

# **ALISS** *Quarterly*

*Association of Librarians and Information professionals in the Social Sciences*

## **Special issue: Social Science Masterclass**

### **Social Science Master Class**

Parliamentary Publishing; Grey Literature;  
Free Maths and Statistics Resources.

### **Information Literacy**

LEAP Online University of Bolton

### **Research Data Management**

Research data management support for the Social Sciences;  
Jisc RDM Toolkit

### **Disability**

Disability higher education, libraries,  
teaching and learning bibliography

**ALISS Quarterly Vol. 14 Number 1**  
**October 2018**  
**© The authors**

Each article is copyrighted to its author(s) and all rights are reserved. No part of this publication may be reprinted or transmitted in any form or by any means, electronic or mechanical, including photocopying, recording or any information storage or data retrieval system without prior written permission from the author(s) and full acknowledgement to *ALISS*.

Editor: Heather Dawson  
h.dawson@lse.ac.uk

Published by ALISS.

PROOF

# **ALISS Quarterly**

## **Volume 14 no.1 October 2018**

### **Special issue: Social Science Masterclass**

#### **Editorial**

##### **Social Science Master Class**

###### **Exploring Parliamentary Publishing in the 21st Century**

*Jennie Grimshaw, Service and Content Lead, Government and Official Information, British Library.*

###### **Unlocking Grey Literature in the Social Sciences**

*Diane Bell, Research Librarian, City, University of London.*

###### **Free maths and statistics resources for supporting your students**

*Angela Evans, Academic Skills Tutor (Study Skills), Staffordshire University.*

#### **Information literacy**

##### **LEAP Online #theboltonway #theboltondifference**

*Dawn Grundy (Faculty Librarian), Mary Barden (eResources Librarian), Emily McIntosh (Director of Student Life) and Graeme Prescott (eLearning Trainer) from the University of Bolton.*

#### **Research data management**

##### **Planning Ahead: Delivering research data management support for the Social Sciences**

*John Southall, Bodleian Data Librarian.*

##### **Helping the community speak the language of research data: the Jisc RDM Toolkit**

*Andrea Chiarelli, Consultant, Research Consulting; Caroline Ingram, Senior co-design manager, Jisc.*

#### **Disability**

##### **Disability higher education, libraries, teaching and learning bibliography**

*Heather Dawson.*

PROOF

## 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).

The main focus of this issue is a special workshop held at Aston University, 21st August 2018 which aimed to introduce social science subject librarians to key websites and resources. Further details and links to the presentations can be found on our website: <https://alissnet.com/social-science-research-a-masterclass-for-information-professionals/>

Jennie Grimshaw, Service and Content Lead, Government and Official Information, the British Library covered the topic of official publications. She gave a whirlwind tour of key websites for tracing materials relating to intergovernmental organisations; an introduction to tracing official statistics online and a thorough introduction to UK parliamentary publication in the 21st Century. The latter has been written into a fuller paper for this issue.

Diane Bell, Research Librarian, City University covered the topic of grey literature. She discussed the nature, types and provided pointers in getting started in tracing it. Her tips are included in the paper in this issue and can be explored more fully in the excellent City, University of London Grey Literature LibGuide <https://libguides.city.ac.uk/grey>

Angela Evans, Academic Skills Tutor (Study Skills), Staffordshire University covered the topic of free maths and statistics resources for supporting students. This was of particular value to me as increasingly subject librarians with no scientific background are being asked to handle and interpret statistics. Her slides are available on the website.

I have subsequently explored many of the sites from her list and can recommend:

**University of Bradford** <https://www.brad.ac.uk/academic-skills/maths/maths/> which has produced maths resources in the areas that students seem to want more guidance or practice with. They include the Maths Skills for University online programme, created by the Academic Skills Advice Service. This covers most of the maths topics that students will need to be familiar with when starting Engineering, Economics and Science courses. There are 10 sections in total. Each topic includes:

- a teaching sheet,
- a summary sheet (handy if you like to save or print reminders),
- Some practice questions and the answers.

For some topics there are also video explanations and/or links to fun activities.

**University of East Anglia** has a steps resource <https://portal.uea.ac.uk/student-support-service/learning-enhancement/study-resources/maths-stats>

They include numeracy, algebra, trigonometry, functions and graphs, calculus, discrete mathematics, differential equations. Study guides, webcasts, worksheets and their model answers are offered. Most resources are on open access

**University of Sheffield Mathematics and Statistics Help (MASH)** [https://www.sheffield.ac.uk/mash/resources/maths\\_resources](https://www.sheffield.ac.uk/mash/resources/maths_resources)

Includes worksheets, tips on notes on preparing for engineering maths, maths for science and maths study skills

**Math Centre** <http://www.mathcentre.ac.uk>

Great free resource created by UK HE staff for post 16 students. Offers a wide range of self-study guides in a variety of formats including audio-visual, resources for mobile phones and leaflets.

**Statstutor** <http://www.statstutor.ac.uk>

Developed by university tutors with contributions from the Royal Statistical Society's Centre for Statistical Education. Aims to provide post 16 students with free access to study materials; formulae leaflets; video tutorials, tests and quizzes.

Another emerging area of subject librarian support are questions relating to research data management. John Southall, Bodleian Data Librarian, Bodleian Libraries discussed the role of the social sciences librarian and gave practical advice on planning. This is covered more fully in the article in this issue.

The issue also contains an introduction to the JISC RDM toolkit which aims to support practitioners by linking to resources from a wide range of websites and organisations which map to the key stages in the research life cycle.

Finally the issue also contains regular features on disability and information literacy.

The latter highlights the award winning LEAP Online which recently secured the LILAC 2018 Digital Information Literacy Ward <https://infolit.org.uk/lilac-2018-award-winners-announced/> LEAP is an interactive digital resource suite for promoting student learning development and information literacy at the University of Bolton.

The final section includes 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](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  
[h.dawson@lse.ac.uk](mailto:h.dawson@lse.ac.uk)

## Exploring Parliamentary Publishing In The 21st Century

Jennie Grimshaw, Service & Content Lead, Government & Official Information, British Library.

©British Library Board made available under a Creative Commons attribution licence CC BY

<https://creativecommons.org/licenses/by/4.0/>

This article aims to provide a “Cook’s Tour” of the complex UK Parliament website and to explain what information is on offer and where it can be found. Remember that this website has a good search engine, and a keyword search can be the quickest way to find a report or paper. I also briefly describe two commercially available databases offering collections of Parliamentary materials, but do not attempt to delve into the historic printed Proceedings or the Bound Set of Parliamentary Papers. This would require a separate article!

The Parliamentary publications described here fall into three series:

- Bills which are draft laws that become Acts when approved by a majority in the Commons and the Lords and agreed by the reigning monarch.
- Sessional papers, which consist of reports of Commons and Lords committees, Act papers and Command papers. Act papers are annual reports of government agencies presented to the House of Commons under the terms of the Act which established them. Command papers are government papers presented to Parliament to convey information from or decisions of the executive. They include green papers, which are government consultation documents, white papers which present major policy initiatives, and treaties/international agreements. However, most consultation papers are not Parliamentary and are published on GOV.UK, where they can be found in the publications lists of the issuing department.
- The Official Report of Debates in the Commons and Lords (Hansard) and of Public Bill Committees

All Parliamentary papers and proceedings except Act Papers and Command papers are published on the UK Parliament website at <https://www.parliament.uk/>. Act papers and Command papers which are produced outside of Parliament are published on GOV.UK at <https://www.gov.uk/government/publications>. Filter by Official Document Status to isolate them:

## Publications

You can use the filters to show only results that match your interests

### Contains

### Topic

All topics

### Publication type

All publication types

### Department

All departments

### Official document status

Command or act papers

**8,117** publications which are **Command or Act papers** ×

Get updates to this list email feed

Housing for older people: government response to the Select Committee report

27 September 2018 MHCLG Policy paper

NHS Counter Fraud Authority annual report and accounts 2017 to 2018

21 September 2018 NHSCA Corporate report

Legal Aid Agency annual report and accounts 2017 to 2018

18 September 2018 LAA Corporate report

Building regulations and fire safety: government response to Select Committee report

18 September 2018 MHCLG Policy paper

## Bills

All Bills from 2005/06 have their own home page on the Parliament website at <https://www.parliament.uk/business/bills-and-legislation/>. This makes it very easy to track the history of the passage of a bill. The home page gives links to:

- The text of the Bill as introduced and as amended, with explanatory notes;
- Dates for all stages of the passage of the Bill, including links to the debates in the Chambers and in legislative committees.
- Amendment papers
- Impact assessments
- Public Bill Committee and report stage proceedings in the House of Commons. The documents contain the text of amendments considered at each sitting and show whether each was agreed to, negatived (not agreed), not called, not moved or withdrawn.
- House of Commons Library and House of Lords Library briefing papers. These aim to be politically impartial, containing factual information as well as a range of opinions on each subject.

