

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Web Archiving

The Digital Document Harvesting and Processing Tool
British Library

Engaging with new audiences

RCN Library and Archives; Queen's University Belfast

Professional Development

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Editor: Heather Dawson

h.dawson@lse.ac.uk

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Heather Dawson

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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 first section contains a paper from the ALISS xmas event which focussed upon Web Archives as a tool for preservation and discovery.

Jason Webber, Archiving Engagement Manager, British Library examined the current state of the Web Archive and considered how researchers are using it. He traced its history from selective collecting in 2005 to the widescale harvesting which has taken place since 2013. It was very interesting to hear about the challenges of harvesting new formats and the case studies of researchers who have used the archive. These have included doctoral student Liam Markey <https://blogs.bl.uk/webarchive/2019/11/militarism-liam-markey-01.html> who analysed the changing public portrayal of the British war dead from the print to the digital age, evaluating the role this portrayal plays in the mediation of militarism. The Web Archive was used to examine how sites created by members of the public interacted with wider government and other commemorative practices for remembering the war dead in terms of the discourse, language and image use. Another fascinating aspect of the presentation was to learn of the existence of the secondary datasets which the project has made available to quantitative researchers. The JISC UK web Domain dataset <http://data.webarchive.org.uk/opendata/ukwa.ds.2/> contains all of the resources from the Internet Archive that were hosted on domains ending in '.uk', or that are required in order to render those UK pages. The 1996-2010 tranche is composed of 470,466 files (mostly arc.gz) and the total size is 32TB. The 2011-2013 tranche runs up to April of 2013 (i.e. until the enactment of the UK's Non-Print Legal Deposit legislation) and is composed of 203,502 files with a total size of 30TB. It has been used by geographers Emmanouil Tranos and Christoph Stich, University of Birmingham. In simplistic terms this enabled the examination of questions about the availability of internet content to consider if information on local products and services can attract more local people online. <https://blogs.bl.uk/webarchive/2018/09/web-archives-a-tool-for-geographical-research.html>

In her article Jennie Grimshaw expands upon her original paper providing an introduction to The Document Harvester which offers a mechanism for identifying individual documents embedded in the UK Web Archive and making them discoverable through the catalogues of the six legal deposit libraries. It explains how the Harvester works, what was learnt from implementing it, and how it could develop to cope with changes in government publishing. The slides from the original presentation can be viewed online on our website: <https://www.slideshare.net/heatherdawson/document-harvester-story-evolution-of-a-system>

The third paper of the day was from Tom Storrar, Head of Web Archiving, The National Archives. Under the European Union (Withdrawal) Act 2018, The National Archives (TNA) has a legal obligation as Queen's Printer to publish each 'relevant instrument' that has been issued before exit day by an EU entity. Tom spoke about the arrangement, collection and content of this archive. It is also described in this article from the Gazette <https://www.thegazette.co.uk/all-notices/content/103341>. The archive can now be

viewed online here <https://webarchive.nationalarchives.gov.uk/eu-exit/>

Our second section considers increasing engagement amongst wider audiences. Norma Menabney (Subject Librarian) and Dr Kath Stevenson (Special Collections) from Queen's University Belfast describe their involvement in developing a transition skills module to assist students making the transition from school to higher education.

Janan Nuri, Customer Services Information Assistant at RCN Library and Archives has a fascinating account of the development of a walking tour to encourage new use in nursing history collections.

Other articles cover career development and disability support. It is part of ALISS's commitment to encourage new talent. Our bursary winner Matthew Budd recounts his experiences at the CILIP conference funded by ALISS members. Further details of how you or your staff could apply for a similar opportunity in 2020 are available here: <https://alissnet.com/bursary/>

We also have our regular disability bibliography plus updates from the RNIB bookshare service on the service it is providing during the crisis and its recent expansion trends. Lynn Crothall: Academic Liaison Librarian, London Metropolitan University provides insight into the opportunities and challenges that an academic library faced in starting to use the Bookshare system in a real life HE setting.

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We hope you enjoy the issue.

