ALISS *Quarterly*

Association of Librarians and Information professionals in the Social Sciences

Special issue: Amazing Spaces - Innovative Library Design

Summer Event Papers

Ultimate Goal in Library Design; The Hive at Five; Wellcome Collection's Reading Room, British Library

Information Literacy

Digital Footprints, bringing data into the undergraduate classroom.

Disability

Disability higher education, libraries, teaching and learning bibliography, using satire to make accessibility meaningful.

ALISS Quarterly
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Special issue: Amazing Spaces.

Editorial

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).

On the 22nd August ALISS (Association of Librarians and Information Professionals in the Social Sciences) held a conference on the topical theme of library design. It included contributions from professions based in a number of sectors who provided insight into their perspectives and the opportunities and challenges which they faced. The key content of this issue focueses upon these papers which have all been added to our website at: https://alissnet.com/amazing-spaces-using-library-design-to-enhance-organisational-goals-and-user-satisfaction/

Karen Latimer, Chair, Designing Libraries Advisory Board, UK- Looking Good, and Working Well: the Ultimate Goal in Library Design– provided an overview on the qualities of good Library design, showcasing examples of inspiring new libraries that have had an impact and improved the user experience.

The presentation began by reviewing changing trends in library design from the imposing quiet buildings of the 20th Century which were designed to house growing collections, to the flexibility, informality and the need to accommodate different zoned needs and technology. She provided a fascinating case study of the Latvia National library which had the brief to encapsulate a

- Mythical palace embodying knowledge and freedom

- Glass mountain symbolizing hard path to goal

- Relate to traditional Latvian barn architecture

Take a look at its website to see if it succeeded and find out more about the project https://www.lnb.lv/en/about-library/nll-building

Key 21st century trends which she highlighted with stunning visual images included:

- Digitisation: increasing move from print to electronic – less space needed for book storage

- collections giving way to learning, research & social spaces

- Readers becoming viewers, listeners, networkers with varied IT needs

- More collaboration and partnerships between universities and public libraries

- Growing awareness of staff spaces

- Refurbishment and extension rather than new buildings

- Shift from creating iconic imposing landmarks to integration, regeneration and sustainability in local communities.

However, even when a building is complete staff should not be complacent. Karen made reference to the need to conduct post occupation evaluation. This is spelt out more fully in her book.

Post-occupancy evaluation of library buildings

Edited by: Karen Latimer & Dorothea Sommer

Berlin/Munich: De Gruyter Saur, 2015

ISBN 978-3-11-037521-3

Other useful resources which she recommended to find out more on the topic included

- Designing Libraries (CIC)

  http://www.designinglibraries.org.uk

- LIBER Architecture Group

  http://libereurope.eu/architecture-forum/

- IFLA Library Buildings & Equipment:

  http//www.ifla.org/en/library-buildings-and-equipment

Building the Future- Sally Jennings introduced, the British Library vision for redesign and redevelopment on the London site, this also emphasised the need to respond to a changing community in the area and to create open, creative and innovative spaces. Sally provided examples of the stages in the process review to develop a brief. The emphasis being placed on consultation to develop and test new ideas

The Hive at Five: from Design to Delivery – Sarah Pittaway and Laura Worsfold discussed the challenges of the Worcester Hive the first fully integrated public and university library in Europe. They considered the design brief for the library and how this was implemented and the stages forward after it ds 5 year review.

Loesja Vigour and Nicola Cook discussed the development of the new Wellcome Library reading room. They described the transition process from a traditional book based reading room to the new space which is an innovative hybrid of gallery, library and events areas. It has 10 thematic sections; these are described and pictured in the online Reading Room companion.

https://wellcomecollection.org/readingroom?_ga=2.257193035.1578393507.1504468491-2088529182.1504468491

Each area has exhibits, books,   with touchable objects and items to take away (bookmarks, pads)

The aim of the area was very much to disrupt norms and to experiment. One really positive unforeseen outcome was that audiences have now expanded children are now actively using the room and books have been purchased for them.

The second section of the issues returns to the key area of information literacy. Jennifer Buckley and Vanessa Higgins describe a new resource from the UK data archive which seeks to encourage the use of datasets in undergraduate teaching. Louise Connelly and Nicola Osbourne provide an introduction to the purpose and content of their new MOOC which focuses upon digital footprints.

Finally the issue concludes with our disability bibliography of recent articles and reports which is now being posted monthly on the ALISS website. http://librarychampionsfordisabilityaccess.blogspot.co.uk,

We hope you enjoy the issue.

Keep up to date with our website at http://www.alissnet.com. Note the new URL

And twitter channel http://twitter.com/aliss_info and by subscribing to our free electronic mailing list LIS_SOCIAL SCIENCE at http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html.

Heather Dawson.

ALISS Secretary

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Looking Good, Working Well: the Ultimate Goal in Library Design
Karen Latimer, Chair, Designing Libraries Advisory Board, UK

Introduction

The ALISS seminar on amazing spaces highlighted the importance of designing buildings and library spaces in such a way as to ensure user satisfaction and support the goals of the organisation served. It all sounds very simple but of course there is no holy grail of library design as the case studies presented at the seminar demonstrated. Different users have different requirements; indeed, the same user can have different needs at different times. Organisational goals vary, too, both in time and between different institutions.   The aim, however, remains a worthy one. It is essential to consult and listen to our users and align our library design plans with the strategy and goals of our parent body.

Changing typology

The type of libraries we are planning in the 21st century have changed somewhat from those built before the digital age. At the risk of oversimplification, the focus has moved from housing collections to providing spaces for readers.   The rather imposing buildings of previous centuries have given way in the 21st century to more welcoming and accessible library spaces. Housing the collections, particularly special and archival collections, remains important but the emphasis is on connecting users with resources, with each other and with the professional staff who are there to help them. There are numerous examples of the new approach; most often cited in the public library sphere as one of the first buildings to lead the way was the public library in Seattle designed by Rem Koolhaas and OMA. It sparked a great deal of discussion and influenced much that was to follow either directly or indirectly. The Amsterdam Public Library by Jo Coenen is another personal favourite with inspiring spaces, exemplary signage and great furniture and shelving. In the UK, too, new types of public libraries were appearing with, for example, the Idea Stores, Will Alsop's groovy Peckham Library and Piers Gough's inverted pyramid at Canada Water. Having recently been the international judge for the Australian Design Awards I have spent a considerable amount of time looking in depth at new libraries and there is much to inspire. The ALIA Members' Choice was the Geelong Library and Heritage Centre a vast dome enclosing beautifully designed and carefully thought out multipurpose spaces. The City of Perth Central Library, with its echoes of the Snohetta 2001 design for the Bibliotheca Alexandrina, deservedly won the Public Library Award.