To trace bill histories before 2005/06, you can use the Sessional Information Digest. This is available from 1995/96 to 2010/12 on the Parliament website at <https://publications.parliament.uk/pa/cm/cmsid.htm>. Bills for each session are listed in alphabetical order of title. The information about them is presented in an abbreviated form, but includes bill number(s), names of sponsors, and dates of the various stages.

## Committee Reports

A large part of the work of the House of Commons and the House of Lords takes place in committees, made up of MPs or Lords. These committees consider policy issues, scrutinise the work and expenditure of the government, and examine proposals for primary and secondary legislation. Both Houses establish select committees to conduct inquiries and to produce reports on a range of matters, from the conduct of Government to specialist subject areas such as artificial intelligence. Both Houses refer legislation to committees for detailed discussion and approval. These committees are part of the process of making laws and include public bill committees, delegated legislation committees and committees on private bills. There is an alphabetical list of all committees (apart from Public Bill Committees that scrutinise draft legislation line by line) at <https://www.parliament.uk/business/committees/committees-a-z/>

Reports are listed by session under the name of the Committee, with the most recent first. They are available in full text back to 1997/98. Up to 2013/14 written evidence presented to committees was collated and published alongside the report in a second volume. It is now submitted by interested parties electronically and uploaded to and listed on the inquiry home page, making it harder to trace.

## Act And Command Papers

As explained above, these are published on GOV.UK at <https://www.gov.uk/government/publications>. They are listed there along with all other non-Parliamentary departmental



publications in chronological order, with the most recent first. To find an individual paper you can filter by keyword, department, date and official document status.

As already explained, Act papers are mostly annual reports of government agencies, such as the NHS Counter Fraud Authority, the British Library and the Royal Mint, which they are legally obliged to present to the Commons under the terms of the Act that set them up. They can be more easily located on the agencies' own websites.

Command papers, which convey government information or decisions to Parliament, are, in addition, listed on GOV.UK under the name of the issuing department along with all their other publications in chronological order. The best way of finding an individual command paper is often a Google search. Alternatively, you can use the usual GOV.UK filters to find them in departmental publications lists.

## **Hansard**

The Official Report of debates in the Commons and Lords Chambers and Westminster Hall is a record of what MPs and Lords said. It is now available as a searchable database at <https://hansard.parliament.uk/>. When the site was first launched, it offered content from 2010 to the present day. The historical archive has now been added to the site, meaning that you can access records of debates from as far back as the early 19th century, such as the King's speech from November 22nd 1803. You can browse sittings by date, trace the activity of current MPs and peers, and search by keyword. An alternative version of the Historic Hansard 1803-2005 is available at <https://api.parliament.uk/historic-hansard/index.html>. It serves the same content as [hansard.parliament.uk](https://hansard.parliament.uk/) and can be browsed by date and searched by keyword.

The Hansard databases include written answers to Parliamentary questions to 2013. Written answers from 2014 are in a separate searchable database at <https://www.parliament.uk/business/publications/written-questions-answers-statements/written-questions-answers/>. You can interrogate it by keyword, byname of MP or Lord or by department.

Government Ministers and a small number of other Members of the two Houses can make a written statement to one or both Houses. These are published both at <https://hansard.parliament.uk> and at <https://www.parliament.uk/business/publications/written-questions-answers-statements/written-statements/>. Written statements made before 17 November 2014 were published only in Hansard.

Finally, you can find pdf versions of debates from the Commons Chamber and Westminster Hall from November 1988 to March 2016 at <https://www.parliament.uk/business/publications/hansard/commons/>. You can also browse the archive of House of Lords debates on bills, statements, questions, etc. 1995-2016 at <https://www.parliament.uk/business/publications/hansard/lords/>

## **Research Briefings**

The Commons and Lords Libraries and the Parliamentary Office for Science and Technology (POST) produce research briefings on some bills as well as on current

issues such as household debt levels, the gender pay gap and Brexit. Briefings are listed in chronological order with the most recent at the top. You can filter by type, topic and year selected from pick lists. Research by the Libraries and POST is high quality, impartial and reliable, making the briefings a very valuable source. They can be found at <https://researchbriefings.parliament.uk/>

## **Deposited Papers**

Deposited papers are placed in either the House of Commons or the House of Lords Library by a minister or the Speaker. The majority of deposited papers are placed by ministers in reply to parliamentary questions. 82,444 of them are available in full text at <https://www.parliament.uk/business/publications/business-papers/commons/deposited-papers/> arranged in chronological order. You can filter by year, date range, House and name of depositor.

## **House Of Commons Library Research And Analysis**

The House of Commons Library is an independent research and information service, which gives politically impartial briefing to MPs of all parties and their staff. Its experts also publish accessible research and analysis on topical issues and legislation, which you can read at <https://commonslibrary.parliament.uk/>. The site includes an interactive constituency dashboard, which brings together some of the key statistics for parliamentary constituencies. Select the constituency you are interested in and the dashboard will update. Finally, you can subscribe to their alerting service and receive an email whenever new research is published.

## **Find Your MP**

The UK is currently divided into 650 parliamentary constituencies, each of which is represented by one MP in the House of Commons. You can find an MP via a postcode, constituency or name search, or browse an alphabetical list at <https://www.parliament.uk/mps-lords-and-offices/mps/>. There is information about the Parliamentary career, activities and election results of each sitting member.

## **Keeping Up To Date**

Parliament communicates through the standard social media channels – Facebook, Instagram, Flickr, Twitter and YouTube. You can find links at the foot of the home page. You can also follow the work of committees via their Twitter feeds, watch evidence sessions live, and subscribe to email alerts. Most MPs will also have social media accounts which you can follow.

## **Web Archiving**

The UK Parliament Web Archive at <http://webarchive.parliament.uk/> captures, preserves, and makes accessible UK Parliament information published on the web. The web archive includes websites and social media dating from 2009 to the present. You can browse archived tweets, play through every YouTube video released by the UK Parliament, look back through Instagram posts and see a visual history of Parliament on Flickr

## Subscribed Resources

You can subscribe to two commercially produced databases offering compilations of Parliamentary materials:

- **Public Information Online produced by Dandy Booksellers.** The database contains publications from the Westminster Parliament, Scottish Parliament, Northern Ireland Assembly from the 1990s to the present and key non-Parliamentary materials formerly published by HMSO, including the Civil Service Yearbook. It also offers a unique collection of digitised Lords papers and bills from 1901.
- **UK Parliamentary Papers produced by Proquest.** This database offers a massive corpus of digitised Commons papers and bills from 1688 to the present, and Lords papers and bills from 1800-1910. You can also access biographical profiles of members of Parliament, search Hansard 1803-2005 plus various pre-Hansard debates, and follow links to related newspaper reports.

## Unlocking Grey Literature in the Social Sciences

Diane Bell, Research Librarian, City, University of London.

### Introduction

I was recently asked to speak about grey literature at an Association of Librarians and Information Professionals in the Social Sciences (ALISS) Masterclass event at Aston University. This included outlining some sources for finding different types of grey literature ie. semi or informally unpublished information, not published by commercial publishers and with particular reference to social sciences and including some free sources. A library guide providing an overview of these resources has been created at: <https://libguides.city.ac.uk/grey>.

Social sciences covers a wide range of subjects such as Politics, Psychology, Education and Library and Information Science. It has many sources of grey literature which can provide both challenges and opportunities to researchers. The world of grey literature has been transformed by the availability of online access to information reducing the need to contact authors or organisations directly in search of elusive reports and documents.

It can be beneficial to use grey literature sources in research because they may be free at the point of use, be produced quickly and provide extra insight or a different approach to a topic. However, there are also challenges sometimes in retrieving the materials due to a lack of standardisation and bibliographic control and differences in search functionality and interfaces. As they might not have undergone peer review, checking or revision, materials should be evaluated for accuracy and quality.

### Terminology

The concept of grey literature can be traced back to the early 1900s in the library and information field but became quite accepted in the 1970s (Auger, 1998). One issue with grey literature is the terminology itself, it does not necessarily have a clear definition and also there are debates as to what it includes. It is popular in the systematic review approach to research, often used in health and social sciences. It may be timely and sometimes might produce balanced research as it may include some negative or neutral studies (Paez, 2017). Although searching may take some time and effort and require changes in the choice of keywords and strategies, it is considered good practice to augment a systematic review.

*“In systematic reviews and library guidelines, grey literature is often defined as unpublished, that is, not available via traditional publishing, unconventional, with little distribution and not peer-reviewed” (Schöpfel and Rasuli, 2017, p.209).*

Not only has the usage of the term been regarded as unclear, in some disciplines the sources it refers to are regarded as very important rather than secondary. It is in itself a ‘grey’ area and really depends on the context and discipline(s) in which research is being undertaken. For example, for a doctoral researcher, it would be very useful to read previous theses in the field to inform their own research.

*“The term grey literature by no means meets with universal acceptance, and in the area of theses, translations and meetings papers [...] the description sits particularly uneasily”*  
(Auger, 1998, p.65).

