively on technology it is crucial to pay attention to organizational factors (e.g. defining scope and objectives of activities, creating policies and strategies, developing co-operations and collaborations) and the available resources framework to make digital preservation efficient and sustainable. For this reason digital preservation has been likened to a three-legged stool (DPM tutorial, http://www.dpworkshop.org/dpm-eng/conclusion.html), where the legs act as a metaphor for technological infrastructure, organizational infrastructure, and requisite resources. All three are integral, related components. The stool would collapse if one or more legs were missing or defective. Likewise, digital preservation strategies fail -- or to stick with the metaphor, you'd be sat on the floor -- if either the technology, infrastructure or resources legs were absent or faulty.

Often the organizational dimension tends to be neglected or treated as an afterthought once a digital preservation system or service is established. This is problematic. Although each of the legs of the stool is indispensable, the organizational focus on "policies, procedures, practices, people" (DPM tutorial, http://dpworkshop.org/dpm-eng/conclusion.html) provides a framework for digital preservation: defining goals, operating conditions, specifying limitations, and determining procedures for day-to-day routine and non-routine emergency situations. With this in mind an introductory course in digital preservation was designed by CESSDA Training, the training and education unit of the newly formed data infrastructure, the Consortium of European Social Science Data Archives (http://www.cessda.net).

About us

Established in mid-2011 and based in the data archive at GESIS – Leibniz Institute for the Social Sciences, CESSDA Training provides consultation and support in Research Data Management for social science and humanities researchers, and digital preservation for archivists, librarians, and staff in research data centers and repositories (http://www.gesis.org/en/admtc). One aspect of its activity in this area is the "First steps towards digital preservation" course designed for small groups of individuals either beginning to undertake or charged with digital preservation responsibilities. The course assumes participants have no prior knowledge of digital preservation and has been delivered twice since October 2013. To reach a wider audience, and enable those interested to use our materials for training or self-study, course content is available under a Creative Commons (Attribution) license[1]

About the course

The course is targeted at archivists, librarians, and repository staff or managers, but is open to anyone with little or no previous experience in and systematic knowledge of digital preservation. We designed the course for a wide audience instead of focusing on preserving social science data, believing the general framework and basic principles of digital preservation can be taught independent of disciplinary specifics. Although 40 percent of participants work in the social sciences, 20 percent in education research, and 13 percent are from Library and Information Sciences, others include musicology, some humanities, and arts participants. Our experience is that contributions from different disciplinary perspectives are beneficial to course discussions.

Designing the course, we were aware of the need for flexibility in how it could be taught -- although we believe the course works best in small group or individual study settings. Six modules were created. Each based on a PowerPoint presentation to acquaint participants with the topic, key messages, and related issues. These are followed (except for the introduction) by an exercise designed for reinforcement, self-assessment, or further discussion. For instructors, each module comes with a synopsis of its content, a set of learning objectives, full notes for the presentation slides, and bibliographies for further reading.

Around two hours is required to cover the content of a module. Consequently, the course can be either taught intensively or spread over a longer period. Modules can be used as standalone resources, although greater value can be extracted if subsequent modules are based on an introduction or basic knowledge of the Open Archival Information System (OAIS) reference model (CCSDS, 2012). The course consists of the following modules:

1. What is digital preservation?
   Introduces digital preservation on a conceptual level, including an outline of key digital preservation terminology. The BBC's Domesday Book project is used as a case study to illustrate challenges involved in digital preservation.

2. Open Archival Information System (OAIS) reference model
   The concepts and terminology of the OAIS model are introduced with emphasis

---

[1]   http://creativecommons.org/licenses/by/3.0/

on the functional and information model and the concept of Preservation Description Information.

3. Designated communities
   Defining who you are preserving objects for, establishing their needs and identifying strategies to meet them. Participants are prompted to think about who would use objects from their work and how at 5, 20, and 100 years in the future.

4. Policies
   Looking at organizational documents necessary to guide digital preservation, how they relate to each other, and their importance as a communication tool. This includes acquisition or collection, preservation, dissemination, and continuity policies. The exercise invites participants to undertake and discuss an acquisitions policy self-assessment.

5. Licensing
   Presenting the concept of Intellectual Property Rights and illustrating how they affect preservation and re-use. The session looks at licensing as a tool to protect intellectual property in preservation and re-use, restrictions on access and re-use, and issues of enforceability and attribution stacking. A hypothetical scenario asks participants to review a data submission in the context of possible licensing issues.

6. Trusted digital repositories
   Focusing on the concept of "trust" both within and outside an organization and its importance to digital preservation, this session goes on to introduce recognized standards of trustworthiness archives and repositories can use to build trust with designated communities and peer organizations.

Readers are encouraged to use and adapt contents to support their digital preservation activities or help ensure there are more digital preservation experts out there. For instructions on how to access the course, contact us by email (archive.training@gesis.org).

References

CCSDS (2012). *Reference Model for an Open Archival Information System (OAIS)*. *Recommended Practice* (No. CCSDS 650.0-M-2). http://public.ccsds.org/publications/archive/650x0m2.pdf

Digital Preservation Management: Implementing Short-Term Strategies for Long-Term Solutions. Online tutorial developed for the Digital Preservation Management workshop, developed and maintained by Cornell University Library, 2003-2006; extended and maintained by ICPSR, 2007-2012; and now extended and maintained by MIT Libraries, 2012-on. http://dpworkshop.org/dpm-eng/eng_index.html

Kenney, A. R., & McGovern, N. Y. (2003). The Five Organizational Stages of Digital Preservation. In Scholarly Publishing Office (University of Michigan) (Ed.), *Digital Libraries: A Vision for the 21st Century: A Festschrift in Honor of Wendy Lougee on the Occasion of her Departure from the University of Michigan*. Ann Arbor: MPublishing, University of Michigan Library. doi:http://hdl.handle.net/2027/spo.bbv9812.0001.001

Walters, T., & Skinner, K. (2011). *New Roles for New Times: Digital Curation for Preservation*. Retrieved from http://www.arl.org/storage/documents/publications/nrnt_digital_curation17mar11.pdf

Accessible libraries - Pragmatic strategies.