University libraries in particular changed the emphasis from collections to connections. Mecanoo's spectacular library for Delft Technical University with its grass roof and dramatic cone piercing the reading room has put an emphasis on IT-rich spaces both when originally designed in 1993 and when it refurbished its spaces as the Library Learning Centre in 2009.   Wiel Aret's 2005 elegant, functional library for the University of Utrecht with its black, grey and white interiors and bright red help desks is a personal favourite. More recently examples of user-focused libraries with much thought given to a variety of study spaces include the inspiring University of Helsinki Library by Oiva Attinen and closer to home Schmidt Hammer Lassen's library for the University of Aberdeen with its skewed atrium and colourful glass exterior. We live in a time of constant change and we need to be fleet of foot and our buildings flexible and adaptable if they are to be fit for purpose and able to support service

developments as required.

Qualities of good design

Nonetheless, the underpinning qualities that result in beautiful, functional buildings have not really changed. St Jerome in his study as depicted by the 15th century painter, Antonella da Messina, is not really that much different from the student in a modern university at his/her seat with laptop to hand and excellent wifi connections. Harry Faulkner Brown first posited his ten commandments for good library space at an IFLA meeting in the 1960s and the IFLA Library Buildings and Equipment Standing Committee have continued to add to, and adapt, them in the subsequent years. They include the following key qualities: functional, adaptable, accessible, varied, interactive, conducive, environmental, safe and secure, efficient, IT-rich, sustainable and the rather indefinable wow factor. In many ways, all this was preceded by the rubric of the 1st century Roman architect and engineer, Vitruvius, who commented that all structures should have firmitas, utilitas and venustas which can be translated as strength, utility and dramatic quality.

The brief

So how do we convert these lofty ideals into reality, turn theory into practice and achieve the amazing spaces that support the equally amazing services we wish to provide? A great deal depends on the brief, or programme, we devise for the design team. In essence we need to develop a compelling vision that links to our institution's strategy and stated aims. Easier said than done but that is only the beginning. Once devised we need to articulate the vision, communicate it to all the key people (including of course our users) and, perhaps, hardest of all hold true to it against all-comers. One thing anyone who has been involved in planning a new library or in a refurbishment project will tell you is that you must be ready to respond to endless questions all of which need an instant answer. Another great challenge is the time lag. Very often the library planning and briefing stage takes place quite a long time before the building is actually built and, of course, the speed of change being what it is, there is, as the old proverb says, many a slip twixt cup and lip. Things will change and it is always difficult to envisage the future library so a balance must be struck between sticking to the vision and a need for flexibility. The vision for the National Library of Latvia, for example, was that it should be a mythical palace embodying knowledge and freedom, a glass mountain symbolizing a hard path to reach one's goal, and relate to traditional Latvian barn architecture.

As the brief, or design programme, is developed consultation and communication are key. The different users and stakeholders need to be identified as do their various requirements. The current strengths and weaknesses in service provision should be considered with a view to establishing what works well and why, and where the weaknesses lie. Are there new services that should be introduced and how would the design of spaces and their adjacencies support this? This is the number crunching and consultation phase. Look at past data, attempt future projections based on trends, carry out user surveys, hold focus groups, ask questions, observe behaviour through mystery shoppers, customer journey maps and other user experience tools – and consult your library staff. Bear in mind that space and service are inseparable: good space will help us to achieve our goals but poor space will have the opposite effect and limit the services we want to provide. It will all be worth it in the end.

21st century trends

There are plenty of examples to look to when embarking on a library planning project and clear trends emerge in doing so. Most obviously the increasing move from printed to electronic collections has had an impact on how we plan and design library buildings. As collection space gives way to learning, research and social spaces and readers become viewers, listeners and networkers we need to provide different kinds of spaces, plenty of choice in seating and both individual and group areas. The new library for Freiburg University cleverly zones areas for silent study and collaborative learning and two examples, one in the US and one in Canada, by Norwegian architects Sn hetta have taken the blend of library and learning centre to a new level. The James B Hunt Library in North Carolina describes itself as "a place not of the past but of the future" and includes a Bookbot, a robotic book delivery system, and makerspaces while the Ryerson Learning Centre in Toronto includes learning spaces evoking the beach, the garden and the sky. Two public libraries that are models of IT-rich, community-based spaces are DOK Delft in The Netherlands and Dokk1 at Aarhus in Denmark.

Recently there has been a growing demand in university libraries for dedicated postgraduate space and more areas for quiet study. The David Wilson Library at the University of Leicester was one of the first to include a designated postgraduate area when it was refurbished and at my own university, Queen's University Belfast, the original 1868 library has now become the Postgraduate Centre. Most recently Irish architects O'Donnell + Tuomey have completed the high quality research library for the Central European University in Budapest.   Collaboration and partnership are increasingly important perhaps particularly for public libraries as in Clapham where Egret West has very successfully combined a health centre, social housing and a library; and most recently at the community-based South Shields Hub designed by FaulknerBrown and known as The Word.   University and college libraries are also looking at partnerships with The Hive, the subject of one of the ALISS seminar talks, being the prime example.

Jon Purcell, former Director of Durham University Library, has dubbed library staff "the forgotten army" but there is a growing awareness of the importance of staff spaces and much discussion of the pros and cons of open plan versus individual office space.   Flexibility is again the key with attention being paid to carefully planned break out spaces, meeting rooms, mobile phone areas and zoning. Just as we take into account the diverse needs of our users so, too, should we consider the differing preferences and needs of staff.

Tight budgets, demands on space and the sustainability agenda all combine to increase the refurbishment, extension and incremental approach rather than always embarking on new buildings. Wilkinson Eyre's exemplary restoration and refurbishment of Giles Gilbert Scott's New Bodleian in Oxford into the Stirling Prize- shortlisted Weston Library is a must for anyone embarking on such a project to visit. And there are also excellent transformation examples at the University of Hull and the University of Edinburgh. There is also a notable shift world-wide from iconic high budget landmark buildings towards ones that embrace integration, regeneration and sustainability.

Post-occupancy evaluation

Post-occupancy evaluation (POE) is the topic for another talk but it is a subject very close to my heart. Too often after the challenges of the planning process and the euphoria of the opening celebrations, evaluation drops off the agenda. POE is, however, a crucial tool for continuous

improvement. If we are to learn from each other we need to evaluate our completed projects and feed the results into planning the next ones. Both the IFLA Library Buildings and Equipment Standing Committee and the LIBER Architecture Group (LAG) have worked on this. IFLA has devised a POE questionnaire which is available on its website and LAG now include a session on POE in their biennial seminar with Cottbus, Rolex and Central St Martins featuring in the 2018 seminar in Vienna in April 2018.

Useful sources

Designing a new building or carrying out a major refurbishment project undoubtedly present challenging if exciting opportunities. There is plenty of help available although I have to declare an interest as the current chair of the first, past chair of the second and member of the third. The following websites provide a great deal of information on new and refurbished libraries, suppliers and a range of topics of interest to library planners and designers.

Designing Libraries
www.designinglibraries.org.uk

IFLA Library Buildings and Equipment Standing Committee
www.ifla.org/en/library-buildings-and-equiment

LIBER Architecture Group
http://libereurope.eu/architecture-forum/

Further sources of information

Edwards, Brian. Libraries and learning resource centres.2nd ed. Oxford: Architectural Press, 2009.