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

The Digital Document Harvesting and Processing Tool: Evolution of a System

Jennie Grimshaw- British Library

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The Digital Documents Harvesting and Processing Tool (DDHAPT) was developed to facilitate access from within the catalogues of the six legal deposit libraries¹ to individual documents in the UK Web Archive (UKWA) at <https://www.webarchive.org.uk/en/ukwa>. The UKWA is a vast unstructured database containing millions of archived websites from the UK web domain. It includes the results of the annual domain crawl of the UK web estate as well as themed or topical collections. These are groups of websites brought together on a particular theme by librarians, curators and other specialists, often working in collaboration with key organisations in the field. Finding an individual document in the UKWA via its search interface using keywords or even an exact URL can be challenging.

The DDHAPT seeks to overcome this problem by crawling selected document heavy websites, called watched targets, on a weekly basis, extracting any documents it finds in PDF format and presenting them to a selector. The selector then filters out documents of insufficient value and creates a basic catalogue record for the remainder. This record is then uploaded to the legal deposit libraries' shared digital infrastructure and exported to each of their catalogues with a live link to the document.

The initial design of the DDHAPT allowed the creation of only very basic metadata. The current metadata screen does not provide:

- Facilities to enter personal name access point qualifiers such as date of birth
- Facilities to add relator terms to name access points
- A notes field
- Access to the full set of FAST subject headings – we only have a pick list made up of about 140 broad headings

This means that we have to re-visit the records once they have been loaded into the British Library's integrated library system (ILS) to amend the access points so that they conform with established forms on the NACO (Name Authority Cooperative) database and to add more specific (and hopefully more useful) subject headings. This double handling is inefficient and needs to be remedied by a re-design of the metadata creation scheme. Changes to the metadata creation scheme sound simple but they necessitate changes further down the ingest path, such as amendments to the ILS load script. These changes then need end-to-end testing which cannot be resourced due to other urgent IT priorities.

At the time of writing the DDHAPT has been used exclusively for websites of government departments on GOV.UK and some Welsh government agencies, but conceptually it could be used to gather the output of think tanks, campaigning charities, etc., and materials in other formats such as sheet music.

¹ British Library, National Libraries of Scotland and Wales, Bodleian Library, Cambridge University Library, and Trinity College Dublin Library

The DDHAPT was developed by the British Library Web Archiving Team in collaboration with the Austrian Institute of Technology. It is a web-based application which can be accessed by any library with a login. This spreads the load of born-electronic gathering non-commercial publications for long-term preservation under non-print legal deposit beyond the British Library and extends coverage as many hands should make light work. Currently colleagues at the Bodleian Library, Trinity College Dublin, Cambridge University Library and the National Library of Wales are either actively using or intending to use the DDHAPT to help build the national collection. However setting up watched targets and adjusting them so that they retrieve most documents is more difficult than it sounds and we are only just now considering moving cautiously beyond GOV.UK. Indeed the National Library of Scotland paused their trial of the DDHAPT as the crawls did not work satisfactorily with the websites of the test agencies.

When assessing a potential target, you need to analyse it to make sure that:

- The website is in scope for non-print legal deposit
- Documents are not dynamic or held in the cloud and so inaccessible to the crawler
- Documents are in PDF format. The DDHAPT cannot cope with documents in more advanced formats such as ePub, ODF or ISSU or sets of html pages.

The system is also vulnerable to redesign of websites by their owners, which is completely outside the Library's control and can cause the crawls to fail unexpectedly and without warning. This happened with GOV.UK in 2019 when the Government Digital Service (GDS) changed the way in which documents are stored by putting the most popular at the top instead of the most recent. These problems could be ameliorated by closer co-operation between the Library and the GDS, which we are now fostering. Crawl parameters can generally be tweaked to cope with the change with input from the Web Archiving Team provided that the website owner hasn't decided to make a fundamental change that cannot be dealt with, such as storing documents in the cloud, as the Law Commission did.