Alistair McNaught - Jisc TechDis

A virtuous circle of empowerment

Disabled learners are generally under-served within education. Many factors help explain this but two stand out. First, learners have very limited experience of what good support looks like – if you do not know the art of the possible you can't request it. Secondly, those who have had good support don't know whether it is reasonable to expect that type of support from every organisation. Maybe you were just lucky? In the words of one disabled learner, "I knew I should be getting better support but I only had enough energy to either complete my degree or to argue about better support. I chose the degree." Unfortunately, these factors conspire together to mean learning providers rarely get the feedback they need to improve their accessibility.

In 2013, a group of disability advocacy and advisory groups led by Jisc TechDis[1] got together to empower print disabled learners by identifying 8 "Reasonable expectations" for any post-16 learning provider. Seven of the eight relate directly to library services. These include:

- Do recommended reading lists include podcasts, video clips or websites / blogs?
  - o Textbooks are only one source of information. Print disabled people may find other resources more accessible.
- Have learning materials been produced to meet accessibility guidelines?
  - o Ironically, many library guides for disabled learners lack basic accessibility!
- Can I personalise the online learning environment – e.g.change colours or fonts?
  - o In a library context this would include library management systems and catalogues as well as the library area of the virtual learning environment/ website.
- Do you have e-book collections available and if so, where can I find out about the options for changing colours/fonts or using text.
  - o E-book collections should, in theory, be much more accessible to print disabled learners but the accessibility depends on the file provided by the publisher as well as the interface provided by the e-book platform[2]. Do you advertise e-books to your learners? Do you know the accessibility benefits or barriers they may encounter?
- Can I listen to information on webpages, documents and e-books using text-to-speech tools?
  - o Some library services have commercial quality text to speech tools across the network. For those that don't, high quality text to speech is available for all post 16 providers in England[3], Wales[4] and Scotland[5] using free software tools and free high quality voices.

1 http://www.jisctechdis.ac.uk/techdis/multlinkres/detail/main_site/transition-reasonableexpect
2 See Towards Accessible Ebook Platforms by JISC TechDis, JISC Collections and the Publishers Licensing Society.
        http://www.jisctechdis.ac.uk/assets/Documents/accessebookresearch.pdf
3 Post 16 English learning providers (and their learners) can register at www.jisctechdis.ac.uk/voices
4 Email request for Welsh Voices to technews@rnib.org.uk
5 Register for the voices at http://www.thescottishvoice.org/Home/

- Can you provide textbooks in alternative formats for print disabled learners?
  - o The textbooks your learner needs may not be available on your e-book platforms (or may be inaccessible on these platforms). It is a straightforward process to request textbooks in electronic format from the publisher using services like Publisherlookup[6] or Load2Learn[7].
- What sort of support technologies are available across the network?
  - o Tools like text-to-speech, text to MP3, mind mapping, word prediction etc are available for free[8], could be installed across the network and would benefit all learners, not just disabled learners.

These institution wide good practices are increasingly important as changes to the Disabled Student Allowance put more responsibility for learner support at the door of the institution.

Policies and procurement

Do you purchase problems or solutions? A survey[9] of 49 HEI in 2012-13 showed less than 50% were aware of whether or not accessibility was a factor in procuring e-book platforms. Data from the University of St Andrews suggest that scanning a print copy of a typical size textbook in-house costs over £600. By insuring your e-book platforms maximise accessibility, you can significantly reduce time, money and effort in sourcing accessible textbooks. But there is no point in procuring inaccessible systems if you do not tell people about them.

Of the 49% HEIs including accessibility as a procurement criterion less than 25% provided guidance on how to access accessibility benefits!

So how do you bring accessibility into procurement processes? Surely this is so technical that you just have to trust that suppliers "do the right thing"?

No. You need know nothing about standards or technology because the thing that counts is the learner's experience and most of the accessibility features that have a direct impact on learners can be demonstrated to you directly. Jisc TechDis was awarded a grant by the Creating Libraries Accessible to Users with Disabilities (CLAUD) library group to explore current practices in provision of alternative formats and make recommendations. The recommendations[10] included a procurement checklist which covers the following questions.

- What is the maximum font size and does text reflow when you enlarge the font?
- Can a user change background/foreground colours or contrasts?
- Are there keyboard-only equivalents for all mouse actions?
- Is text marked up so it can be navigated in a meaningful way (for example by heading level)?
- Can text be selected and read by text-to-speech tools?
- Are text descriptions available for graphics and images?

6 Jointly created by Jisc TechDis and the Publishers Association - www.publisherlookup.org.uk
7 Load2Learn is currently focused at Schools and FE but is keen to expand - https://load2learn.org.uk/
8 See free and open source tools section - http://www.jisctechdis.ac.uk/techdis/technologymatters/FOSS
9 http://www.jisctechdis.ac.uk/techdis/multlinkres/detail/main_site/laafr
10 Seehttp://www.jisctechdis.ac.uk/assets/Documents/laafr5.pdf page 2

- Which assistive technology tools has the system been tested with?
- Where can I find guidance for all these features?