Hauke, Petra, Latimer, Karen, Werner, Klaus (ed). The green library. Berlin; Boston :de Gruyter, 2013

Latimer, Karen. Collections to connections: changing spaces and new challenges in academic library buildings, Library Trends,60(1),2011, 112-133.

Latimer, Karen and Niegaard, Hellen (ed). IFLA library building guidelines: developments and reflections. Munich: Saur, 2007.

Latimer, Karen and Sommer, Dorothea. (ed). Post-occupancy evaluation of library buildings. Berlin; Boston: de Gruyter, 2015.

Purcell, Jon. University library staff accommodation: why space matters for the forgotten army IN Matthews, Graham and Walton, Graham (ed). University libraries and space in the digital world. Farnham: Ashgate, 203, pp. 131-40.

Watson, Les. Better library and learning space: projects, trends, ideas. London: Facet, 2013

Worpole, Ken. Contemporary library architecture: a planning and design guide. London: Routledge, 2013.

The Hive at Five: from design to delivery

Sarah Pittaway, Laura Worsfold

Introduction

The Hive in Worcester is home to Europe's first integrated public and university library, Worcestershire's Archives & Archaeology Service and Worcestershire County Council's Customer Service Hub. Having celebrated our fifth birthday in July 2017, this article presents an opportune moment to reflect on the original vision and how the innovative design has helped us to transform both university and county library services in Worcester.

Design and vision

The project was 10 years in the making and came about as a result of the University of Worcester needing a new library and Worcestershire County Council's need to move out of an old Victorian building. A site was identified (formerly the Council's waste collection site!) and talks began. The partnership between the University and the County is unique and due to the huge commitment on both sides, The Hive came into being. The site was of great archaeological significance and there was a lengthy consultation period covering everyone from Board members and Governors down to key target groups; students, children and families, schools, disabled communities and businesses, to name but a few. This consultation also included staff who were fully involved at all stages of the process.

Design Statement:

The Hive is a £60million PFI and the client was involved in every stage of the design and construction, extremely unusual in the PFI sector. The team consisted of representatives on both sides.

A destination in itself. The building should inspire, excite and welcome, but not intimidate through a sense of grandeur or self-importance."

 WLHC Design Statement 2007

The vision of a truly integrated building and service remains true and although challenging, the partnership still adheres to its original vison and principles:

- Inspiration

- Connection

- Aspiration

- Learning

- Integration

- Inclusivity

- Enduring values

- Well-being

- Sustainability

- Visibility

The building itself contributes to these principles and won BREEAM Outstanding for its environmental impact and sustainability; it runs on a water cooling system and Biomass boiler and has one of the most sophisticated Building Management Systems in the country. We have won several awards including recognition from RIBA and RCIS amongst others. Out of 46 awards applied for we have won 23, many for customer service and for work with the community as well as for the iconic, gold-clad building.

Service delivery and impact

Since opening in 2012, The Hive has gone from strength to strength, with:

- 4 million visits

- 62,780 new members, 40,800 children or young people

- Over 4 million issues

- Over 10,000 school children

- Student satisfaction risen 13% in the National Student Survey (NSS)

- University staff satisfaction with library services 98%

- 8,690 logged enquiries (2015-16), 51% by university members

Alongside these facts and figures, we also get great qualitative feedback from our users and visitors:

"The library was a big 'selling point' of the course for me" – NSS response, 2016

"I would like to highlight the fact that we have a wonderful library in Worcester. Great workspace, friendly staff and tons of resources." – NSS response, 2016

 "It's a wonderful, amazing place ….This is a dream place for me; it's perfect and I'm very jealous." – Michael Rosen, Children's Laureate 2007-9

Our staff make all of this happen. Simply put, they are the best asset we have. We have around 200 staff in The Hive, and we ask a tremendous amount of them. A member of the front of house team might be running Bounce and Rhyme in the morning, supporting a first time computer user at lunchtime, and helping students discover reading list materials for their assignment in the afternoon. They work with each customer in the same positive and friendly way and because of this we consistently receive great feedback from our users.

The nature of the building means that we have a huge number of opportunities for people to get involved. Alongside our paid staff, we have around 110 volunteers in 15

different roles, contributing 20,000 hours this year alone. Volunteers can sign up as digital champions, meet and greeters, or work with events, code club, work club, children's activities or more besides[1].

We also take on students on work placements, both those who are studying for library qualifications and students from a variety of courses at the University of Worcester. In the last few years, students have written social media campaigns for us, planned our textbook rescue event, the Great Hive Book Rescue, and undertaken research about study spaces.

Alongside this, we have a vibrant arts programme designed to bring our communities together, with all of our activities being open to all of our users[2]. For example, events such as professorial lectures, exhibitions of students' work, and events like the Research School's 'Images of Research' competition offer a window into the world of the university for our local community, showcasing and celebrating our work and potentially sparking a curiosity to join the university as a student. Similarly, members of the university community have a host of opportunities to them, from links with local businesses in our Business Centre, to activities for them to enjoy with their families, from Bounce and Rhyme to Harry Potter night.

What's next?

The Hive continues to evolve and one of the many lessons learned has been that we have to remain flexible; adapting to changing circumstances and customer needs. A new 5 year Strategic Plan is in development, looking at prioritising and building on our many achievements, but also identifying where we want to grow our audience and improve our facility. There are plans to develop the exterior site, something that will add to the regeneration of this area of Worcester and to work more closely with the LEP and Economic Development on measuring our impact on the city. We are also looking at evaluating other areas with regard to The Hive's influence on our education providers, literacy and our social impact on visitors. We also aim to continue to be a frontrunner in terms of design, building functionality and the service we provide and to continually improve our service for those who use our facility both now and in the future.

1   http://www.thehiveworcester.org/jobs.html
2   http://www.thehiveworcester.org/whats-on.html

Innovative challenges in Wellcome Collection's Reading Room

Loesja Vigour and Nicola Cook

When the Wellcome Collection opened in 2007, the reading room was a typical, traditional reading room that provided shelf space for part of the History of Medicine collection and a silent study space within the research library. However, today, this space is a self-described "innovative hybrid of gallery, library and events"[1].

It is loosely divided into ten thematic niches: Alchemy, Food, Travel, Body, Pain, Breath, Mind, Lives, Faith, and Face. Each of these include a combination of untouchable museum objects, interactive objects (like stethoscopes and games), and consumables for visitors to take away. These consumables include postcards, bookmarks, and recipe cards, which are lifted directly from library content. Given its name, the Reading Room is also stocked with over 1500 books, as well as facsimiles of manuscripts and rare books from our Special Collections.

Creating a space like Reading Room, which exists outside the traditional structures of both the library and the museum, has enabled us to display and promote our collection in new ways, providing an atmosphere and lots of "stuff" for visitors to explore in their own time, and in a way they see fit. Before the room was launched, its purpose was never really clearly defined, and although we knew in terms of aesthetics and content it would be a novel hybrid, the doors were opened knowing that its success rests in what the visitor made of - and from - it.

From a practical perspective, the location of the RR deliberately acts as a halfway point between the exhibition spaces below and the Library. The gallery area above the RR makes the concept of "the library" more visible, and gives passing visitors and casual exhibition-goers a glimpse into the workings of the research Library, without necessarily needing to undergo the formalities of actually using it.