The status of materials can of course change and it is therefore not totally helpful to label all of these materials simply as 'grey'. For example, conference proceedings might be commercially published, a preprint of an article can subsequently be published in a journal, a doctoral thesis might be published as a book or a book chapter. This would mean that some materials may become commercially produced but have essentially the same content.

## Examples of sources

- For the purpose of the workshop, we found that the BASE (Bielefeld Academic Search Engine) <https://www.base-search.net> provided by Bielefeld University Library was one of the most useful search engines. BASE contains over 120 million documents from more than 6,000 sources; approximately 60% of documents are available on open access. BASE also links to Google Scholar and repository content and it can be searched from ORCID to allow researchers to find and link their publications to their ORCID profile.
- Some subscription databases such as Web of Science, Scopus and EBSCOhost contain grey literature content such as conference proceedings, technical reports and letters. This is usually found either by searching the appropriate index or by adding suitable search terms for example (conference proceedings) or by refining a search by material type.
- Google and Google Scholar are useful for finding free reports and documents for example from government departments or universities.
- The UK government website [www.gov.uk](http://www.gov.uk) contains sources such as governmental publications, policy documents, consultations and announcements.
- Aggregators such as CORE <https://core.ac.uk/> are useful for surfacing UK and international content via repositories and open access journals. Institutional repositories such as City Research Online <http://openaccess.city.ac.uk/> are very useful for finding research and working papers and doctoral theses etc.
- The British Library EThOS service <https://ethos.bl.uk> includes records of 500,000 UK doctoral theses, some of which can be downloaded immediately. The availability and visibility of doctoral theses has very much increased due to digitisation projects and the provision of electronic copies on institutional repositories.
- Open data repositories such as Figshare <https://figshare.com> contain content such as research outputs, datasets, lecture notes and slides.

## Types of materials

As mentioned, these may be wide ranging and dependant on the discipline, see our library guide <https://libguides.city.ac.uk/grey> for some examples. According to Farace and Schöpfel (2010) the term traditionally covers three categories of documents, conference

proceedings, reports and doctoral theses; however it could include a multitude of different sources.

Other examples may include: research papers, working papers, dissertations, government consultation documents, lecture notes, laboratory notebooks.

## Benefits

Information seeking behaviours have changed due to the vast increase in the availability of electronic materials. Because electronic access is more prevalent, this makes it much easier to obtain some materials and they may be open access, or freely available on the Internet. As it can sometimes be made available quickly, grey literature can be a useful source of information and could provide access to raw data which otherwise would not be made available.

Grey literature can explain ideas and concepts and make them available to a wider audience. It can bring access into the public domain and allow research to be more easily conducted by those without access to subscription databases. There is often a long process to publishing a journal article commercially which means that there may be a gap of at least several months before research outputs can be published in this way.

*“Grey literature often represents research at its initial development and may be a tool both to uncover innovative information and to shorten the time between research and practice (Pappas, 2011, p. 228).*

## Challenges

While the use of these sources can add another dimension to research, it can also pose challenges. One of these is the lack of consistent metadata to describe grey literature as it comes in varied formats and from different sources. Another issue is concern around quality assurance and the validity of the content and it is advisable to evaluate it and make sure this is accurate.

Some sources might have quite a basic interface, search capability and functionality and others do not seem to be maintained or have current content. The search techniques often used on subscription databases might not work in the same way, for example the order of the search terms might affect the search results in some cases. They are also copyright, legal and licensing implications which are not necessarily clear for example with some self-archiving of materials onto websites.

## Conclusion

It is extremely likely that grey literature will continue to be an area for future expansion. This is partly due to the availability of open access resources including for example electronic theses. It certainly looks as though research funders will continue to mandate for research outputs to be made available on open access and that this area will continue to expand. It can be seen that the popularity of such resources is growing as they are often quoted in research. It is not easy to measure how much they are cited as they may not be indexed by subscription databases and is also not possible to estimate the ever

increasing number of items. It would be difficult to have one search engine to search the various formats available although these have been developed in some areas such as searching across repository contents. It seems unlikely that there will be standardisation and bibliographic control of such items so the user experience and time taken in searching for and retrieving them is likely to continue to vary.

## References

- Auger, C. P. (1998) *Information sources in grey literature*. 4th edn. London: Bowker Saur.
- City, University of London Library Services (2018) *Grey literature*. Available at: <https://libguides.city.ac.uk/grey> (Accessed: 19 September 2018).
- Farace, D. and Schöpfel, J. (eds.) (2010) *Grey literature in library and information studies*. Berlin: De Gruyter.
- Paez, A. (2017) 'Gray literature: an important resource in systematic reviews', *Journal of Evidence Based Medicine* (10), pp. 233–240. Available at: <https://www.ncbi.nlm.nih.gov/pubmed/28857505> (Accessed: 28 August 2018).
- Pappas, C. and Williams, I. (2011) 'Grey literature: its emerging importance', *Journal of Hospital Librarianship*, 11(3), pp. 228–234. doi: 10.1080/15323269.2011.587100
- Schöpfel, J. and Rasuli, B. (2017) 'Are electronic theses and dissertations (still) grey literature in the digital age? A FAIR debate', *The Electronic Library*, 36(2), pp. 208–219. Available at: <https://www.emeraldinsight.com/doi/full/10.1108/EL-02-2017-0039> (Accessed: 28 August 2018).

## Free Maths And Statistics Resources For Supporting Your Students

Angela Evans

(Academic Skills Tutor, Staffordshire University).

### Based on the presentation given 21st August 2018 at Aston University

It has been recognised that professionals working within libraries and information services are receiving an increasingly wide range of enquiries, some of which are maths related. In response to this, a number of free maths resources were reviewed which could be useful for such professionals and their students. It was hoped that the resources could help students gain information, ideas and inspiration for their research. Several free journals specifically devoted to mathematics for social sciences were also highlighted – the links for these being available on the conference presentation.

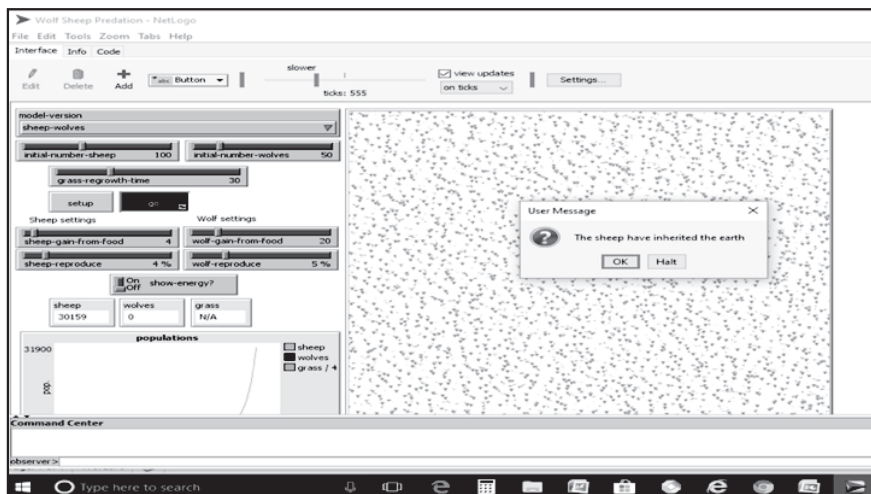
The sigma Network <http://www.sigma-network.ac.uk/> is devoted to raising standards of maths support in higher education and is open to any professional involved in supporting students, not just those specifically supporting maths. It is possible to join their email list at [sigma-network@jiscmail.ac.uk](mailto:sigma-network@jiscmail.ac.uk) to see potential events of interest that can be attended, many of which are free and can be useful for a range of professionals. For example, a free maths event was held at Staffordshire University in June 2018 'Using social media for maths support' that also had a general appeal and helped those unfamiliar with using social media. In addition, email requests for help and advice are usually answered by maths support specialists relatively quickly.

General basic help in maths and statistics exists on the websites of the University of Bradford, University of East Anglia and the University of Sheffield.

Extensive guidance on statistical packages commonly used in universities including SPSS, GraphPad Prism, Genstat, Minitab and Stata could be found on the developer's websites.

Students at a more advanced level of studies may wish to examine the use of statistical models linked to computer gaming theory. Such statistical models are prevalent in trying to predict our behaviour as buyers, employees, voters, citizens, consumers and countless other things...with interested parties worldwide seeking to use our harvested data to tweak their models with the intention of altering our behaviour to suit their objectives. A good starting point for anyone interested in learning more is the Netlogo software which allows students to 'play' with various models including rebelling citizens and wolf sheep predation. Other free software allows investigations such as controlling ant colonies by varying pheromone levels and exploding red blood cells.





Wilensky, U. (1997). NetLogo Wolf Sheep Predation model. Center for Connected Learning and Computer Based Modeling, Northwestern University, Evanston, IL. Available at: <http://ccl.northwestern.edu/netlogo/models/WolfSheepPredation> (Accessed 16th August 2018).