Ask for these points to be demonstrated live. The more features the system fails on the more you will have to put in place expensive alternative provision. These hidden costs need to be taken into account when negotiating the licence price and comparing the value of different systems. A more expensive but more accessible system may give far more effective support to far more learners at greatly diminished support costs.

Big Picture coordination

Accessibility has to be joined up in order to be meaningful. The library is only part of the bigger picture. Libraries can work with academics, encouraging them to source reading lists from more accessible and responsive publishers. They can work with disability support teams because these teams do not always realise how libraries can obtain digital text from publishers or negotiate with publishers to get better licence conditions for disabled learners. The library can work with IT services to ensure that accessibility is maximised in the platforms and systems installed and that appropriate assistive technologies are available on all workstations.

Continuing professional development

Technology can play a major role in supporting accessible library services, but technology changes, systems evolve and it can be difficult for frontline library staff (neither technology experts nor disability experts) to know the key things that will improve their practice and the learner experience. Jisc TechDis has a wide range of free training resources.

- For staff involved in supporting print impaired learners, our Guidance to Obtaining Textbooks in Alternative Formats[11] gives detailed overview of why it matters, how to do it and what alternatives are available, including a handy flow diagram in the Appendix to help prioritise approaches.

- If you are involved in creating guidance documents ensure you are familiar with the TechDis guidance on creating accessible documents[12] and the recording of our webinar on accessible communication[13].

- All staff involved in delivering library services can benefit from taking the simple self-assessment survey[14] that lets you answer some questions and then gives feedback on the range of answers, helping you to prioritise progress.

Conclusions

Accessibility is neither expensive nor difficult to achieve, but it does require appropriate attention to pragmatic strategies as outlined above. To implement a difference on the ground you need to marry these pragmatic strategies with some strategic practices. Jisc TechDis can also help with that but it's another article for another issue.

11   http://www.jisctechdis.ac.uk/assets/Documents/guidetoaltformat.pdf
12   http://www.jisctechdis.ac.uk/techdis/resources/accessdocpres
13   http://www.jisctechdis.ac.uk/techdis/events/detail/2014/tdtuesday14012014
14   Jisc TechDis online survey for library staff - https://www.surveymonkey.com/s/taalib

Mind the Gap! : Supporting Graduate Teaching Assistants and Bridging the Information Skills Gap

By Beth Clark and Victoria Bird, SOAS Library

Context

SOAS is a University of London college which focuses on Arts, Humanities and the Social Sciences relating to the countries of Asia, Africa and the Middle East. There are approximately 5000 students, split pretty evenly between undergraduates and postgraduates. This article outlines the benefits and challenges of Library involvement in the university's training programme for Graduate Teaching Assistants (GTAs).

SOAS has had an information literacy programme for many years and there have been some successful examples of embedding skills development into course programmes. However, this success is not uniform and the student's experience varies considerably based on the attitude of course convenors and the student's motivation to attend voluntary sessions.

The Library established an Information Skills Working Group in 2009, which seeks to influence policy and introduce new techniques. This group has evolved alongside institutional needs and currently focuses upon skills delivery. In 2012 a draft information literacy policy was produced with an implementation plan. However, there have been some problems implementing the policy:

- Convincing school managers of the importance of information and digital literacy skills.
- Communicating the importance of these skills to teaching staff.
- Integrating skills within the everyday learning experience of students.
- Time pressures. Academic timetables are already full and constantly being squeezed.
- Competing priorities e.g. employability.

Our aim was to adopt different approaches to address these problems.

- To include information & digital literacy in the School's Learning and Teaching Strategy (SOAS, 2012).
- To collaborate with colleagues in the Academic Development Directorate to create a SOAS-wide "Skills for Success" Moodle site.
- To engage teaching staff directly in information literacy. The LLiDA (Learning Literacies in the Digital Age) and ANCIL (A New Curriculum for Information Literacy) reports both highlighted the importance of embedding information and digital literacy in the curriculum (Beetham et al., 2008; Coonan and Secker 2011).

An opportunity for collaboration

In 2012, a proposal for an HEA accredited training programme for new lecturers came to Faculty Learning and Teaching Committees: in addition to the existing GTA programme. GTAs are SOAS research students who are employed as part of a programme aimed at providing training opportunities and teaching experience. This was seen as an area

where the Library could become involved. The proposal was approved and became the Professional Development in Higher Education Programme.

The programmes offer a series of modules that provide lecturers with skills to encourage effective and creative pedagogical delivery and enhance learning support. The programme of modules is open to all staff members at SOAS. The Library's aim was to demonstrate to lecturers that information and digital literacy skills can be developed in students through teaching, without additional burden.

Outline
There was a lot of preparation involved in running the course, which continues each time the course is run, as it is important to ensure that the trainers are up-to-date with the latest research.

The session had to be informative, reflective and interactive and covered the following points:

1. Brief introduction to the concepts and existing models.
2. The importance of information literacy for Higher Education students, supported with evidence from research.
3. Good practice examples of integration of information and digital literacies into the curriculum: both within and outside of SOAS.
4. Pedagogical theory.
5. Reflection. How can participants include these skills in their teaching?

Delivery
The aim was to demonstrate how easy it is to include digital technologies and information literacy skills into teaching so the sessions were made quite interactive (Figure 1). All links and tasks were included on a Moodle page and a printed handout.

Figure 1: Interactive elements	
1	To introduce the concepts of IL participants were asked to go online to find a definition of information literacy. They then had to explain how they found their definition by completing a Google form. Presenters used the responses to create a Wordle or Text is Beautiful image
2	Used Polleverywhere to seek answers to a question and to start a debate.
3	Created a Padlet wall of ideas that participants could add to during the workshop and which were then discussed.
4	Respondents were asked to create a lesson plan. This was changed for the last session into an assessed exercise (5&6).
5	Google forms was used to answer a scenario-based learning assignment. Participants had to outline a proposal for an amendment to their course which would allow them to enhance their students' information and/or digital literacy skills.
6	Completed assignments were distributed to the whole group after the submission date for further reflection.