The DDHAPT was designed in 2014 when the PDF was king. It has been overtaken by radical changes in web publishing, especially by government, which necessitates a more radical redesign than enhancing the metadata to avoid obsolescence. Government publishing has moved away from use of PDF, or even ODF, towards presentation of information on sets of html pages, with links to PDFs and information in other formats such as csv or xls. For example, Learning Disability Monthly Statistics January 2020 at <https://digital.nhs.uk/data-and-information/publications/statistical/learning-disability-services-statistics/at-january-2020-mhsds-november-2019-final> offers a summary in html, the main report in PDF, an easy read version in PDF, data tables in xls and csv, a data quality report in html, and links to related resources, including earlier and later reports. It is not helpful to simply extract and catalogue the PDF reports; these need to be presented to users in context with supporting information in different formats as part of a time series. This is not possible using a traditional cataloguing approach of creating records for individual documents. Instead we need to consider how to create records within the catalogue that link to successive instances of a landing page within the UK Web Archive.

In this example the link could be to the landing page for the Series/collection Learning Disability Services Statistics with a description of the content such as “Monthly statistics on Learning Disabilities and Autism (LDA) in England from the Assuring Transformation collection and MHSDS collection”.

Each Bill introduced into the UK Parliament has a home page which gathers together links to versions of the bill as it is reprinted with amendments during its passage, explanatory notes, amendment papers, Hansard debates, press notices, Public Bill and report stage committee proceedings, written submissions by outside bodies, and Commons and Lords Library briefing papers. Guiding users to all of the documents related to a bill in one place on successive gathers of the landing page in the web archive is surely more efficient for both user and information professional than individual cataloguing of all the documents.

Implementing this approach requires a radical redesign of the DDHAPT and a departure from traditional cataloguing concepts. In order to justify such a change of direction the British Library is embarking on a programme of research into the needs and behaviour of users of government information. We are looking to recruit participants for a series group and individual interviews over the Summer of 2020 to explore in depth what information users are seeking, why they need it, where and how they are looking and what difficulties they are encountering. Target groups include British Library reading room users, practitioners such as social workers and advice service workers, academics, members of professional societies and researchers based outside of academia in think tanks, campaigning charities and third sector organisations. We are prioritising exploring the needs and information seeking behaviours of practitioners and researchers inside and outside of academia who are unlikely to visit the British Library or the premises of the other five legal deposit libraries in person and will be using services remotely.

Initial discussions have identified the following use cases:

- People looking for a specific document, e.g. a consultation paper
- Practitioners looking for current guidance on a specific topic, e.g. Calculating holiday entitlement for workers or use of smart meters
- People (sometimes in dispute with the government) who need to know how guidance has changed, and what it was at a certain time.
- People, such as those working in campaigning charities and think tanks, seeking to critique and influence policy development and change in a particular field
- Academic researchers who need to place their research in the context of current policy

Based on the results of this consultation we are open to radically changing the way in which government information is presented to users so as to better meet their needs. Proposals will be presented in October 2020 for consideration by senior management. If the proposals are accepted, development work would be scheduled for 2021/22.

‘Nursing HERstories’: Setting the Story Free and Finding New Ways to Engage with Users

Janan Nuri, Customer Services Information Assistant, RCN Library and Archives

The Royal College of Nursing Library and Heritage Centre in London has two exhibition spaces, but with over 440,000 members spread across the country, it has always been our intention to find ways to make our history, exhibitions and collections more accessible to everyone. The International Year of the Nurse and Midwife in 2020 – the 200th anniversary of Florence Nightingale’s birth – seemed like the ideal time to explore new ways to do this.

We had already started making online versions of our exhibitions, but we wanted something more, something that people can take away with them to continue exploring nursing history outside of our museum and library space. The opportunity to create a free walking tour that everyone can access on a smart phone seemed like the perfect fit for what we wanted to do.

We worked with Useeum to create a tour that not only told the story of nursing history, but an important part of women’s history too. Nursing HERstories is a tour that explores the close links between the suffrage movement and the fight for nursing registration. Of course, nursing history and women’s history are closely linked. By expanding the story we are telling from one simply about nursing history, we aim to reach more members of the public. The avenue we pursued not only reaches those who have already visited our museum, but also new users who might then come to the museum to explore more.