Other useful modelling software and advice can be freely accessed such as MASON, a multiagent simulation library core in Java; The Repaste Suite, a family of advanced agent-based modelling and simulation platforms; MaDKit-5 for designing and simulating Multi-Agent Systems; microsimulations by the Institute for Fiscal Studies and tools for researching cellular automata at the Discrete Dynamics Lab.

**All links to resources and references are available on the presentation shown at the conference.**

<https://www.slideshare.net/heatherdawson/free-maths-and-statistics-resources-for-supporting-your-students>

## **LEAP Online #theboltonway #theboltondifference**

*Dawn Grundy (Faculty Librarian), Mary Barden (eResources Librarian), Emily McIntosh (Director of Student Life) and Graeme Prescott (eLearning Trainer) from the University of Bolton.*

### **Background**

LEAP Online is an online skills portal designed to support students on their university journey, both academically and from a personal development perspective. It was launched in September 2017 and is based on a new Learning Development Framework (LDF) developed by the Director of Student Life and the eResources Librarian. The LDF represents a new learning development strategy aiming to ensure that the University's skills offering is comprehensive and co-ordinated. It demonstrates a holistic approach, recognising four key areas relating to the acquisition of skills, knowledge and experience: academic development; personal development; digital literacy and student engagement. The framework was informed by contributions from Academic Staff, Careers, Student Experience and the Students Union.

LEAP Online contains a series of learning development modules that can be completed by students as a stand-alone activity or delivered as part of the mainstream curriculum. The project team included Mary Barden (eResources Librarian), Dawn Grundy (Faculty Librarian) and Graeme Prescott (eLearning Trainer) working closely with Emily McIntosh (Director of Student Life) who has strategic responsibility for championing student learning development across the institution.

When redesigning the resource and rebranding a new platform, the team undertook consultation with several key stakeholders. These included Graduate Interns based at the University, current students, and academic and professional support services staff.

The crucial aspects of the re-design included- presentation of the information in a dynamic and engaging way (limited scrolling) and the incorporation of badged assessments for students to measure their understanding of the topic.

### **Development Period**

#### **Design**

The project group started to investigate the redesign by looking at other products on the market. Criteria were established to ensure quality and consistency: LO learning content was to be openly accessible under a Creative Commons license with seamless Moodle (VLE) integration and the development of badged assessments to capture completed activity.

Typical page layout on a topic contains:

- an introduction- PowToon (animation)
- printable handout of the PowToon animation
- activity – for the majority of sections
- assessment – to measure understanding of the topic
- links to other related content

## Curriculum Level

Primarily aimed at undergraduates, LO contains content aimed at different levels of experience and ability (L1, L2 and L3). The levels are colour coded and visually signposted (LO level graphic). Levels increase in complexity and depth to meet the requirements of the curriculum. Levels of learning and skill acquisition are mapped to HE levels (L1 HE4/ Foundation, L2 HE5, L3 HE6).

Feedback from stakeholders highlighted that users wanted visual content, we decided to use PowToon for the delivery of information. Our focus groups stated users engaged better with this style of information rather than with text heavy web pages. A key part of the process was to design the activities to accompany the introduction in PowToon. We used Articulate Storyline, an industry standard content authoring tool. Articulate Storyline is interactive, mobile compliant and offers functionality such as drag and drop to build different styles of activities. Delivering information in a bite- sized and flexible way was something which we knew would really appeal to our student community. Many of our students have busy lives and need something flexible, which they can use to support and enhance the taught sessions at University. Thus, consolidating and complementing the acquisition of new knowledge and skills.

## Launch & Engagement

LEAP Online was launched in September 2017. Staff engaged very well in the launch event held at the university and collaboration between Library and Student Experience meant students received promotional items such as LEAP Online Wall Planners and drinks coasters in their welcome packs. We raised awareness of the resource by including LEAP Online in welcome and induction sessions. Staff training ensured that colleagues were able to familiarise themselves with the platform and able to signpost students and colleagues to the content.

Academic endorsement was key! We found that LEAP Online soon became embedded in the curriculum and used in a variety of ways. Many students completed LEAP Online activities in the classroom, supported and guided by tutors. Students were also encouraged to complete LEAP modules outside of timetabled classes via the piloting of LEAP Action Plans. We also received requests for specific content from academics, e.g. Referencing trouble shooting. In the creation of this additional support we used examples (anonymised) from real essays provided from members of the Nursing team at Bolton.

LEAP Online is part of a connected approach to student retention and success, underpinned by the Early Intervention and Transitional Support (EI) Model. The EI approach ensures that, from the earliest stage, students are supported to embrace a variety of learning experiences and encouraged to work alongside their academic tutors to develop as autonomous and independent learners. As such, engagement with the Student Experience team meant that there was a continuous dialogue about the development of the portal and promotion of the resources across the university.

As a result, we realised that LEAP Online wasn't only viewed as a library resource, it is regarded as a platform to bring together curricular, co-curricular and extra-curricular student learning development opportunities and to provide appropriate information,

advice and guidance to students in navigating learning content. We found the resource gained interest from within the Off Campus Division, particularly with our overseas partners. One thing to bear in mind is that different models of franchise give us new challenges, as to be fully compliant with using LO users need to access our VLE which not all partners do.

In terms of keeping up the momentum post-launch, Subject Librarians were tasked with promoting the resource on a regular basis in fora such as the university's teaching and learning conference, the STEP Staff Training programme and the staff-student liaison committees.

Other support services, such as Careers, saw it as an established platform and created content for the modules. Professional support teams who collaborated with us to create the content were also proactive in recommending the resource. New sections were designed and launched post-September 2017 and were advertised to staff and students via social media and other communication channels.

There were also some surprising successes, we reviewed data of which schools and programmes were earning the most badges and it became a little competitive when we shared that information! Programme leaders also asked us for data analytics around badges. Students were also keen to know themselves whether they had completed everything. We recognise that the badged assessment data must be treated with caution – it can certainly tell us about high-level engagement (i.e. completion of the modules) and about which topics are the most and least popular with students but further work must be completed in order to assess specific impact on students' learning behaviour, learning habits and skills acquisition. Impact and evaluation of LEAP Online is something we would like to explore further in the future. One example of how we used the data was getting students with high engagement with LEAP Online (our unofficial champions) to take part in a promotional video.

The journey over the course of the academic year has been fast paced and thrilling, much like a rollercoaster ride. However, we have enjoyed hearing about how students and staff have used the platform. The LEAP Project has encouraged us, as practitioners, to develop new skills and insights.

In April 2018 we were delighted to be recognised as the winners of the LILAC Digital Literacy Award. This led to greater recognition within The University of Bolton and amongst learning developers and information literacy professionals in the wider community such as LDHEN, JISC, ALT.

### **Sharing of Experience and Journey**

We've regularly shared our experience of developing and championing LEAP Online within our communities of practice. Examples of these include NoWAL, Clinical Librarians Trainers Meeting, Northern Collaboration Conference, Exploring Academic Skills Conference and Enhancing Learning & Teaching in Management Education (Teach Meet). Currently in the pipeline is an article for London Met #Take 5 Blog – LO development and implementation and a Journal article – The LEAP Framework: A Model for Student Learning Development in HE.

### **So what's next?**

The platform is firmly embedded within the mainstream delivery of study skills and scholarship modules at the university and there is opportunity and appetite to develop further levels and new topic areas. The focus for this year will be collaboration to develop additional levels of content, to support the Off Campus Division and to expand content to HE6+. Academic colleagues have expressed interest in developing subject specific resources and even student created content. The potential for further development is exciting and given the resources to achieve it, we look forward to going even further in supporting our students to get the most out of their time at university.

### **Bibliography/References**

Grundy, D, Lord, H, Doolan, S and Day, L. (2018) Enhancing the student journey: Let's LEAP Online! Presented at: TIRI Conference, 4th - 5th July, 2018, University of Bolton. Available at: <http://ubir.bolton.ac.uk/1818/>

University of Bolton (2018) LEAP Online: Available at: <https://www.bolton.ac.uk/leaponline/Home>

University of Bolton Library (2018) LEAP Online: Designed to Support You. Available at: <https://www.youtube.com/watch?v=WBUn8yuxnkl>

## Planning Ahead: Delivering research data management support for the Social Sciences

*John Southall, Bodleian Data Librarian.*

### **ALISS article derived from presentation at Social Science research - a Masterclass for Information Professionals, 21st August 2018, Aston University.**

There has been – and continues to be – much discussion of the place of the academic library in providing support for the modern scholarship. In the age of digital literacy this is now discussed not only in terms of publications but also the creation of research data, its management and preservation. Reflecting on recent activity within the Bodleian Libraries at the University of Oxford provides a number of approaches that could be considered in delivering data management services. Although provision is evolving across all divisions additional focus for this article will be provided by concentrating on the Social Sciences<sup>1</sup>.