Feedback
The session was changed each time it was delivered to reflect participant feedback and findings from new research which makes comparison between sessions difficult, however, overall, feedback from participants was very positive. Comments indicated that staff learnt a lot for their own benefit as well as finding the session worthwhile for helping their students. Issues identified were the need for more time for discussion, the irrelevance of the lesson plan (in session three) and concern that as the GTAs did not construct courses, they were unable to benefit from the activity.

Problems
- Content. To make the sessions more academically relevant it was felt important to include pedagogical rationale. However, after the first sessions it became apparent that this section could be reduced and limited to one or two key thinkers.
- The presenters were not qualified teachers and had to research pedagogical method and seek peer review from colleague in the Academic Development Directorate.
- Getting people to attend. Changed the title of the workshop several times to attract participants.
- Practical e.g. forgotten logins for Moodle.
- Expectations. Some GTAs thought the session was to improve their own information literacy skills.
- Time to implement activities.

Some hints and tips when running similar sessions:

- Give it an engaging title. Attendance increased when "Google" was included.
- Apply some pedagogy, but not too much!
- Make it interactive. Get the participants to do the work. It's more interesting and less work for you.
- Have clear learning outcomes so participants know what to expect
- Don't be afraid to experiment with new techniques and technology
- Don't get too discouraged if things go wrong. Prepare prompts to stimulate discussion.

The future
The Library's participation in the training programme is still a new development and there are several areas that could be developed further:

- The course will become more interactive to really challenge the participants, and may be extended to two sessions, to allow more time to examine the issues.
- Adoption of new tools for presentation and interactivity.
- More effective use of Moodle. A staff development Moodle site is currently in the pipeline and will allow better course support and publicity.
- Creation of online tutorials to support the workshop.
- The success of this session has encouraged the Library to consider further cross-departmental collaborations.

Now that there has been some success with information literacy for new staff, the Information Skills Working Group needs to focus upon how to reach long-standing lecturers. This might take the form of running slightly amended sessions using a theme of "reconnecting with students" or "refreshing skills". Thanks to the audience at ALISS's AGM, we now have some fresh ideas on this which we hope to explore further.

References

Beetham, H. et al. (2008). *Thriving in the 21st century: Learning Literacies for the Digital Age (LLiDA project)*. Available: <http://www.jisc.ac.uk/media/documents/projects/llidareportjune2009.pdf> Last accessed 16th June 2014.

Coonan, E. and Secker, J. (2011). *A New Curriculum for Information Literacy: Reports and outputs*. Available: <http://newcurriculum.wordpress.com/project-reports-and-outputs> Last accessed 16th June 2014.

SOAS. (2012). *Learning and Teaching Strategy 2012-15*. Available: <http://www.soas.ac.uk/directorate/visionandstrategy/file55930.pdf> Last accessed 16th June 2014.

Growing a SMIRK: developing a mobile version of an existing online resource
Marion Kelt, Glasgow Caledonian University
http://www.gcu.ac.uk/library/SMILE/SMIRK/Start.html

When looking at the Google analytics for our library web site, I noticed that our students are now using a wide variety of mobile devices. This started me wondering whether SMILE (our online information literacy training package) worked well with the newer technology. I tested this out with a tablet, and found that although SMILE did work, it was not ideal. On a smartphone, it was worse. The existing design has a menu down the right hand side of the screen which uses up a large amount of the available screen space.

Apart from the question of functionality and how clearly it would render, there were other issues which had been raised by students.

I wanted to make our online resources more open. Our distance learning students have a real problem with having to change their password on a regular basis. We all know the frustration of changing passwords for security and then forgetting them. I wanted to move SMILE out from our VLE and make it available to everyone on an open web site. SMILE is an open educational resource, so there is no need for it to be password protected. Making it available on an open access web site takes away a barrier to use.

Another reason for moving SMILE out of our VLE is the difficulty of obtaining reliable user statistics over a long period of time. Our present system only provides very basic functionality and wipes the information every six months. There are no short term plans to upgrade the statistics module, so moving to a web site would allow me access to the greater functionality of Google analytics.

Our initial reason for mounting SMILE in the VLE was that easy direct links to specific content could be provided within GCULearn. However, the same holds true for direct links to an open web site, in fact, the links are better, as no login is needed!

The one drawback to changing location of the resource was that I could no longer make immediate changes to it. Uploading files to the server is restricted to our IS department staff, so this does hold up publication of changes and updates. However, on balance, I decided that this one drawback was outweighed by the many advantages offered by the move.

One other driver was that the content of SMILE needed rewritten and updated, so it was worth making both changes at once. User feedback strongly stated that adding new content requested by GCU staff was a good thing, but that trying to squeeze it into an existing inflexible menu structure was not working. Feedback from the OER community said that downloading a "monster" resource such as SMILE put people off reusing some of the useful content, as they were unsure where to start.

Once the decision to restructure the resource and make it available openly had been made, the next problem was what should I use to update it? SMILE is built and updated using Dreamweaver, and I had recently upgraded to a new version. I started experimenting to see how to build a responsive site. I knew that a responsive template for our main university site was being developed using T4, but there would be a long wait before this became available for use with smaller projects as the whole range of university sites would have to be upgraded first. So it looked like Dreamweaver was my best bet. When I started looking into how this would work, I found that I had two options. The first was to build a completely responsive new style sheet and use that. It was possible, but a big project and steep learning curve. Previously I had just adapted and updated existing style sheets which had been developed as part of the original SMILE project. I found that I could do it, but was feeling a bit discouraged by the size of the task ahead of me.