What is Useeum?

We discovered Useeum at the Museums and Heritage Show in London. Useeum is an app which allows museums to create dynamic tours of their exhibitions and beyond to help promote history. Currently most of the museums on the app are based in Denmark, where Useeum has its headquarters, and the RCN is the first UK location, with more set to follow.

The beauty of Useeum is that all the content can be viewed for free wherever the user is in the world, so even though the places are marked on the map, people can read the content from the comfort of their sofa. Creating a tour with Useeum meant that we were able to set ‘Nursing HERstories’ free and make it available for the wider public.

Deciding the Topic

The RCN and Nursing Aspect

One of the stories we wanted to tell in the tour was, of course, our own. Founded in 1916, the Royal College of Nursing (RCN) is steeped in history, as a professional body for nursing, and as a trade union after 1977. The RCN now has over 440,000 members and is one of the largest nursing specific unions in Europe. Having been an exclusively female establishment to start with (men were only allowed to join as members in 1960) there

is a lot of women's history behind our organisation too. There is also a crucial piece of women's history which took place at the doorstep of our headquarters at 20 Cavendish Square, which we will explore later.

The College was founded by Dame Sarah Swift to standardise the level of nursing training, and to ensure that nursing had a future as a profession. Part of securing that future meant fighting for a register of qualified nurses. As we explain in the tour, the political importance of having a register of nurses shouldn't be underestimated. Having a register secured nursing as a valued profession and meant campaigns for better pay and working conditions could begin.

Why Include the Suffrage Movement?

At one of our public lectures in 2016, historian Elizabeth Crawford came to speak about a flashpoint in the suffrage movement in London, entitled "Militancy Had Now Begun". Crawford's research highlighted some of the links between nurses and the suffrage movement. For example, Beatrice Kent, a nurse activist, wrote in the suffragette publication *The Vote* that "had they [nurses] been armed with that powerful weapon – the vote – they would have been victorious long ago" in getting the nursing registration act through Parliament.

There's also quite an important part of suffrage history that took place at the doorstep of our London headquarters at 20 Cavendish Square.

In June 1906 a deputation of forty suffragettes gathered in Cavendish Square. Their plan was to march across the square and knock on the door of number 20, where the Chancellor of the Exchequer (and future Prime Minister) H. H. Asquith lived. Suffragettes were frustrated with Asquith, not only as an opposer of the suffrage movement, but because women were taxed, yet still unable to vote. Seeking him out to lobby seemed like a sensible choice.

Amongst the suffragettes that gathered in Cavendish Square were Theresa Billington-Greig, and Annie Kenney, both of whom would go on to become well-known names in the suffrage movement. As they assembled, police were already preparing to impede their way, and prevent them from seeing Asquith.

The suffragettes marched across Cavendish Square. The net curtains inside Asquith's home twitched in anticipation as his household staff nervously watched the procession march towards them. On reaching the front door of number 20, Asquith's home, they were blocked by the police. Billington-Greig tried to force her way past them and was struck in the face by a policeman. She slapped him back, before he reportedly grabbed her by the throat. Inside, the maids were said to have pointed and laughed at the scene, which suggests that not every woman supported the suffrage movement.

Billington-Greig was fined for assaulting a police officer, but after refusing to pay, was sentenced to two months imprisonment. Annie Kenney, Jane Sparborough and Adelaide Knight were also arrested that June day. They were the first women to be arrested and imprisoned in London whilst campaigning for women's right to vote.

This incident outside Asquith's home is an important one in suffrage history. Christabel

Pankhurst said of this event: “militancy had now begun in London”, and it began on the doorstep of 20 Cavendish Square. The fact that after Asquith moved out from the house, the College of Nursing moved in and has been there for 100 years serves as a kind of justice for those women who protested at Asquith’s porch.

Crawford also signposted the 1911 census, explaining that some nurses joined in with the suffragette action to spoil the census. The suffragettes rallying call to women was that “if women don’t count, neither shall they be counted”. We were able to use our institutional access to Ancestry.com to search the records and were able to find nurses who filled out the occupation column with “nurse and suffragist”, with one even writing “nurse and protesting suffragette”. We then found one of these women in an early register of nurses, showing how closely nursing history and women’s history were entwined at this time.