However, there have been, and still are, some challenges with the physical space. The name "Reading Room" is frequently seen as a contradiction in terms, and often encourages library-style behaviour, such as visitors quietening staff members, or clearing objects on tables away to make way for revision guides. Further, the staircase, which once led up to the second floor of the Library, is now lined with cushions, offering relaxed social seating. And, while it does rouse curiosity, drawing people in and up, visitors are met by a physical barrier at the top, rather than a bridge into the library. Similarly contradictorily, upon entering the space, visitors are invited to "LOOK - TOUCH - READ - COLLECT - SHARE", yet are also asked not to touch the paintings, not to take the books away and to decline from eating, drinking or charging laptops.

Despite these challenging contradictions, the physical space itself is an innovative, hybrid model. It deliberately mixes library and museum models to challenge the way audiences use both spaces, as it attempts to create a space in which both can be used together, as well as in tandem. Yet the space is also innovative with its content, specifically in the way it

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1   Arnold & Chaplin (2014) 'Introducing the Reading Room' in Reading Room Companion: Consisting of a Rare and Valuable Collection of Diverse Curiosities Acquired by and for Henry Wellcome with a Great Variety of Books. London: Wellcome Collection, pp. viii-ix.

is used and engaged with.

Firstly, whilst demonstrably not just a library, the idea of creating a hybrid was also to create a sort of library within a museum: an in-house reference point for its content. This encourages more social uses for the space whilst helping to bridge the gap between Library and museum collections, and sharing their previously separate audiences. As such, there is a significant bibliographic collection in the RR - predominantly new published books, duplicating titles housed in the main Library. There is also a facsimile collection, which is a series of identical reproductions of rare items from our special collections.

Both the published monograph and facsimile collections take on certain physical aspects of a typical library collection, such as being shelved and having labels on the book spines. However, they are much more loosely arranged, and have a demonstrably different set of access restraints to collections housed within the Library Proper. The main difference here is that in the RR monographs and facsimiles can be handled, and specifically within a relaxed environment. The RR actively encourages hands-on, interactive engagement with these items in whatever way visitors choose, which means they can interact with them in ways that are not possible in the Library, due to typical conservational restraints. And, while facsimiles will never be a direct replacement for the real thing, these more-casually housed monographs and accessible reproductions give a tactility to Wellcome Library's Special Collections, bringing light to items that may be too vulnerable to display in an exhibition, or retrieved for Library readers.

Another way the space has promoted innovative approaches to content is by changing its remit - specifically by introducing a children's book collection into the space. Although not innovative in terms of what the library and museum sectors are doing with their public spaces generally, this change demonstrates one of the ways Wellcome has harnessed aspects of these sectors that are new to them.

With Wellcome Collection marketing itself as a 14+ venue, and Wellcome Library as an 18+ venue with controlled access, children were not factored into the initial concept for the space at all. However, as the Reading Room evolved and was utilised by the public, it became clear that children were using the space and were receptive to it, and it became obvious that this was an untapped audience with great potential for opening doors to new modes of interaction with Wellcome's collections. Interestingly too, this particular unintended audience perfectly embodies the type of user engagement originally envisaged for the space: child visitors recognise and respond to the playful, tactile elements of the room without needing guidance, or subscribing to conventional behaviours.

By slightly altering the remit, and through the merging of Library and Museum content, access, and audiences, the RR has also been able to forge new - and novel - partnerships between staff for engagement purposes, who would otherwise have continued operating in separate creative spheres. One of the most exciting elements of this is that staff are able to experiment with different engagement techniques, tailoring interactions depending on the receptiveness or interests of the visitor and applying a more layered, non-didactic experience.

The RR holds different engagement sessions to those held in other parts of the building, and are typically devised and led by a VEA and Library staff partnership. Sessions are for their makers completely non-prescribed.

They are a blank canvas, giving the freedom to staff to do whatever they want with and within the space. Sessions may take any format; any style; any narrative journey; and any level of engagement. This is reinforced by their impromptu nature, as they are advertised on the day and in the space only, encouraging a rougher, more relaxed and ad-hoc approach to exploring, interacting with, and interpreting the themes of the room, and allowing participants to engage with Wellcome's content with staff and visitors are on an equal footing.

The idea for the Reading Room to deliberately sit outside of the Library and Collection in their current arrangement and management was borne out of a type of disruptive innovation, where an idea is developed outside of the norm and then later placed back into context, disrupting the norm as it does so. However, expectation didn't always match reality once the space was launched.

A main challenge has been with content. Quite different from books in the Library, the RR book collection is intended to evolve as a response to the people using it, rather than remain static. If a book gets damaged or goes missing it is not necessarily replaced like-for-like, and it is actively encouraged for anyone who contributes to the development of the space (staff or visitor) to recommend titles to add to the collection.

A stock check was undertaken after the first year, which revealed a loss of around 7% of book stock: 5 books were damaged and withdrawn, and 1 facsimile required intensive conservation care. However, considering the books are not security tagged, and handling techniques are not actively taught to staff or visitors, these numbers are much lower than expected.

The facsimiles, however, are more of a challenge to maintain, especially when items are damaged through mishandling. They are particularly expensive to make, and any damage requires immediate conservation attention. But questions have arisen as to whether treatment of this kind is in the spirit of the space, as it would be in the spirit of the Library, to care for and preserve the originals. Questions of intention and integrity arise: do we maintain tradition and conserve and replace, or do we items weathered and damaged to evolve with the tactile nature of this new, hybrid space?

Despite these various difficulties, all of these idiosyncrasies, regardless of whether they are positive or negative, make the Reading Room what it is and what it was always intended to be. It defies visitor expectations, adds an element of serendipitous discovery, and both influences and is influenced by the people within it.

The main ways the Reading Room has done this has been through challenging typical models - by changing the elements that make up the physical space; by introducing new audiences; by maintaining an agility and fluidity in terms of the concept of the space that allows staff to respond to visitor behaviour and visitor needs; and by challenging typical forms of engagement by wiping the slate clean and allowing total free reign.

As we all know, with most innovation comes a level of risk, yet the Reading Room has presented the opportunity to take healthy risks! It has prompted the need to think about Wellcome's collections and audiences differently, and to experiment with engagement and outreach in ways that wouldn't have been possible without stepping outside of the familiar territories of the library and the museum.

The British Library - Building the Future
Sally Jennings, British Library

In 2015, the British Library published our strategy Living Knowledge, which has at its heart a vision of the Library becoming the most open, creative and innovative institution of its kind. The Building the Future programme forms a key part of our Living Knowledge strategy to achieve the vision.

Our vision for Building the Future is driven by a number of interrelated trends:

• Research is changing. Alongside our traditional Reading Rooms, where registered users can access our physical collections, there is increasing demand for more flexible spaces, where researchers can collaborate and interact with others.