Then I noticed a new thing on the tools menu. JQuery mobile! Mobile? Here was the magic word! There was not much information in the main Dreamweaver setup, but then I Googled it! Hooray! Lots of information! Even better, links to instructions on my next favourite thing, YouTube! So, looking sternly away from the funny cat movies, I started viewing…..

It looked like this might be a solution. I started trying to develop a custom style sheet, then stood back and had a think. Why? Why not just use what was already there and see how I got on with that? Much more sensible. This would allow me to get some content up on its feet and play around with it – always the best way to learn for me. So I started.

It soon became obvious that a lot of the content needed rewriting. Even though I thought that I had cut down on general "wordiness", I found that there was still a very long way to go. I decided that I would start with one small unit and see how I got on. The JQuery software seems to be designed for very small sites of under ten pages. Anyone who has seen SMILE will know that it does not tick that box! Time to have a think - why not have lots of these smaller sites joined together into one larger one to make a learning unit? Come to think of it, wouldn't this give the sort of structure to ease the frustrations of those Jorum users that I mentioned earlier? Looking at it some more, I realised that this would give me a really flexible product, allowing me to structure the small units into custom menus built to suit the needs of particular schools or courses. Time to take a deep breath and steady on! I was still only at unit one!

So, as any devotee of cream cakes, wine, or anything else fun knows, I started with one wee innocent looking one, and before I knew it, I had built the lot! JQuery really is easy to use, and once I had figured out how to "nest" the units to create a larger site. I was away.

So, I had version one up and running. Once I got it up on the web, and the very helpful OER and IL user communities tried it out, I found that I had two main things to fix. The first major issue, was that the text did not automatically resize to suit the mobile device. This was a pretty big dent in the functionality. It meant lots of "pinch and zoom" which got old very fast. How annoying! I had just assumed that this would be built in – there we go, rule one, never assume! The second issue was something which I had initially thought

would be a plus. The "back and forth" style of navigation was not suitable when you are moving sequentially through the units.

I decided to think about the second issue first. Why not allow both styles of navigation by adding in some directional arrows? I knew how to do that. I tried it out and that seemed to work fine, it was just a bit boring to add them all in. I got down to work, still worrying about the text resizing issue.

This is when I was rescued by the user community! I had put out a message asking people to have a look and give me their feedback. Most was very positive, and one person gave me a solution. He sent me a line of code which could be embedded in the header text which would automatically resize the text to suit the size of the device. Perfect!

So here we are at SMIRK version 2. It is now available for everyone to use (http://www.gcu.ac.uk/library/SMILE/SMIRK/Start.html) and covers information literacy and communication skills. It is aimed at undergraduate students, but does have modules on writing your dissertation. I welcome any feedback and suggestions, feel free to contact me at m.kelt@gcu.ac.uk

An imaginative approach: Paving the way to multi-sensory information literacy

Kaye Towlson, Academic Team Manager, Teacher Fellow, De Montfort University

Text is our bread and butter; there is no escaping text in a library. Fortunately, Librarians love text, we love its order and ironic quirky nature, the challenges it issues and the thinking they necessitate. However, what happens to students who find text difficult? They have to do research and write at a certain level. How scary is that? No wonder some students are reluctant to engage with this threatening and sometimes unexpected world of text. How do we, as Librarians, break down these textual barriers? How do we encourage text reluctant students to engage in our world, persuade them of the necessity and joy of searching knowledge for relevant, quality information to underpin their arguments, broaden their knowledge and practice?

Seeking answers to these questions I have explored and experimented with multi-sensory learning in collaboration with Fashion and Contextual studies Lecturer, Julia Reeve. This is a Teacher Fellow project. As Lecturer and Librarian, we play an integral part in our students' learning journey. We began this work with Art and Design students in mind but it soon became apparent that barriers to primarily text based learning are experienced in disciplines across the board. This was evident from the cohort attending self-selecting library workshops offering new ways of planning and doing research.

Our explorations of multi-sensory techniques to enable research and writing led us to the work of Pat Francis (2009). Francis (2009) offers many multi-sensory learning experiences to enable student engagement with research and writing. Other influences include Groppel-Wegner (2012) whose innovative use of metaphor and collage have led to the format of many of our research and planning workshops. The Writing PAD ethos of writing purposefully in Art and Design, utilising more visual modes of learning, expression and writing, underpins our research. Writing PAD started at Goldsmiths, University of London in 2002 and is now an international network of researchers, practitioners and academics. De Montfort University has been awarded Writing PAD regional Centre, East Midlands in recognition of our research work.

The core workshop developed through this project is "New ways of seeing" which aims to break down barriers, inspire student thoughts of research and writing and to facilitate student engagement with text. Offered through the library lunchtime programme it enables students to try multi-sensory learning techniques for assignment research. It is attended by students from all disciplines and study levels; feedback is very positive.

This workshop looks and feels different to traditional, library assignment research sessions. Students enter an "unlibrary" type space, an area set out for creativity, laid out "cabaret style". On the table there are cups of coloured pens, magazines arranged to reveal an array of colourful images and a basket containing scissors and glue sticks. In front of each seat, there lie three different coloured strips of paper, a piece of A4 paper containing the outline of a doll and some cream A3 paper. Students seat themselves and the varied nature of the group leads to students from different disciplines and study levels sitting next to each other. The informal nature of the workshop enables useful conversations and peer learning.