Challenges

Some feedback we have received is that the caption text (which also has copyright information) is quite small, but Useum are working on making their app more accessible. There is the option for adding audio descriptions for those who are visually impaired, and it’s something we are exploring for the future.

Another challenge we faced was organising the copyright around the photos we wanted to use for the tour, but by crediting the photos we were able to flag valuable collections that others who are interested in nursing history and women’s history could find useful. We began with our own archive, then explored the LSE Women’s Library’s online collections, the Wellcome Collection, Imperial War Museum, King’s College London Archive and others.

Engagement

We launched the tour in February 2020, for the 102nd anniversary of the Representation of the People Act which granted some women (and all men over the age of 18) the right to vote. Straight away we were met with positive feedback.

We publicised ‘Nursing HERstories’ again for International Women’s Day. On Instagram the main RCN organisation account shared the tour and to date it is their second most popular post.

We have seen an increase in tourists from overseas visiting our exhibitions, and we’ve had positive feedback over social media for our tour. Members of our History of Nursing Forum also rated the tour highly, and in hindsight with the changing situation surrounding COVID-19 and the public being asked to stay indoors, it’s a great resource to be able to promote as a virtual tour which can be accessed all around the world.

Although the app has only been available for two months, it already seems to be meeting our original aims. Having discovered these women, knowing we can share their story with the world is a real treat, and setting those stories free is a great way to celebrate the International Year of the Nurse and the Midwife.

Mind the Gap: Unpacking Tacit Knowledge in Higher Education

Norma Menabney (Subject Librarian) and Dr Kath Stevenson (Special Collections)
Queen's University Belfast

How often have we or our colleagues bemoaned the lack of university readiness of new students? But how often do we expect them to absorb by osmosis the soft skills for learning in HE that we were probably taught ourselves?

In an age of league-table pressure and a packed A-Level curricula post-primary teachers no longer have the capacity to provide the sort of preparation for independent learning that they once might have, yet our expectations of incoming undergraduates remain unchanged.

Whilst a self-selecting cohort of self-aware and highly motivated students avail of the support offered by a range of services across the University, the Library at Queen's, with a footfall of over 1.5 million per annum is ideally placed to help those students who, to paraphrase Donald Rumsfeld, don't yet recognise their "unknown unknowns".

In order to address this skills gap, the Library has developed a *Transition Skills* online training programme to assist students making the transition from school to higher education. This initiative originates from a series of discussions about the challenges met by new students in adjusting to a different way of learning within a higher education environment. The Library, in consultation with academic staff, held a forum with Principals, Vice Principals, school librarians and careers teachers which resulted in a series of workshops for pupils and teachers.

Further refinement of the key themes identified in these workshops led to the development of a new online training programme, in collaboration with colleagues in the Information Services Teaching and Learning Team, which was soft-launched in October 2019 and is hosted on the QUB website: <https://www.qub.ac.uk/elearning/transition-skills/>

QUEEN'S UNIVERSITY BELFAST

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STUDY RESEARCH INTERNATIONAL BUSINESS ABOUT

Transition Skills

Academic Expectations Module A Understanding Research Literature Module B Searching the Web Module C Plagiarism and Referencing More options

YOUR STEP-BY-STEP GUIDE
TRANSITION SKILLS
ONLINE TRAINING
Understanding the Information Literacy transition between School and University

The information found and used along with the skills developed before reaching university are different from those needed during a degree course. This online course is designed to help you understand the transition in the context of Information Literacy while already developing these skills which you can begin using at school.

There are 4 modules each taking between 30 minutes to an hour to complete. On successfully answering the questions in the modules, you will receive a certificate of completion.

Your School Librarian or teacher will be able to assist if you encounter difficulty with any of the modules.