• The public appetite for culture is at a high, yet our existing gallery spaces allow us to expose only a fraction of our collections. We need creative spaces that will enable deeper engagement with many more of the global cultural and intellectual treasures we hold, and a new generation of versatile educational spaces to cope with growing demand from learners of all ages

• Business users have become a core part of the Library's audience, with increasing needs not just for up-to-date information and advice but also for the spaces that allow them to develop their ideas and grow their enterprise

• Our digital, sound and vision collections have expanded massively over the past decade; we need purpose-built spaces in which people can explore, work with and enjoy these collections

• King's Cross St Pancras is one of the fastest growing areas in Europe right now; we need to reconfigure our site to meet the demands of a large and diverse audience of potential users. The Library now sits at the heart of the fast-evolving Knowledge Quarter and our site needs to open up new possibilities for meeting, collaborative working, creativity, research and partnership

• We want to broaden the spectrum of experiences and facilities available to visitors, with a wider selection of shops and places to eat and drink, that fit with the unique atmosphere of the Library

• We want to engage more deeply with the communities of Camden and Somers Town, attracting more local people into the building and enhancing the lives of people in our immediate neighbourhood.

In order to deliver this vision the Library began a competitive dialogue procurement to find a development partner to build on the land to the north of its St Pancras site, with a consortium led by Stanhope PLC selected as the Library's preferred partner in 2016. Stanhope will be working with architects Rogers Stirk Harbour + Partners on the project.

The Library and Stanhope and its consortium will work together to form a Development Agreement, at which point Stanhope will be confirmed as the Library's Development partner.

The ambition is for the British Library – which opened in November 1997, and is now a Grade I listed building – to evolve into one of the world's great knowledge hubs for the 21st century. The architect, the late Sir Colin St John Wilson, devoted 37 years of his career to its design and construction. The British Library aims to fulfill his vision, increasing its ability to share its collections for research, inspiration and enjoyment, while retaining the Library's distinctive character. Building The Future's aim is therefore to reorient and expand our building's capabilities so that we are better able to anticipate and meet the needs of our users, communities and the wider national and international network of libraries. The objectives of the development therefore include provision of new spaces including:

- More exhibition spaces, increasing public access to the Library's vast world-class collections

- New facilities for learners of all ages, with expanded programmes for schools, colleges, families, adult learners and local communities

- Improved public areas and accessibility, with more places to sit and study

- An enhanced offering for business users, building on the success of the Library's Business & IP Centre

- A new northern entrance close to the Francis Crick Institute and the main St Pancras Station concourse

- A permanent home for the Alan Turing Institute, the UK national centre for data science

- Flexible accommodation for third-party companies, institutions and research organisations seeking to work at the heart of the Knowledge Quarter.

As well as the new development, the project has also been working on making improvements to the current St Pancras building, and has, to date, refurbished the Library's Knowledge Centre, expanded the catering and retail offer, and delivered new membership spaces in the last year.

By adapting and expanding the building at St Pancras, we want to transform our ability to meet and anticipate the needs of a range of users: we want our audience to be as diverse as the collections we care for, and hope to provide versatile and technologically enabled spaces to connect visitors with our collections, enabling an inspiring first encounter with their cultural and intellectual heritage, and encouraging encounters, debate, performance and curatorial interpretation.

The programme is a long-term one, and while we are still are at the beginning of the journey to deliver the new development, we are beginning to think about how we can plan requirements for the Library's new spaces to be delivered in conjunction with our

partners – ensuring that they reflect the vision to be open, creative, innovative, and meet the needs of our audiences and communities.

Following the Managing Successful Programmes model, we will aim to take a benefits-led approach to establishing design requirements, helping to provide spaces that are fit for purpose to deliver our services, and serve our users. In its simplest terms, this process can be articulated as identifying a desired benefit via research and stakeholder engagement (linked to our Living Knowledge strategic purposes), establishing and examining a proposed business change or service required to deliver the benefit, and finally considering what the 'spatial enablers', or physical requirements, would be to allow the delivery of the business change or service. This helps to make sure that the physical requirements for space are mapped to services and audiences. The perceived benefits, business changes and spatial enablers can then be further analysed, tested and refined throughout the process, working to create future spaces that will deliver our purposes and meet user needs, innovatively and effectively.

Enabler	→	Business Change	→	Benefit

Teaching ideas: sharing ideas for bringing data into the undergraduate classroom

Jennifer Buckley, UK Data Service and University of Manchester
Vanessa Higgins, UK Data Service and University of Manchester

Extensive collections of data that are useful for social science undergraduate teaching can be accessed via data services and archives such as the UK Data Service. However, finding a good dataset for teaching particular topics and for engaging students remains a challenge. To help with this challenge, the UK Data Service has produced a new resource – teaching ideas. These short (two-page) documents outline a topic and research question, give information about an appropriate data source and suggest a set of exercises for students. There is also a snapshot of findings from the exercises and suggestions for supplementary activities. The documents can be printed and given to students but they have been designed to serve as ideas rather than prescriptive lesson plans. The aim is for us to share ideas with teachers and also to provide a platform for teachers to share ideas

Background to the teaching ideas

Funded by the Economic and Social Research Council (ESRC), the UK Data Service (https://www.ukdataservice.ac.uk/) provides access to the UK's largest collection of social, economic and population data. Our data collection includes major UK government-sponsored surveys, cross-national surveys, longitudinal studies, UK census data, international aggregate, business data, and qualitative data. Users can browse UK Data Service collections online and register with us to analyse and download them.

We aim to meet the data needs of researchers, students and teachers from all sectors. We have long established links with lecturers to support teaching and learning. We produce learning resources and teaching datasets, which teachers can access through our Teaching with data (https://www.ukdataservice.ac.uk/use-data/teaching/teaching-resources) webpages along with information about accessing data for teaching. However, in the context of concern about the quantitative skills deficit (MacInnes 2009) and initiatives to improve undergraduate quantitative skills such as the Q-step (https://www.ukdataservice. ac.uk/use-data/teaching/teaching-resources) partnership between Nuffield Foundation, ESRC and HEFCE, we could do more.

In 2014, a UK Data Service Stakeholder Consultation identified the need for resources appropriate for undergraduate teaching and learning and the need to clarify the data requirements of teachers. To get some further insight, we ran a dedicated consultation with teachers and students focusing on resources for undergraduate level. We have also hosted workshops with university teaching staff including Q-step lecturers to provide a platform for the exchange of ideas and experiences. A less formal but ongoing process is email consultation with a group of current lecturers. Insights from these consultations directly informed our work on the teaching ideas.

The teaching ideas

Our consultations point to a common scenario faced by university teachers and lecturers who would like to develop activities using our data. In brief, finding data, exploring data,

and deciding how to frame exercises takes time and seems inefficient if other university teachers and lecturers are doing the same.