A brief introduction is given stressing the creative, informal and fruitful nature of the workshop, after which students plunge into the first activity. They take a strip of paper and write down the title of their assignment. Next they create an image-enriched mind map of their assignment using free-association collage with the magazines, scissors and glue provided. Free-association means that they select appealing images, not those specific to their assignment title. Students find this a liberating method of exploring their assignment. It is a non-threatening way to think about the assignment's textual demands. When sharing their mind map with their neighbours the power of metaphor becomes clear and generates new ideas and inspiration. The mind-map is used to identify key themes for their assignment. It defines strands and terminology required to discover pertinent research and information.

As a creative way to enable the production of keywords students are introduced to the "Dress up doll of formality". This doll (Groppel –Wegner, 2012) is an active, tactile and visual way of thinking about the formal and appropriate language required for academic work. The doll enables a parallel between appropriate language and appropriate modes of dress. I have adapted this idea; students are given a doll outline to "dress up" with the key themes and words of their assignment. Students write keywords on T-shirts on the doll, apply them as tattoos or word hair or many other creative modes of record. This visually creative method of thinking and recording frees the mind to form new ideas and connections, breaking down barriers to textual engagement. There is no right or wrong way of doing this. One student commented: "It felt like talking to someone about my work".

Students select up to three key terms from their doll and write these on a second strip of paper. These terms are used to search databases for pertinent research, which is recorded as references to a book and a journal article on a third strip of paper. Students then make a "research plait" from the three strips of paper representing key elements of their assignment:

1. Title
2. Keywords
3. Relevant research

This is a kinaesthetic representation of the interweaving of key assignment elements. Each plait is different in shape, reflecting the individuality of each person's assignment. Students are asked what they think this activity represents; most reply: the connecting of ideas and research within the assignment. This activity is adapted from Francis (2009).

The final element of the workshop is the production of a "road map to success". Students map out their journey from start to assignment completion, noting points along the way; what they need to do, information required, and people to speak to. They depict high and low points of their journey: Sun, cloud, rain, mountains, valleys and choppy seas are examples of images used. This activity is about imagining the whole journey, warts and all, with a successful outcome.

So what do students think of the workshop?

- "Helped to look at the bigger picture"
- Excellent work and workshop.
- I like this workshop. It's creative and visual. Gave me new ideas to research.

- This was a brilliant session. Very therapeutic thank you!
- 'I think that it was a good way to break down the research and have it on a large piece of paper to look back at and make links between each fact to develop research further'

Good pedagogic practice dictates that different learning styles are catered for. This workshop affords a multi-sensory experience:

a) Visual: Image mind map, doll, road map to success
b) Aural: peer learning, discussion through activities and room layout.
c) Oral: Informal, fun atmosphere encourages discussion and questions
d) Kinaesthetic: Research plait, collage
e) Olfactory: Smell of paper, pens and glue inject a sense of play

The creativity at the heart of this workshop liberates students to make new connections in their work and generate ideas. It gives them time and scope to explore their assignments in a new and different way using senses not usually associated with assignment research and writing. They engage enthusiastically with these activities and at the end of the session say they feel more positively about their assignment and leave with a plan to take it forward. It seems these activities break down barriers and that text, libraries and librarians are not quite so scary anymore.

Bibliography

Francis, P. (2009) *Inspiring writing in art and design: taking a line for a write*., Bristol, Intellect Books

Groppel-Wegener, A. (2012) *The dress-up doll of formality, considering genre*. Sockbunny Press, a tactile academia book (http://tactileacademia,wordpress.com)

Writing PAD (No date) Writing PAD [Online]   Writing PAD . Available from: http://www. writing-pad.ac.uk/ [Accessed 04/07/14]

Case study: How LSE Library created an online exhibition for The Women's Library collection
Peter Carrol, LSE Library Communications Officer

Background
Following the arrival of the Women's Library collection to the London School of Economics and Political Science (LSE) in January 2013, The Women's Library @ LSE online exhibition was the first major project to utilise LSE's range of capabilities to showcase the collection. The exhibition, which launched on LSE's Digital Library in September 2013, created a digital resource featuring 155 rare materials alongside 35 rare books as complete eBooks. A total of 309 items were made digitally accessible on the text-searchable platform, creating free access to the collection for audiences around the world.

The Digital Library itself was established in 2011, part of a wider Library strategy outlining a long-term commitment to providing a level of digital access to the Library's collections that would equal existing print resources. One of the first projects launched was the fully text-searchable digitised versions of the diaries of Beatrice Webb, one of LSE's co-founders. This was followed shortly afterwards by the digitisation of the entire run of The Beaver, the newspaper of LSE Student Union founded in 1949, an important act of the preservation of LSE's heritage.

The Digital Library then completed a number of smaller scale digital projects before it embarked on a plan to create an online exhibition for the Women's Library collection. The collection, which arrived at LSE from previous custodians London Metropolitan University in January 2013, is one of the oldest and most extensive collections of women's history in Europe, with the wide variety of materials providing a rich basis for the online exhibition.

Objectives
The core objective of The Women's Library @ LSE project was to bring a representative and accessible sample of the collection to a wider audience. The desired outcomes for the project were threefold: to guide new audiences by increasing access to materials from the collection; to provide an opportunity to develop the capabilities of the Library staff on a high-profile digital project; and, finally, to act as a precursor to future projects which could analyse the Library's collections on a deeper level.

Ed Fay, Digital Library Manager at the time of the launch of the exhibition, saw the project as an opportunity to demonstrate the evolution of the Digital Library's online experience. 'The attraction was presenting old material in a new way, and positioning The Women's Library @ LSE within the Digital Library for the longer term.', he said. 'It also highlighted the potential for longer projects which investigate parts of the Library's collection on a deeper level, harnessing the knowledge of our curators and archivists.'