### **Review service demands**

An appreciation of the very wide range of issues covered by research data management is important at a strategic level. This may be contrasted with Open Access, that other pressing area of research support, that's concerned with publication. In other words a particular moment in the process of scholarly production. Data management on the other hand has the potential to cover the whole of the research lifecycle ranging from literature access and formulation of research questions through data analysis, publication, data curation, preservation and on to promotion of archival access. However it is rarely possible for such a wide canvas to be dealt with in a single stroke. So it is more productive to prioritise action by reviewing service demands within an institution;

- What are the leading local demands that need to be addressed?
- What is already in place and who is providing it?
- What already available expertise could be re-purposed
- What areas represent high impact gains or quick wins?

### **Decide where to stake a claim**

There is often no need to build infrastructure from scratch to meet this demand. One of the benefits of choosing an area of interest in RDM support; data access promotion or data management planning for example, is that it can be done through areas of traditional library activity. Existing Bodleian training programmes aimed at researchers – iSkills - were easily augmented with new sessions dealing with RDM for example. So, wherever possible aim to build on existing activity and in doing so stake a claim for it and define that as an area of library support<sup>2</sup>. Research consultations, workshops on resource discovery, access and use and similar forms of library-researcher interaction can also be adapted. This approach builds on a traditional academic relationship that is understood and

<sup>1</sup> Medical Sciences, Humanities and the Mathematical and Physical Life Sciences comprise the other three academic divisions

<sup>2</sup> For more background see Southall and Scutt 'Training for Research Data Management at the Bodleian Libraries: National Contexts and Local Implementation for Researchers and Librarians, (2017) doi.org/10.1080/13614533.2017.1318766

acknowledged both by the institution but also readers and researchers.

iSkills <https://libguides.bodleian.ox.ac.uk/workshops/>

### **Adapt existing resources**

A further example of this approach at Oxford was to consider how established resources provided by the Bodleian Libraries could support data management content. A large network of libguides supports researcher education and practice. The ones within the Social Sciences division covers subjects such as Economics, Sociology, Politics and all have had data management subsections added to them. In addition a new libguide following the same format as earlier guides and dealing specifically with Social Science data and statistics was created. This is now the most popular and frequently accessed libguide.

Bodleian Libguides <https://libguides.bodleian.ox.ac.uk/oxford>

Data and Statistics <https://libguides.bodleian.ox.ac.uk/c.php?g=422947>

### **Create new resources**

The addition of RDM coverage to established infrastructure especially in circumstances of limited time, staffing or funding should be the first priority. However new services should also be introduced as part of the review of service demand when possible.

One example of this with particular relevance to the Social Sciences was the creation of the Bodleian Data Library (BDL) (<https://www.bodleian.ox.ac.uk/data>). This highlights leading sources for data-intensive research, and promotes varieties of socio-economic data that have emerged in recent years. Most of these resources are catalogued and accessible via the SOLO (Search Oxford Libraries Online) catalogue but there is value in creating a data centric resource that also clarifies access models of data that may be subscription, archival or open.

The BDL was also created with the aim of stimulating data access and use by actively promoting leading providers of socio-economic microdata such as UK Data Archive, ICPSR, Eurostat and various National statistical agencies. More recent access models such as the open data portals provided by UN Data, OECD iLibrary and the World Bank are also covered by the BDL and all need promotion and facilitation. In practice this has greatly stimulated use of such resources.

At the same time the BDL is part of an effort to promote a better understanding of responsibilities in using the data (such as observing conditions of use) whilst also providing an outline introduction to RDM which is often unfamiliar to many researchers fixated on data access and use<sup>3</sup>.

### **Acknowledge external resources**

The burden of developing internal infrastructure can be mitigated by promoting external RDM focussed agencies. Many of these address the needs of researchers and academic libraries, including the Digital Curation Centre (DCC), Liber and Iassit. The Social

<sup>3</sup> No more than an introduction is necessary since there is already a well-established data management platform developed and maintained jointly by the Library, Research Services and IT Services; Research Data Oxford <http://researchdata.ox.ac.uk/>

Sciences also benefit from the work of two well established data repositories (UK Data Archive and the ICPSR) which not only supply socio-economic data but have extensive guidelines on the creation, preservation and sharing of research data. These are widely promoted by the Bodleian Library and also form part of the training on RDM delivered by the library.

UK Data Archive/Service <https://www.ukdataservice.ac.uk/manage-data>

ICPSR <https://www.icpsr.umich.edu/icpsrweb/content/datamanagement/index.html>

### **Brief and train library staff**

Education in the principles and application of RDM for researchers has been mentioned above but it is equally important to address training for library staff. Activity at Oxford has not aimed to make every librarian an expert in RDM but rather to introduce regular training and termly briefing sessions that improve familiarity with the ideas and language of RDM. This can be a great boost to confidence in introducing RDM themes into their regular research advice. Existing staff development frameworks were used to deliver this training. The growing maturity of RDM services provided by the Bodleian has led to other developments. Core RDM training for researchers has always had content relating to the importance of Data Management Plans (DMPs). The need for comment on these is now common – not only in relation to funder and publisher expectations but as part of basic digital literacy. Consequentially additional training for library staff on the purpose and evaluation of DMPs is now being offered within the Bodleian. This is to encourage familiarity and confidence on the part of library staff - not necessarily expertise - and put them in a position to comment upon such plans as part of their usual research consultations.

### **Plan for particular needs of the Social Sciences**

Working on service delivery for the social sciences in particular can highlight some of the benefits and restrictions around RDM, especially now the latter is becoming part of a wider 'Open Science' agenda. One example is developing suitable support for researchers working with confidential data – a major component of social science research – which may need to remain unanonymised or closed to other researchers. This is crucial for the discipline but may need to be accommodated within a service that is also promoting a dominant interest in open data. At Oxford an open access data repository was established but Social Science data is currently sometimes unsuitable for deposit. However, researchers in such a position are often encouraged to deposit with external archives such as the UK Data Archive or other members of CESSDA – the European association of Data Archives.

The confidential nature of much Social Science data derives from its reliance on live participants. This means consent agreements and decisions about the management of data during the collection and analysis phase are of great concern to researchers and are often very project specific. Advice on ethical issues, data protection legislation, anonymisation, changes to DMPs or negotiations with repositories are common topics. The response by the Bodleian Libraries, is to continue collaborating with IT Services and Research Services at Oxford in responding to these questions. At the same time looking for new opportunities



to take a lead and foster a closer partnership with researchers. One of the key goals in the 2017-2022 strategy<sup>4</sup>. It's an approach that builds on the traditional role of librarians but also aims to make use of their skills in new ways. Library based expertise in object documentation, cataloguing, curation and preservation take on a new aspect now that so many data creators are looking for assistance in precisely these areas.

### **Deliver RDM services that suit your institution**

Ultimately every academic library will deliver data management support in a way that fits in the leading need of its researchers, institution and resources. The availability of discipline based, national and commercially available repositories and other external RDM resources, means this may not need to be an immediate goal of many. But as illustrated above adoption of some can be part of a wider strategy. Primary need perhaps lies with promoting and then supporting data management plans. Done in a way that encourages engagement by academics. This may also be seen as one more way of re-asserting the relevance of academic libraries for modern scholarship.

---

<sup>4</sup> Bodleian Libraries Strategy 2017-2022 [www.bodleian.ox.ac.uk/about/strategy](http://www.bodleian.ox.ac.uk/about/strategy)

## Helping the community speak the language of research data: the Jisc RDM Toolkit

*Andrea Chiarelli, Consultant, Research Consulting; Caroline Ingram, Senior co-design manager, Jisc.*

Knowing where to find information on research data management (RDM) has historically been a major challenge – not because there is no material to consult, but due to the ever increasing amount of it spread thinly all over the web. Furthermore, information on RDM can be found in different outlets based on a reader's role, level of knowledge of the topic, affiliation and more.

With support from practitioners at UK and international institutions, Jisc has sought to address the above pain point. Over the course of the last year, we worked directly with 15 institutional experts to gather a comprehensive body of knowledge. We have now delivered this in the form of a signposting service that does not aim to replace existing sources of information but simply link to them.

### What is the Jisc RDM Toolkit?

During the past three years, Jisc has been working on the Research Data Shared Service<sup>1</sup> (RDSS, a research object repository solution), and the experience of engaging all stakeholders in the research data community put us in an ideal position to develop a further RDM-related service. The Jisc RDM toolkit<sup>2</sup> aims to be a hub where information on the topic from a variety of sources is aggregated to improve access. In its future iterations, it will also start including resources and guidance on the RDSS to complement the existing high-level guidance with applied information on how to approach RDM using Jisc's services.

The toolkit has been developed to focus on its users (see Figure 1), as various audiences are expected to interact with resources differently:

- **Researchers** will likely wish to see selected hot topics in the first place and dig deeper only in specific cases;
- **Research support staff** (including, e.g. librarians, research managers, archivists and other information professionals) usually require access to more detailed information but also need to focus on the broader institutional context;
- **IT specialists** are normally involved only in some RDM-related activities and can likely disregard a range of non-technical material.