The teaching ideas are therefore designed to help teachers find good ways of using our data in teaching and also to potentially share their own ideas and experiences. To get teachers started, we have created four teaching ideas based on varying substantive topics and data collections:

- Gender differences in sexual attitudes using the National Survey of Sexual Attitudes and Lifestyles (https://www.ukdataservice.ac.uk/media/604867/ teaching-idea-comparing-the-sexual-attitudes-of-men-and-women-using-natsal. pdf)

- Risk factors associated with increased levels of systolic blood pressure using the Health Survey for England (https://www.ukdataservice.ac.uk/media/604868/ teaching-idea-analysing-risk-factors-associated-with-increased-systolic-blood-pressure.pdf)

- The gender gap in life satisfaction using the Opinions and Lifestyle Survey (https://www.ukdataservice.ac.uk/media/604869/teaching-idea-measuring-the-gender-gap-in-life-satisfaction-using-the-opinion-and-lifestyle-survey.pdf)

- Public confidence in the police using the Crime Survey for England and Wales (https://www.ukdataservice.ac.uk/media/604870/teaching-idea-examining-confidence-in-the-police-using-the-crime-survey-for-england-and-wales.pdf)

Each teaching idea focuses on a substantive research topic or question such as 'Do women have more conservative attitudes towards sex than men?' Since many undergraduate social science students perceive methods teaching as hard and irrelevant to the rest of their course, using clear research topics and questions becomes especially important for engaging students and supporting conceptual learning (Adeney and Carey 2011; Buckley et al. 2015; Wathan, Brown, and Williamson 2011; Williams and Sutton 2011). In our consultation session, university lecturers and teachers discussed some of the challenges in finding the right research topic and data for teaching specific methods. One challenge that was frequently mentioned was finding suitable variables for teaching correlation and regression; we have therefore prioritised ideas for these techniques in this first set of ideas and will look to add more.

The teaching ideas have been designed to be more flexible than a standard worksheet with step-by-step instructions for students to follow. We initially experimented with producing worksheets for undergraduate teaching and learning and showed teachers prototypes in consultations. Though those consulted were positive about the additional resource, the consultation highlight the diversity of teaching needs due to factors such as differences in student level, teaching time, software choices and computing facilities. We therefore chose to develop the teaching ideas with the aim of offering a concise overview of the idea rather than a long document with detailed instructions and screenshots. As a result, teachers may need to make their own resources to implement the idea in their classroom but this way the idea and resources can be adapted to the specific teaching

situation.

Following requests for examples of how our teaching datasets could be used, The gender gap in life satisfaction uses one of the open access teaching datasets. Teaching datasets contain real data from our main collection but in a more accessible form. A full list is available in this useful spreadsheet

https://www.ukdataservice.ac.uk/media/604922/teachingresources.xlsx

with details such as sample size, number of variables, potential uses and substantive topics. Unlike most of our survey data, the open access teaching datasets can be accessed and shared without needing to register with the UK Data Service; their size (around 14-50 variables) also makes them especially easy to use.

The teaching ideas also contain commands for SPSS exercises; these are available from the UK Data Service's Syntax Upload Facility. (https://www.ukdataservice.ac.uk/news-and-events/newsitem/?id=4928) Launched earlier this year, the Syntax Upload Facility enables researchers to upload and share syntax for research or teaching. Though it's still early days, a library of syntax for researchers to utilise (and cite) has obvious benefits not only for research but also for teaching. The facility can be used to share code/commands for data analysis exercises but could also be used to share the code behind the construction of teaching datasets.

Next steps

These are new resources and therefore a key next step is to publicise and gather feedback.

Obviously four ideas is not sufficient to meet all teaching needs and we aim to develop more. We would also like to develop teaching ideas relating to the news articles available via our Scoop.it page, (http://www.scoop.it/t/uk-data-service-in-the-news/) which will help ensure resources are topical and connect to issues around how data is used and reported. Also, we initially prioritised quantitative data and skills but there is considerable potential for teaching ideas based on our qualitative data collections. We welcome suggestions regarding both topic and specific data collections.

We also want to promote this a means for sharing ideas. We know there are many great ideas out there, developed from years of teaching experience and, for quantitative methods, encouraged through initiatives such as Q-Step. (http://www.nuffieldfoundation. org/q-step) Therefore, a broader aim is that we can harness the interest in sharing and years of teaching experience to develop a resource to help lesson preparation and get more data into teaching. The model is straightforward. A teacher tells us their ideas for using our data collections in teaching (via a short email or form). We then create resources based on their ideas. We acknowledge the contributor and make the ideas available on our website and publicise through different networks.

If you'd like to share your teaching ideas or have any comments, please get in touch. ukdstraining@manchester.ac.uk

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Digital footprints and how to create an effective online presence

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Nicola Osborne, EDINA, University of Edinburgh

Introduction

Over the last decade we have seen social media become embedded in our day to day lives, living with the realities of sharing our experiences, being able to instantly live stream from our phones, podcasting our work or hobbies, hashtagging our comments, etc. We are experiencing both positive and negative effects of living with a "digital footprint" that is simultaneously becoming more ephemeral and more permanently available.

It can be comforting and empowering to understanding the implications of inhabiting these digital spaces, how to manage your data and curate an effective online presence. Based on our research in this area, the University of Edinburgh has developed a range of open educational resources (OERs CC BY), including workshops, lectures, and the Digital Footprint MOOC (Massive Open Online Course). These resources enable students, staff and the wider public to consider how they can create an effective online identity and manage online tracks and traces (digital footprint).

This article provides an insight into our work, our MOOC, and offers some practical advice, for information professionals, on managing a beneficial online presence.

What is a Digital Footprint?

We have defined a digital footprint as "the data you leave behind when you go online. It's what you've said, what others have said about you, where you've been, images you're tagged in, personal information, social media profiles, and much more". Your data is not just information that you share directly through your posts and actions, but it is also what others share about you. How you manage your digital footprint and online identity is important to your personal and professional identity (Barbour and Marshall 2012), with poor or absent curation potentially leading to serious consequences (Brake 2014), whilst a well-managed digital identity can be incredibly beneficial, for example in professional networking.

Digital Footprint Developments

Since 2014, the University of Edinburgh has supported staff and students with the management of their digital footprint. This has been carried out via a University-wide campaign (2014-2015) which targeted ~32,000 students (undergraduates, postgraduates, online distance learners, and PhD students).

In addition, some academic departments have embedded workshops and lectures into the curriculum, focused on online identity management, and "e-professionalism", which we have defined as "the way you engage yourself online in relation to your profession, including your attitudes, actions and your adherence to relevant professional codes of conduct". This is often aligned to professional bodies' guidance around acceptable professional conduct and appropriate use of social media.

As a result of the successful awareness-raising campaign, the Digital Footprint Service

launched in 2015. A parallel ongoing research project (2014>), aims to better understand how students are using social media, their online behaviours and attitudes, as well as possible implications for educators embedding social media in the curriculum.

Digital Footprint MOOC

The Digital Footprint MOOC, an online self-led course, was launched in April 2017 (www.coursera.org/learn/digital-footprint) and to date there have been over 700 active learners. The three-week long course runs once every month and provides participants with a range of topics and activities. Guest lecturers discuss topics including what happens to your data after you die; how to make the most effective use of LinkedIn; using social media effectively; and the impact of online gaming on your digital footprint.