Anna Towlson, Project Manager for The Women's Library @ LSE, added that 'the timeline is visually so much more exciting than searching or browsing content on a traditional

catalogue, and you can also browse and discover content in lots of different ways.'

Indy Bhullar, Information Assistant at the Library, also agrees that a timeline is a natural fit for the collection. 'The timeline reflects changing user habits. By adapting to innovations and opening up the possibilities of presentation, we were able to make the most of the collection; it is so broad and has the potential to be used in a number of interesting ways.' Indy added that the timeline design also accommodated the 'reframing of the collection, allowing the audience to get a better feel for the women's movement through visual presentation. The way that it places both the contemporary and historic materials on an equal footing is important, as this will help challenge the perception that the collection is strongest in the suffragette era, when it is in fact much broader than that.'

Methods

The first stage of the project involved the creation of a working group including academics, external digital humanities, women's history experts, archivists, librarians, and those involved in outreach work at the Library. Roberta Marchesin, Digital Library Assistant, particularly enjoyed this stage of the project. 'Working with colleagues from a number of areas was challenging, but I found pooling our experience and expertise was very useful to bring together a meaningful collection and highlight the importance of the original materials.'

The project team began to select content individually, meeting regularly to confer and share ideas for submissions for the exhibition. Each of the materials that were eventually selected were required to have both a historical relevance to the project and work well with the aesthetic demands of online digital presentation. Heather Dawson, Academic Support Librarian, enjoyed the challenge of 'working with the new material within the context of a new technology, sourcing visually interesting materials that would engage audiences online.'

The project began in March 2013, just as the transfer of the physical collection to LSE Library reached its halfway point. Because the collections were being relocated during the project, digitisation work was completed at locations at both the Women's Library's former premises in Aldgate and then later at LSE Library. A guiding principle during the digitisation process was the demand that the quality of the images should be of the highest standard, as the Library aimed to provide a digital alternative for the physical collections that would stand the test of time.

Ellie Robinson, Assistant Archivist with responsibility for digital archives, was tasked with co-ordinating and managing the consistency and quality of the digital selections: 'Ensuring that the quality was maintained while using such a large quantity of source material was a big task. I think many of those involved in the project team really thrived at being challenged to work with a new collection; integrating the variety of museum objects into a digital experience was a brand new area for many of us.'

When the digitisation process was complete, the job of applying materials to an online framework began. To achieve this goal the project team developed a timeline widget,

using a technique that was successfully developed during the digitisation of the Webb diaries to create a digital page turner for ebooks. Andrew Amato, Digital Library Developer, who was responsible for design implementation and enabling content on the project, commented that 'the software allowed us to work with the source material in a novel and engaging way; as the project progressed it became clear that the timeline format was highly suitable for the material.' The timeline was also search-optimised so that users can easily find items of interest, with each material featuring a description and context provided by the Library's experts.

Outcomes

After testing and adjustments, the timeline was launched on schedule in autumn 2013. Its conclusion was marked by a number of notable achievements- the Digital Library, already a well-used online resource for access to the Library's collections, saw a 200% increase in visitors in the days following the launch. User responses to the collection were also highly positive, and the online exhibition has been cited as a potential template for an expanded digital profile for the Library in the future.

Ed Fay stresses that The Women's Library @ LSE should not be viewed in isolation, rather an addition to the physical and catalogue-based resources available at the Library. The new Exhibition Space for The Women's Library @ LSE is scheduled to open in late 2014, with the aim of increasing the synergies and interactions between the Digital Library and the physical collection. Furthermore, the project will interact with the Library's existing and future other digital projects, such as the Emily Wilding Davison Online Exhibition and Women's Walks (also due to launch later in 2014), as the Library continuously builds, develops and grows a comprehensive online presence for the Women's Library @ LSE alongside its world-class social science collections.

To access and view the online exhibition, please visit digital.library.lse.ac.uk/collections/thewomenslibrary

Liberating Librarians: A Case Study of Digitising Activist Archives

Polly Russell, British Library

Sisterhood & After Website

Much has been written about the power of digital activism, particularly for its engaging young digital natives. But how can and should librarians respond? In this article I describe the recently launched Sisterhood and After (S&A) website[1] and reflect on using oral history on the web to engage audiences with archival material and the history of the Women's Liberation Movement (WLM). Drawing from an archive of oral histories with WLM activists housed at the British Library, the website explores the evolution and experience of feminist activism in the 1960s, 1970s and 1980s. The S&A website has proved to be a valuable tool for capturing young and activist audiences, as well as the more usual academic ones. At the same time, designed to be a tool for debate and dialogue, it allows the user to make up their own mind about issues as complex as abortion, gender identity, men's relationship to feminism and reform versus revolution. Describing the website in detail, I suggest that web technology can help mitigate the distance between academic and non-academic audiences as well as allowing more choice and fluidity in the interpretation of archival material.

The S&A website is just one of a number of outputs resulting from a three year research project between the British Library, the University of Sussex and The Women's Library[2].

1   See http://www.bl.uk/learning/histcitizen/sisterhood
2   For more information about the Sisterhood & After: Oral History of the Women's Liberation Movement project see http://www.sussex.ac.uk/clhlwr/research/sisterhoodafter

Funded by the Leverhulme Trust, the project's central aim was the creation of an archive of oral history recordings with 60 key Women's Liberation Movement activists in the UK. Archived, along with full transcripts, these recordings and transcripts are available for listening on-site at the British Library in London to library readers, subject to interviewee permission[3]. In attempting to understand the impetus and trajectory of an interviewee's activism, the recordings cover family background, childhood, education, work experience and relationships. These recordings therefore attempt to document an individual's engagement with the WLM, while taking account of the context in which this activism was situated. The average length of these recordings is 6 hours but many are significantly longer.[4] For those interested in the history and sociology of social movements, in women's history, in twentieth century history, gender studies or narrative identity, the S&A oral archive is a rich resource.