Based on the above, we designed the toolkit to provide custom pathways for these types of users, so as to enable easy discovery of content and minimise the number of clicks between a search query and access to the actual resource needed.

As we are aware that research data is more commonly understood by people working in technical fields, we made efforts to ensure the toolkit would also speak to those in the arts, humanities and social sciences. The idea that RDM applies to all disciplines is key,

<sup>1</sup> <https://www.jisc.ac.uk/rd/projects/research-data-shared-service>

<sup>2</sup> <https://rdmtoolkit.jisc.ac.uk>

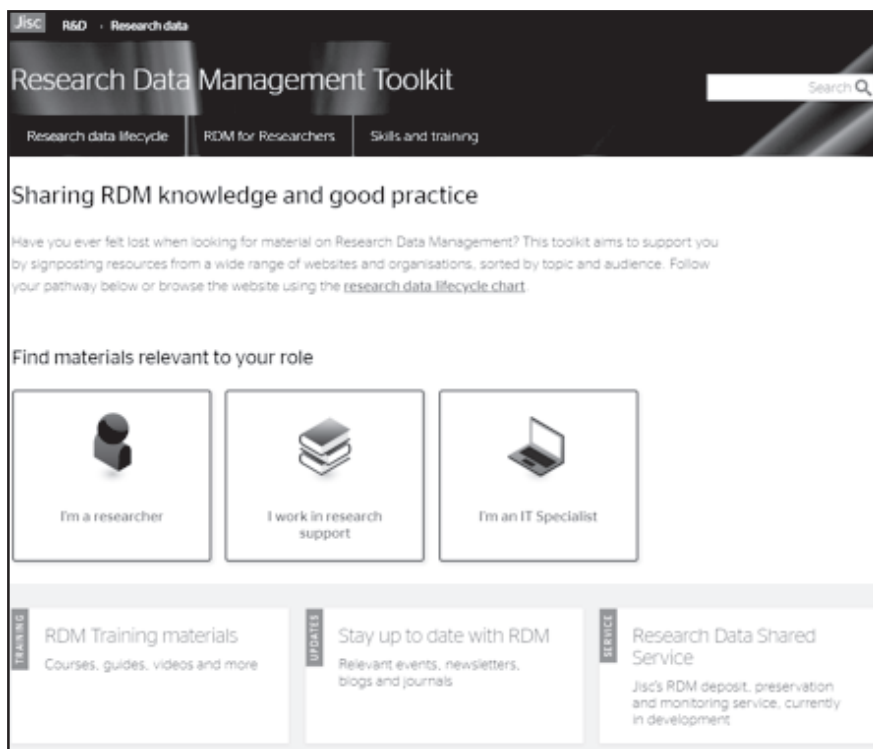


Figure 1 - The RDM Toolkit's home page

particularly considering that digital humanities and social sciences have changed and data concerns have therefore risen significantly over the past few years<sup>3</sup>. With this in mind, we prepared a dedicated toolkit page to remind all users that researchers in all disciplines produce material that can be considered as research data, including notes, interview transcriptions, interview coding, marked-up text and digitised books, paintings and works of art.

### The RDM lifecycle

The Jisc RDM Toolkit was created to signpost relevant reports, guides, academic articles, links to websites, tools and more. The content of the toolkit is presented in a range of “topic” pages organised by research data lifecycle step (see Figure 2) and including a list of references and further reading material split by audience. All toolkit visitors can access an interactive version of Figure 2, which can be used to reach specific research data lifecycle steps and the topics nested under these.

<sup>3</sup> <https://www.chronicle.com/article/Digital-Is-Not-the/241634>

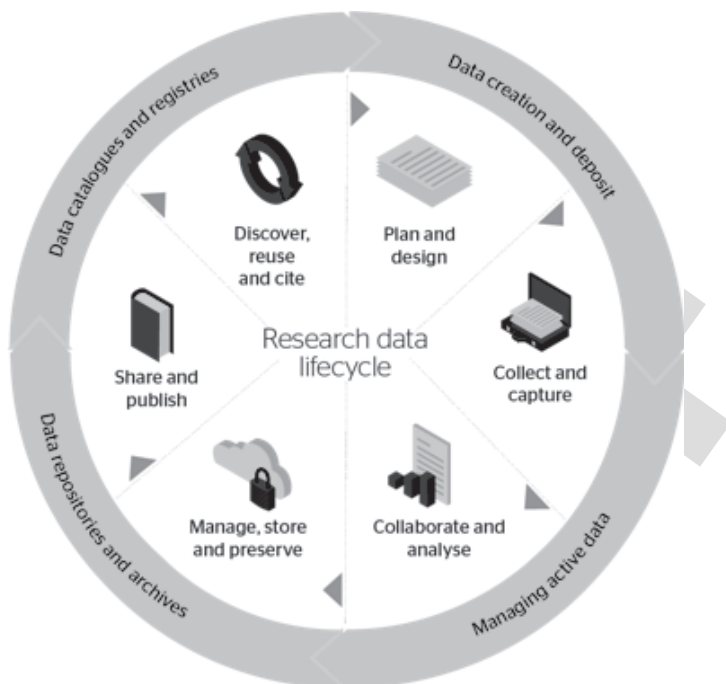


Figure 2 – Jisc's research data lifecycle diagram (CC BY-ND)

Based on the research data lifecycle, we have developed an RDM checklist<sup>4</sup>. This is expected to be a useful tool for all people involved in research data management, whether in higher education institutions or other research organisations. By following the checklist, readers are asked to answer a series of questions that, if answered affirmatively, are expected to lead to good-practice behaviours in the majority of research fields.

In the RDM Toolkit, the use of the research data lifecycle is leveraged to fulfil two use cases:

1. *As a novice in the field, I wish to find out about RDM and what it entails:* in this case, users are recommended to follow the research data lifecycle structure and read topics in the order they are presented.
2. *I know about RDM, but I wish to further explore a given area:* in this case, users can click on a topic in the diagram or freely browse the website to locate what they need.

It should be noted that the dedicated page for research support staff<sup>5</sup> includes a wealth of material that is not available as part of the RDM lifecycle. This deals with the institutional context and services, but also with topics such as stakeholder engagement and recruitment.

<sup>4</sup> <https://rdmtoolkit.jisc.ac.uk/plan-and-design/rdm-checklist/>

<sup>5</sup> <https://rdmtoolkit.jisc.ac.uk/rdm-for-research-support-staff/>

## Supporting the research community in practice

The Jisc RDM Toolkit aims to be the go-to place for all those involved in research data management. It does so by using custom pathways to access content, as explained above, but also by trying to reduce the effort required by higher education institutions to maintain their own RDM pages, links and resources. During the project that led to the creation of the RDM toolkit, some people went as far as stating that institutional efforts in the area may be decreased if the toolkit proves reliable and credible. In such a scenario, UK (but, possibly, also international) research organisations may free up resource and refocus their efforts in other areas of research or on personalised research data support to their users.

The toolkit also aims to support existing community efforts in the area of research data, particularly by using the CASRAI vocabulary<sup>6</sup>. At the institutional level, slightly different terms than those found in the toolkit might be in use, so we wished to encourage readers to familiarise themselves with this more standardised approach to discussing research data.

Finally, the toolkit includes a suggestions form. This is key to enable the toolkit to become a peer-supported platform that really fulfils the needs of the community. All toolkit visitors and users are invited to suggest updates to the current content or to recommend the inclusion of new pages or topics.

## Maintaining the RDM toolkit

Since new material on RDM is released continuously and the field is evolving fast, it is essential to maintain the resources that have been included at launch. To do so, we (the authors of this article) are leading a working group to review and update the content of the toolkit on a quarterly basis: this will ensure that (i) resources are current and represent the sector's state of the art; and (ii) that recommendations made by toolkit visitors are assessed and incorporated whenever suitable.

Based on our forecasts, the Jisc RDM Toolkit has potential to be an important tool for years to come. The current maintenance process will be followed for three years, after which the whole toolkit will be appraised and edited as required to reflect the changing needs of an evolving community.

For more information or to get involved in the maintenance working group, please get in touch at [andrea.chiarelli@research-consulting.com](mailto:andrea.chiarelli@research-consulting.com) or [caroline.ingram@jisc.ac.uk](mailto:caroline.ingram@jisc.ac.uk).

---

<sup>6</sup> [http://dictionary.casrai.org/Category:Research\\_Data\\_Domain](http://dictionary.casrai.org/Category:Research_Data_Domain)

## **Disability- higher education, libraries, teaching and learning. Bibliography.**

Heather Dawson.

### **Policy**

Anft, M. (2018) Student Needs Have Changed. Advising Must Change, Too  
*Chronicle of Higher Education*. 64 (37), 24

Abstract: The article discusses the need for academic advising to adapt to the diverse needs of university and college students in order to keep at-risk students from dropping out, including the ability to address financial concerns, mental-health issues, and extracurricular opportunities in addition to helping students register for classes and decide on a major.