The MOOC design includes a range of online platforms, to enable participants to communicate and support one another in innovative ways. Participants can use Twitter to share resources and ask questions, by using #DFMOOC – which we also used to share "sneak peaks" during recording and editing of videos. The Zeemap tool enables participants to pin a note on a virtual map and share advice for their peers on managing a digital footprint. This mapping activity, also highlights how anonymity, privacy and platform terms and conditions are important in such activities (see Brake 2014). The course also uses a Flickr gallery, where participants are asked to upload a digital artefact (drawing) of their digital footprint/online presence, providing a creative and reflective opportunity to think about their own practice and digital tracks and traces.

A short research survey at the start of the course enables participants to share their online challenges, experiences, and behaviours, and provides us with a picture of their needs and areas for potential improvement and development of new resources. For example, 67% of our participants have stated that they 'rarely' searched for themselves online; 72% say that they 'rarely' change their privacy settings on social media sites; and 35% say that they 'never' read the terms & conditions of social media sites or apps. However, when asked what their biggest concern is about managing their digital footprint; many referred to privacy issues, noting "Privacy Terms and conditions [and] not fully understanding these", and concerns around "Data being sold and passed by third parties".

Our hope is that the Digital Footprint course will support participants to address these challenges, to become better informed digital citizens, and to understand the opportunities of social media and related online spaces. Understanding the technological affordances of online platforms, as well as attitudes and behaviours to them, can help us ensure that our participants minimise personal risk and use these tools for maximum impact and benefit.

Future Plans

The Digital Footprint research team continues to examine online behaviours and platforms, in order to better support students, staff, and others. We are currently completing a PTAS-funded research project: "A Live Pulse": Yik Yak for Understanding Teaching, Learning and Assessment at Edinburgh, which will provide a valuable insight into the use of anonymous apps (http://edin.ac/2v0ZY2t).

Longer term, EDINA continues to provide Digital Footprint consultancy and there are

international collaborations underway to expand on the resources currently on offer.

Recommendations for Information Professionals

Drawing on our experience and MOOC materials we have created the following checklist which includes practical advice to help you to reflect on making the best use of social media tools and manage your own digital footprint:

1.   Search for yourself: what would someone find, if they searched for you online? Use Google and DuckDuckGo.com, to find out what's online about you – is this what you expect? What would you want others to see?

2.   Audience: who is your intended audience? Do other (unintended) audiences also have access to your online presence?

3.   Purpose: Why do you use specific online spaces? Is this well communicated to your audience through your profile, description, or image?

4.   Platform: what social media/online spaces are you using? Are they up to date? Do you still use all of these spaces? Are they (still) the right fit for your intended audience?

5.   Evaluation: do you regularly reflect on how effective your online presence is? In-built analytics (e.g. Twitter, Facebook) or Google Analytics are useful; responses or new approaches online show rich engagement.

6.   Professional vs Personal: boundaries blur easily so you may also want to consider separate professional and personal presences. This is a personal choice and there can be benefits in either approach.

7.   Learn from others: look at the online identities of peers whose work you rate and think about how they communicate and curate their online presence… What can you learn from their approach?

8.   Privacy/Data Management: regardless of whether you are private or very visible online, you should regularly review privacy settings and terms and conditions. You may also want to consider how you share your data, for example, on electoral registers; leaving reviews of products (anonymously or not); completing surveys, etc.

For further information and resources:

•   The University of Edinburgh Digital Footprint Service: www.ed.ac.uk/iad/ digitalfootprint/

•   Sign up for the Digital Footprint MOOC: www.coursera.org/learn/digital-footprint.

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Many a true word is spoken in jest: using satire to make accessibility meaningful

Alistair McNaught
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Most people are familiar with the adage. Humour can often convey a point more easily; like the sugar coating on a pill it cloaks an unpalatable truth in a palatable exterior, making it easier to digest.

Procuring accessible e-books is very important but conveying the reasons to publishers, aggregators and even librarians is fraught potential pitfalls. Publishers and aggregators may have little experience of disabled readers or assistive technologies. Library staff may not realise the potential benefits of an accessible e-book platform; or the barriers of an inaccessible one. They may not know how to test accessibility or what to ask about. Ben Watson (University of Kent) and Alistair McNaught (Jisc) were discussing these issues recently and bemoaning the fact that it was sometimes so difficult to get people to engage with something that - in practice - is straightforward.

As they mulled over ideas for staff training they hit on the simple idea of reversing the message. The one passion that unites publishers, aggregators and librarians is the quest for quality and a pride in creating attractive books that are a pleasure to read. Why not pop that particular balloon?

What if we turned things on their head? What if we stopped banging the drum for equal access by giving disabled people a better experience? Instead we demanded equality by lowering the quality of everybody else's reading experience?

Alistair took the ideas they discussed and created a short video using Adobe Spark - an excellent tool for rapidly creating narrated slideshows. The finished product can be seen here - https://spark.adobe.com/video/r1ZcQnRqMc4Kr - in the Bad Books for All video. If you think it works then feel free to pass it on to your own communities.

And remember, if you're a Jisc member, your subscription includes a free Accessibility Snapshot of your e-book platform as well as other key student facing resources. See http://tiny.cc/jiscAI for details.

 Disability- higher education, libraries, teaching and learning.

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Heather Dawson

Disability- higher education, libraries, teaching and learning. Bibliography
Heather Dawson

Identity and stigma

Guest Pryal, K.R. (2017)
Collegiality and disability.
Chronicle of Higher Education, Vol. 63 (37),   pA38-A38

Abstract: The article discusses the notion of collegiality in U.S. higher education in relation to ableism experienced by academics with disabilities. Topics include disability accommodations for employees, the experiences of a graduate student with disabilities, and the responsibilities of faculty members and graduate students to ensure that academic work is accessible.

Katchergin, O. (2017)
From Disabled Students to Disabled Brains: The Medicalizing Power of Rhetorical Images in the Israeli Learning Disabilities Field. Journal of Medical Humanities vol.38 (3) p267-285
DOI: 10.1007/s10912-016-9425-1

URL: https://link.springer.com/article/10.1007%2Fs10912-016-9425-1

Abstract:The neurocentric worldview that identifies the essence of the human being with the material brain has become a central paradigm in current academic discourse. Israeli researchers also seek to understand educational principles and processes via neuroscientific models. On this background, the article uncovers the central role that visual brain images play in the learning-disabilities field in Israel. It examines the place brain images have in the professional imagination of didactic-diagnosticians as well as their influence on the diagnosticians' clinical attitudes. It relies on two theoretical fields: sociology and anthropology of the body and sociology of neuromedical knowledge. The research consists of three methodologies: ethnographic observations, in-depth interviews, and rhetorical analysis of visual and verbal texts. It uncovers the various rhetorical and ideological functions of brain images in the field. It also charts the repertoire of rhetorical devices which are utilized to strengthen the neuroreducionist messages contained in the images.