However, the very richness that makes the collection so valuable to researchers, can, for less specialist audiences, be an impediment. Not everyone is able to visit the British Library to access material and, even if they were, the volume of material available in any one of these recordings, even with transcripts and summaries as guides, requires significant, and arguably specialist, navigation.

For this reason, written into the funding application for the project was provision to create a website to be hosted on the British Library's Learning platform. The website would showcase our oral history recordings and explore the history of the WLM. Working closely with colleagues in the Learning Team, the website was designed for secondary school and undergraduate students, feminist activists and lifelong learners.

Though the basic template for the website, involving a homepage and thematic sub-pages, was determined by the library's pre-existing website infrastructure, decisions about what to present of the contested history of the WLM involved a year of internal discussion. Just as choosing 60 people to interview from the thousands of women who were central to the movement was a challenge, determining how to focus and illustrate the website involved frankly political debate.[5] Ultimately we were guided by the content of the oral history recordings and the website took shape under ten thematic headings with each of these sub-divided into two or three more. A section on 'Politics & Legislation' contains sub-sections on 'The Political Representation of Women', 'Feminist Critique of Political Culture' and 'The Impact of Legislation on Women's Lives' for example. Or a section focused on 'Education' has sub-sections covering 'How Girls were Taught and Socialised', 'Sex Education' and 'Women's Studies and Women's History.'

Each of these thematic areas is populated with contextual information, images, cartoons and photographs as well as questions and teachers' notes, to instigate discussion. But

3   In line with library policy, the British Library & University of Sussex required all interviewees to sign an interview release form stipulating how their recordings could be accessed. Interviewees were able to 'close' sections or the entirety of their recordings for a named number of years if desired.
4   See Russell, Polly. "Using Biographical Narrative and Life Story Methods to Research Women's Movements: Sisterhood and After." Women's Studies International Forum 35, no. 3 (5// 2012): 132-34.
5   Jolly, Margaretta, Polly Russell, and Rachel Cohen. "Sisterhood and After: Individualism, Ethics and an Oral History of the Women's Liberation Movement." Social Movement Studies (2012): 1-16.

what brings the website to life are its 125 sound extracts, selected from the full oral history recordings, and 10 bespoke films commissioned to examine particular stories or histories. These audiovisual jewels represent the diversity of experience and views of the WLM activists. Site visitors can hear, for instance, Pragna Patel, co-founder of Southall Black Sisters, describe a 'reverse march of shame' to the house of a domestic abuser. They can listen to Una Kroll, 86 year old campaigner describe women's long struggle to be ordained. They can hear Rebecca Johnson recount what it was like to live as a peace activist outside the muddy military fence of Greenham Common. Or bass guitarist Alison Rayner laughingly remembering women's protests against 'cock rock'. Perhaps particularly pertinently, Cynthia Cockburn's crystalline voice explaining the gender politics of technology, as digitisation slowly ousted men from their dominance in the print industry.

Response to the S&A project has been encouraging both in terms of website visit statistics and also the various conversations, research and events it has inspired. In the first 4 months of the website launching it received 50,000 visits and since it has been available daily visit numbers for unique users have consistently been around 350. Heartening too have been the requests from schools visiting the British Library for S&A workshops – more than 400 school children have attended these to discuss and debate the ideas of the WLM. Through these workshops students have been introduced to archive recordings, have discussed the remit of the project and have reflected on why the WLM recordings were collected. Vivid and expressive, oral history extracts have a powerful capacity to engage students. Even the most reticent class has been galvanized into discussion by hearing Deirdre Beddoe, Professor of History at the University of Glamorgan, describe how, at primary school, she was told she had to be a sailor's wife not a sailor.

Beyond the library, the website and archive have been the catalysts for an impressive number of talks, conferences, workshops and even a sound installation. In February this year a panel discussion organized by the East London Fawcett Society, inspired by S&A, focused on feminist action past and present and drew an audience of 200 young activists. In October 2013,'In Conversation with the WLM' featured S&A interviewees in discussion with young feminists and was attended by 250 activists and researchers. That same year, curators and academics from China Women's University visited to compare and learn from SAA, as they develop their own large scale oral history of women in Beijing. Currently, the archive is indeed taking new shape in Voices in Movement, a sound installation which takes the digital activist voice into public art contexts[6]. In all these events, delegates and speakers vigorously debated archive material in relation to today's questions about equality, identity, direction and suggest that web technology can help enable the archive come to life with audiences outside the academy.

Knowing that the archive and website have been used by feminist activists, campaigners and journalists for inspiration and information suggests S&A is contributing to larger conversation. This is important as the project team has been actively inspired by the democratic ideals of oral historical method and of feminism itself. We were acutely aware of the many other feminist archives and libraries, websites, blogs and histories to which 'Sisterhood & After' was connected and indebted. While wanting to celebrate the creation

6   http://www.sussex.ac.uk/clhlwr/research/hearingher and http://www.bbk.ac.uk/arts/research/peltz-gallery

of a sustainable oral history archive of WLM recordings at the British Library, we make no claims to be the definitive account of the Movement or indeed the sole repository of that history. On a page listed under the 'About Us' tab of the 'Sisterhood & After' website we have named and provided connections to 65 relevant oral history resources and we continue to add to this as we become aware of new activities. The 'Sisterhood & After' website is one resource among many and can contribute to refresh discussions about feminist history, feminism and gender relations among a range of different audiences.