Equality Unit (2018). *The social and affirmative models in higher education: an introduction*.  
<https://www.ecu.ac.uk/publications/social-affirmative-models-higher-education-introduction/>

Abstract: This briefing provides an overview of the social and affirmative models of disability and is designed to assist higher education institutions (HEIs), as they develop their approaches to inclusive learning environments for disabled students. Published: 06/08/2018

Equality Challenge Unit (2018). *An inclusive approach to careers advice and guidance for disabled students*

Abstract: <https://www.ecu.ac.uk/publications/inclusive-approach-careers-advice-guidance-disabled-students>

Published: 08/08/2018

This briefing looks at what it means to provide inclusive careers advice and guidance, as well as some practical challenges of delivering this in higher education institutions.

Francis, G. et al (2018)

Student Perceptions of College-Readiness, College Services and Supports, and Family Involvement in College: An Exploratory Study.

*Journal of Autism & Developmental Disorders*, 48 (10). 3573-3585

DOI: 10.1007/s10803-018-3622-x

Abstract: Although increasing numbers of students with disabilities are attending college, they graduate at lower rates compared to students without disabilities. In order to understand how to effectively prepare students with disabilities and provide meaningful support to college students with disabilities, we investigated the experiences of students registered with the disability service office at a public university located in the eastern

region of the U.S. to learn about (a) the degree to which they felt prepared to enter college, (b) the disability-related services they received in college, (c) their perspectives of services received, (d) suggestions for improving services, and (e) their perspectives family involvement in college. We report mixed-methods findings from participants and provide implications for policy and practice.

Liasidou, A.; Symeou, L. (2018)

Neoliberal versus social justice reforms in education policy and practice: discourses, politics and disability rights in education

*Critical Studies in Education* 59 (2).149-166

**Abstract:** This article uses critical discourse analysis in order to discuss the equity and social justice implications of an envisaged education reform agenda in Cyprus, as articulated by two consultation reports commissioned by the World Bank. The reports highlight, inter alia, the imperative to improve teaching and enhance accountability regimes with regard to students' learning. Selected extracts from these documents are analysed in order to highlight the absence of a social justice discourse in the rhetoric of educational reforms, despite the alleged centrality of a social justice discourse in official policy. The reports fail to include issues of social justice and learner diversity in discussing the necessity to strengthen the existing teacher policy framework and to mobilize structural educational reforms. This omission is indicative of the neoliberal imperatives that drive the envisaged education policy reforms as well as the low priority attributed to issues of equity and learner diversity, with particular reference to students designated as having special educational needs and/or disabilities.

United Nations (2018)

*Research Tools: UN Statistics Division Portal Adds New Section of Disability Data*

Retrieved from <https://unstats.un.org/unsd/demographic-social/sconcerns/disability/statistics/#/home>

Data is available by Country and Topic contains data from official statistics, household surveys and censuses on number and nature of disability in nations worldwide. Methodology is provided on the website.

## Stigma

House of Commons Petitions Committee (2018)

*Online abuse and the experience of disabled people: draft recommendations for consultation First Special Report of Session 2017–19*

Retrieved from <https://publications.parliament.uk/pa/cm201719/cmselect/cmcompetitions/1459/1459.pdf>

**Abstract:** Our inquiry into online abuse and the experience of disabled people was

prompted by a petition by Katie Price, signed by more than 200,000 people. Her petition calls for a specific criminal offence to cover online abuse and a register of offenders. It talks about online abuse directed at people from all backgrounds, but also highlights the shocking abuse directed at her disabled son, Harvey.

Lindsay, S.; Cagliostro, E; Carafa, G (2018).

*International journal of disability, development, and education* 65; (5), 526-556

A Systematic Review of Barriers and Facilitators of Disability Disclosure and Accommodations for Youth in Post-Secondary Education

Abstract: This review critically appraised the literature on disability disclosure and accommodations for youth with disabilities in post-secondary education (PSE). Systematic searches of 8 databases identified 36 studies meeting our inclusion criteria. These studies were analysed with respect to the characteristics of the participants, methodology, results of the studies and quality of evidence. Five thousand, one hundred and seventy four participants (mean age 26.4) were represented across six countries. Barriers to disability disclosure and requests for accommodations in PSE included stigma, discrimination, lack of knowledge of supports and how to access them, type of course and instructor, coping styles, and nature of the disability. Facilitators included supports and resources, coping and self-advocacy skills, mentorship, and realising the benefits of disclosure. Factors affecting the process and timing of disability disclosure in PSE included the type of disability, and mode of disclosure. There was a lack of consensus on the timing of disclosure.

Moriña, A.; Molina, V.; Cortés-Vega, M. (2018)

Voices from Spanish students with disabilities: willpower and effort to survive university.

*European Journal of Special Needs Education*,

Vol. 33 (4), 481-494, DOI: 10.1080/08856257.2017.1361138

Abstract: This article analyses the university experiences of 44 students with disabilities. The voices of Spanish students describe the reasons that lead them to choose a given university degree, their transition in the university, the perception they have of themselves as students and how they evaluate their academic results. This study was done with the biographical-narrative methodology using several different data collection techniques, such as narrative interviews, lifelines and photographs. Data analysis was based on an inductive coding system. The results of this study have enabled us to conclude that most of the students chose their degree course because they had a vocation for it, although their disability also influenced their decision. Some students had such a hard time during their first year that they had to change their course of studies. They thought they had to make a stronger effort than the rest of their fellow students, defined themselves as fighters and survivors, and valued this willpower as their main personal asset, above the outcome achieved.



Tear, Chloe (2018, July 9) *#UniAdviceWeek: student with cerebral palsy takes over our Twitter account* [Web log] Retrieved from <https://www.timeshighereducation.com/student/blogs/uniadviceweek-student-cerebral-palsy-takes-over-our-twitter-account>

Abstract: Going to university with a disability poses challenges and, in a THE Student Twitter takeover, Chloe Tear shares how she fared with the Times Higher Education blog.

## Assistive Technology

Christopherson, R. (2018, 7 August)

*Government identifies body to enforce website accessibility - now will they step up to the task?* [Web blog] Retrieved from <https://www.abilitynet.org.uk/news-blogs/government-identifies-body-enforce-website-accessibility>

Abstract: The UK Government has recently published its response to a consultation process on its plans to implement European accessibility legislation for public sector websites. In it, the Government clearly states who will be monitoring and reporting on websites and apps and who will be enforcing the law - but will proactive enforcement finally become a reality?

Everett, S.; Oswald, G. (2018). Engaging and training students in the development of inclusive learning materials for their peers

*Teaching in Higher Education*. 23 (7), 802-817

DOI: 10.1080/13562517.2017.1421631.

Abstract: With equal access requirements and increasing rates of enrolment of students with disabilities in higher education, universities must find appropriate and efficient ways to create accessible materials which benefit and support all students. In response to cuts to disability funding, issues relating to the provision of an inclusive curriculum are now dominating institutional policy and educational discourses. This paper reports on a trans-Atlantic project which utilised student employees to convert and develop inclusive learning materials for their peers, with the expressed purpose of piloting a sustainable intervention method generalisable to meeting similar needs of diverse universities for inclusive material provision and a future workforce aware of disability issues and accommodations. Qualitative in-depth interviews with ten students (eight UK and two US) find that involving student employees in the delivery of inclusive materials improves partnerships and attitudes around disability and accessibility measures.

Tyler, S. (2018, 26 June) *The Future of Technology Must Empower, Not Isolate, Disabled People* [web blog]

Retrieved from [https://www.huffingtonpost.co.uk/entry/the-future-of-technology-must-empower-not-isolate\\_uk\\_](https://www.huffingtonpost.co.uk/entry/the-future-of-technology-must-empower-not-isolate_uk_)

Abstract: Historically, disabled people's needs have driven some of the world's greatest technological innovations - more than ever, we need to ensure that accessibility is dedicated to technical development and thinking.

Youngblood, N et al (2018)

Accessible Media: The Need to Prepare Students for Creating Accessible Content  
*Journalism and Mass Communication Educator*, 73 (3), 344-345

Abstract: Electronic media accessibility has come a long way since the Telecommunications Act of 1996. In 2010, the Communication and Video Accessibility Act (CVAA) mandated closed captioning many online videos and called for making video blind accessible through audio descriptions. The Department of Justice (DOJ) ruled Americans With Disabilities Act (ADA) applied to the virtual world. Since January 2015, there have been over 240 online-accessibility lawsuits. As educators, we need to prepare students to understand what accessibility is and how to make electronic media accessible. This article outlines accessibility issues across the curriculum, including closed captioning, audio descriptions, and online documents, and calls for better integration of accessibility into the electronic media curriculum.