Policy

Crown Prosecution Service (2017)
Hate Crime: Public statement on prosecuting disability hate crime and other crimes against disabled people

URL http://www.cps.gov.uk/publications/docs/disability-hate-crime-public%20 statement-2017.pdf

Hoggatt, Michael J. (2017).
Community College Journal of Research & Practice, Vol. 41 (10), p652-667
Access in Community College Policy: An Examination of the Social and Political Space
Afforded Disabled Students in California Community College Policies.
DOI: 10.1080/10668926.2016.1216475

Abstract: Access to education has long been seen as a fundamental element of a
developed country. Specifically, the relative availability and access to education by various
constituent groups has been identified as an essential metric in educational evaluation.
Yet, individuals with disabilities have been identified as being underrepresented within
institutions of higher education, including the United States (U.S.) community college.
Furthermore, scholars have also argued that discussion of disability remains on the
margins of scholarship within academia. Therefore, this investigation employed qualitative
methods by conducting a Critical Discourse Analysis of California Title 5 policies specific
to disabled students. This was done in order to examine the sociopolitical space afforded
to disabled students to navigate the institutional environment of the community college.
Titchkosky's (2011) 4 W Access framework provided the analytical frameworks for this
investigation. Findings indicate that ideological constructs, inflexible funding models,
and lack of integration shape access and opportunity negatively for disabled students in
California community colleges.

MPs urge rule change to enable Universal Credit to be payable to disabled students
Disability Right UK blog August 2nd 2017
URL : https://www.disabilityrightsuk.org/news/2017/august/mps-urge-rule-change-enable-
uc-be-payable-disabled-students
Abstract: Seven members of the All Party Parliamentary Group (APPG) on Disability have
written to the DWP Minister Damian Hinds to urge that all full-time disabled students
who receive DLA or PIP be eligible to receive Universal Credit.

United Nation Convention on the Rights of Persons with Disabilities. Committee on the
Rights of Persons with Disabilities (2017)
Committee on the Rights of Persons with Disabilities Consideration of reports submitted
by States parties under article 35 of the Convention: Initial reports of States parties due in
2011United Kingdom of Great Britain and Northern Ireland
URL http://www.ohchr.org/EN/NewsEvents/Pages/DisplayNews.
aspx?NewsID=21993&LangID=E
http://tbinternet.ohchr.org/_layouts/treatybodyexternal/Download.
aspx?symbolno=CRPD/C/GBR/1&Lang=en

Abstract: The Committee on the Rights of Personswith Disabilities today concluded its
consideration of the initial report of the United Kingdom on its implementation of the
Convention on the Rights of Persons with Disabilities.

Equality and Human Rights Commission (2017) Disability Rights in the UK

UK Independent Mechanism Updated submission to the UN

Committee on the Rights of Persons with Disabilities in advance of the public examination of the UK's implementation of the UN CRPD
URL : http://www.equalityhumanrights.com/sites/default/files/crpd-shadow-report-august-2017.pdf

Accessible Technology

Ng, C., Schofield, M. (2017).
A Practical starter guide on developing accessible websites
Code 4 lib journal, issue 37

URL:http://journal.code4lib.org/articles/12697

Abstract: There is growing concern about the accessibility of the online content and services provided by libraries and public institutions. While many articles cover legislation, general benefits, and common opportunities to improve web accessibility on the surface (e.g., alt tags), few articles discuss web accessibility in more depth, and when they do, they are typically not specific to library web services. This article is meant to fill in this vacuum and will provide practical best practices and code.

Praise a publisher month
Jisc accessibility and inclusion, July 27, 2017

URL : https://accessibility.jiscinvolve.org/wp/2017/07/27/praiseapublisher/

Abstract: Using a simple online voting tool Alistair McNaught asked the LIS-Accessibility Jiscmail list who they wanted to commend for accessible publishing and why.

Teaching and Learning

DR UK policy position on supporting disabled students in HE, Disability Rights Uk (2017)

URL: https://www.disabilityrightsuk.org/news/2017/june/supporting-disabled-students-throughout-higher-education

Abstract: This Inside Government Forum provided attendees with an opportunity to understand recent government reforms to the Disabled Students' Allowance (DSA) and their impact on universities going forward.

Autism

Buckingham, K (2017)

Five advantages of autism. Connect (nasen) issue 4, 38-39

Abstract: People with Asperger syndrome are different in that they have a set of unique qualities that teachers, SENCos and parents need to support and encourage. Difference, creativity, passion, being highly focused and hardworking are the five advantages that Katie Buckingham investigates.

Cappe, E.; Bolduc, M. (2017)

Teaching students with Autism Spectrum Disorder across various educational settings: The factors involved in burnout.

Teaching & Teacher Education, Vol. 67, p498-508,

DOI: 10.1016/j.tate.2017.07.014

Abstract This study aimed to 1) compare the experience of 115 French-Canadian teachers of typical children and children with ASD according to their educational setting (i.e., mainstream classes, specialized settings), through dispositional (i.e., self-efficacy, empathy) and transactional variables (i.e., perceived stress, social support, coping strategies) and burnout; 2) assess the influence of these variables on burnout. The results indicate that teachers of typical children have higher levels of burnout than teachers of children with ASD. Perceived stress and social support predict burnout among teachers of children with ASD in mainstream classes while self-efficacy also predicts burnout among teachers in specialized settings.

Visual impairment.

Making your service sight loss friendly
Mark Freeman, Libraries and Heritage Services Manager, Stockton-on-Tees Borough Council
CILIP conference 2017 . Service Design seminar
Slides from the conference

URL:http://cilipconference.org.uk/service-design

Abstract: There are 2 million people in the UK who experience sight loss and this is set to increase as our population ages. With some thought, libraries can be one of the most supportive of services in terms of keeping people mentally active and in touch with the wider world. This session will examine some of the ways in which we can make our buildings and our resources more sight loss friendly

McCormack, G (2017)Top tips for supporting a child who has vision impairment with homework

RNIB Insight, July 2017

URL: https://www.rnib.org.uk/insight-online/supporting-child-vision-impairment-

homework

Abstract: Gwyneth McCormack, QTVI and Director at Positive Eye, explores ways parents and carers can support a child who has vision impairment with their homework.

Preparing for university for students with vision impairment (2017)

RNIB Insight, July 2017

URL https://www.rnib.org.uk/insight-online/preparing-further-education-university-vi

Abstract: Staff from RNIB College Loughborough and ex-students Lauren and Bilal share their tips on how young people with vision impairment (VI) can prepare for higher education

Dylexia

Shaw, S. C. K; Anderson, J. L. (2017)

Twelve tips for teaching medical students with dyslexia.

 Medical Teacher. Vol. 39 , (7), 686-690. DOI:

10.1080/0142159X.2017.1302080.

Abstract: Dyslexia is a common learning difficulty. As a result of SS' own experiences as a medical student with dyslexia, we have been researching and teaching on this topic for the past two years. Here, we present twelve tips for teaching medical students with dyslexia. These are gathered from our personal experiences and research, discussions with other educators, and wider literature on the topic. This article aims to shed some light on dyslexia, and also to make practical suggestions. Teaching students with dyslexia should not be a daunting experience. Small changes to existing methods, at minor effort, can make a difference – for example, adding pastel colors to slide backgrounds or avoiding Serif fonts. These tips can help educators gain more insight into dyslexia and incorporate small, beneficial adaptations into their teaching