## ADHD

Anastopoulos, A.; DuPaul, G.; Weyandt, L.; Morrissey-Kane, E; Sommer, J. (2018)  
Rates and Patterns of Comorbidity among First-Year College Students with ADHD  
*Journal of Clinical Child and Adolescent Psychology* 47 (2), 236-247

Abstract: The purpose of this study was to examine rates and patterns of non-attention-deficit/hyperactivity disorder (non-ADHD) psychiatric diagnoses among a large group of 1st-year college students with and without ADHD. A total of 443 participants, including 214 men and 229 women ranging in age from 18 to 22 years of age ( $M = 18.2$ ), were recruited from 9 colleges involved in a large-scale, multisite longitudinal investigation. Non-Hispanic Caucasian students represented 67.5% of the total sample. A comprehensive multimethod assessment approach was used in conjunction with expert panel review to determine both ADHD and comorbidity status. Significantly higher rates of overall comorbidity were found among college students with well-defined ADHD, with 55.0% exhibiting at least one comorbid diagnosis and 31.8% displaying two or more, relative to the corresponding rates of non-ADHD diagnoses among Comparison students, which were 11.2% and 4.0%, respectively. These differences in overall comorbidity rates were, in large part, attributable to the increased presence of depressive and anxiety disorders, especially major depressive disorder (active or in partial remission)

and generalized anxiety disorder, among the students with ADHD. Within the ADHD group, differential comorbidity rates were observed as a function of ADHD presentation type and gender but not ethnic/racial diversity status. The current findings fill a gap in the literature and shed new light on the rates and patterns of comorbidity among emerging adults with ADHD in their 1st year of college. Implications for providing clinical and support services to college students with ADHD are discussed.

Nelson, J.; Liebel, S. (2018)

Anxiety and depression among college students with attention-deficit/hyperactivity disorder (ADHD): Cross-informant, sex, and subtype differences

*Journal of American College Health* 66(2), 123-132

Abstract: This study examined symptoms of anxiety and depression among college students with attention-deficit/hyperactivity disorder (ADHD).

Data were collected between March 2011 and March 2016 from 150 college students with ADHD and 150 college students without ADHD. Participants with ADHD were compared to a sex- and ethnicity-matched control group. For the ADHD group, parent and self-report of anxiety and depression were also compared. College students with ADHD self-reported significantly higher anxiety and depressive symptoms than did students without ADHD. Scores on parent-report measures of anxiety and depressive symptoms were significantly higher than scores on self-report measures. Significant sex differences were found for participants with ADHD, with females showing higher depressive and anxiety symptoms than males. Parent-reported anxiety symptoms were higher for those with inattentive type ADHD compared to combined type ADHD.

Shaikh, A. (2018) Group Therapy for Improving Self-Esteem and Social Functioning of College Students with ADHD

*Journal of College Student Psychotherapy* 32(3) 220-241

Abstract: The present study examined the effectiveness of interpersonal group therapy designed to improve self-esteem and social functioning in college students with Attention-Deficit/Hyperactivity Disorder (ADHD). Participants with documented ADHD diagnoses completed self-report measures of self-esteem and social functioning at the initiation of the study, after 6 weeks, and at 12 weeks. Half the participants completed a 12-week interpersonal group therapy while the other half served as a control group matched by gender and age. Findings suggest that interpersonal group therapy improves self-esteem, psychosocial competence, and emotional maturity, and should be a treatment option for college students with ADHD. Implications for practice are discussed.

Sedgwick, J. A. (2018)

University students with attention deficit hyperactivity disorder (ADHD): a literature review

*Irish journal of psychological medicine* 35 (3) .221-236

## Autism

Hope, J (2018) Understand autism spectrum disorder to keep students with ASD safe  
*Campus Security Report, 2018, Jul 18 [Epub ahead of print]*

<https://doi.org/10.1002/casr.30405>

Abstract: Individuals on the autism spectrum are statistically more likely to have contact with law enforcement than others. In fact, by some estimates, they are seven times as likely to have contact with law enforcement officers, compared with their neurotypical peers. These contacts can occur because individuals with autism spectrum disorder might behave in ways that arouse suspicion, or they might behave inappropriately because they don't understand social expectations. And people with ASD are at high risk of becoming victims. In fact, they are more likely to be victims than criminals, said Dennis Debbaudt, who provides training to police departments on working with individuals on the spectrum.

Ruble, L. McGrew, J.(2018)

Randomized Control Trial of COMPASS for Improving Transition Outcomes of Students with Autism Spectrum Disorder.

*Journal of Autism & Developmental Disorders*, Vol. 48(10), 3586-3595

10.1007/s10803-018-3623-9

Abstract: The postsecondary outcomes of individuals with autism spectrum disorder (ASD) are significantly worse than peers with other disabilities. One problem is the lack of empirically-supported transition planning interventions to guide services and help produce better outcomes. We applied an implementation science approach to adapt and modify an evidence-based consultation intervention originally tested with young children called the Collaborative Model for Promoting Competence and Success (COMPASS; Ruble et al., The collaborative model for promoting competence and success for students with ASD. Springer, New York, <xref>2012a</xref>) and evaluate it for efficacy in a randomized controlled trial for transition-age youth. Results replicated findings with younger students with ASD that IEP outcomes were higher for COMPASS compared to the placebo control group ( $d = 2.1$ ). Consultant fidelity was high and teacher adherence improved over time, replicating the importance of ongoing teacher coaching

## Wellbeing

Atayi, M et.al. (2018) Effect of cognitive-behavioral play therapy in the self-esteem and social anxiety of students.

*Journal of Research & Health*. May/Jun 2018, 8 (3)

278-285. 8p. DOI: 10.29252/jrh.8.3.278.

**Abstract:** Self-esteem and lack of social phobia are considered amongst the components of mental health. These features are more likely to be created during the early years of life like any other mental aspect. Hence, the present research aimed to investigate the effectiveness of cognitive-behavioral play therapy in self-esteem and social anxiety of student. The statistical population included all the students in Tehran, from whom a sample of 24 was drawn through multi-stage cluster sampling. They were randomly assigned into the experimental and control groups. The data gathering tools included Rosenberg's Self-Esteem Scale and Connor Social Phobia Inventory. The experimental group underwent the group play therapy while the control group received no treatment. The findings indicated that group play therapy was effective in the increase of self-esteem and decrease of social phobia among the students. Therefore, it is recommended that children's counseling and therapy centers as well as school officials employ the necessary interventions to enhance health, improve self-esteem, and decrease social phobia with regard to the necessary constructs for the improvement of children's and adolescents' mental health.

*Half of UK academics 'suffer stress-linked mental health problems'.*

Times Higher Education. 7/12/2018, Issue 2365, p9

House, L., Neal, C., Backels, K (2018)

A Doggone Way to Reduce Stress: An Animal Assisted Intervention with College Students  
*College Student Journal*. 52 (2), 199-204.

**Abstract:** This article will describe an animal assisted intervention conducted by a University Counselling Center as an outreach program to reduce stress among college students. The study will evaluate students' perceived personal benefits from exposure to therapy dogs on campus. Specifically, we examined if our therapy dog outreach program resulted in decreased stress and homesickness and increased student awareness of counselling services on campus. In addition, student perceptions of Departmental faculty and staff, with whom they had an informal opportunity to interact with during the outreach program, were assessed. Student feedback demonstrated this outreach program to be highly successful in reducing stress and homesickness and increasing student awareness of mental health care on campus. These promising results highlight the potential positive health benefits of incorporating therapy dogs on college campuses.

*Stressed postgraduates suffer sleep and eating problems.*

Times Higher Education, (2018) Issue 2364, 10

Waight, E.; Giordano, A. (2018). Doctoral students' access to non-academic support for mental health.

*Journal of Higher Education Policy & Management* 40 (4) 390-412. DOI: 10.1080/1360080X.2018.1478613.

Abstract: Increased doctoral student numbers has led to a growth in studies dedicated to doctoral experience. These studies have raised a range of mental health concerns around workload, supervision processes and student well-being. Despite these challenges being well documented, few studies have looked at doctoral student's experiences of accessing non-academic support services. This article presents the findings of a mixed-method study to investigate doctoral experiences of non-academic support, conducted at one British university with a large postgraduate research population. Drawing on focus groups and a student survey, the article concludes that many doctoral students are not accessing institutional support when they could benefit from it, with many turning to external support mechanisms including family, personal doctor and online resources. Five institutional recommendations are proposed to develop improved dedicated doctoral student mental health support: clear signposting, online self-help, workshops, parity of support and supervisor training.

PROOF

---

**ADVERTISING:** Mail your publicity with the next issue. For £80 you can reach 350 library and information workers in government departments, universities, social services departments, voluntary associations, research organisations, professional bodies etc.

BACK ISSUES still available (£14 each):

Cheques payable to ALISS (payment with order)

**Editor:** Heather Dawson, British Library of Political and Economic Science,  
10 Portugal Street, London WC2A 2HD. Email: [h.dawson@lse.ac.uk](mailto:h.dawson@lse.ac.uk)