Aimed at Year 13 and 14 pupils, the content of the training programme is of immediate relevance to those embarking on higher education but the skills acquired are transferable and will be of value to those choosing to enter the working environment too. There are 5 components to the training course. The introductory module *Academic Expectations* makes explicit the expectations for independent learning in tertiary education. This is followed by 4 further modules: *Understanding Research Literature*, *Searching the Web*, *Plagiarism and Referencing*, and *Social Media and Email Etiquette*. Each of the self-standing and self-paced modules takes about 30 minutes to an hour to complete and incorporates a short quiz in which students can test their understanding.

The course is free, is fully accessible on all devices and does not require a login. On successful completion, participants can access a certificate documenting their participation.

Developed by the Library's subject librarians, the course draws upon themes covered in the Library induction programmes offered to all students at the start of their degree courses and on the librarians' experience of the academically-related challenges most commonly encountered by new students.

Following further engagement with key stakeholders across the University, Learning Development Tutors and Education Developers within the faculties of Engineering and Physical Sciences (EPS) and Art, Humanities and Social Sciences, a customisable version of the *Transition Skills* programme has also been made available in Canvas, the University's VLE. From the Commons section of Canvas, academic staff can select components, adapt and embed examples for their module(s) making them subject specific. In effect they can contextualise the resource with course content. In support of this, subject librarians are positioned to work with academic staff to assist in carving out bespoke examples for modules and quiz questions are adjusted to reflect the topics included in the module. With this module convenors in some Schools have made completion of the elements, by students, compulsory.

Additional enhancements have been made in a pilot study established with Dr Dan Corbett from EPS with the assistance of EPS Subject Librarian. In this study the various components have been embedded in a number of modules with additional skills specifically required by engineering students. A planned follow-up research study will make available relevant datasets evaluating the efficacy of the course in improving students' performance on their degree programme.

Both the web and CANVAS versions of the programme are being monitored for usage and feedback. To date the response has been positive and endorsed by a wide range of stakeholders both internal to QUB and external, including the Northern Ireland Education Authority. The public site reach within the first three months includes Europe, China, Australia, New Zealand and north and south America.

The Transition Skills training programme has also been promoted to students registered with the Widening Participation programme at Queens University, recognising the cohort as a key target demographic for this innovative new resource.

From a technical perspective, the public or open web version of the resource is built using the University's content management system (CMS), Terminal 4. The key attraction of this software is the ability to empower the content owner to have full control over creating, updating and archiving digital content. Technical skills are not required so the content owner has the authority to make adjustments at any time. The templates are Word like interfaces making the content easy to manage.

This element of the project drew on expertise of the educational technologists to develop a robust information architecture with an easy to follow file structure. This provides for an easy navigable, interactive and user friendly product.

The CMS also ensures that the product is compliant with all major web standards including security and in particular accessibility guidelines. This means the resource works across any device due to the responsive design.

The resource is covered by a Creative Commons license. Further information is available from Norma Menabney (n.menabney@qub.ac.uk) The Library also welcomes comments and feedback on the resource. <https://www.qub.ac.uk/elearning/transition-skills/>

PROOF

CILIP Conference

Matt Budd, Library and Information Service Officer, Cafcass

Between the 3rd and 4th July, CILIP held their annual conference in Manchester and thanks to ALISS's generosity I was fortunate enough to attend. This was my third CILIP conference, and although I am a bit of a shrinking violet when it comes to professional development that involves a social aspect, I have always really enjoyed the CILIP Conference because everyone is so friendly, and it is such a great melting pot of library ideas with colleagues from all over the country.

I travelled up the night before and was able to explore a tiny bit of Manchester before the conference was upon us. I had a vague idea of what sessions I planned on attending, but these plans always go out of the window one way or another, so I was open to go with the flow of the conference and attend anything that peaked my interest as the days went on. I won't cover everything that I attended over the course of the two days, as there really was a lot to see and do, so I will just cover my personal highlights.

The first session that I attended was the initial keynote from Kriti Sharma, asking 'Can artificial intelligence create a fairer world?' Artificial intelligence is something that is starting to have a factor in many people's work, and in the future is likely to dictate much of the way we work, so it was really interesting to hear how inherent bias and lack of diversity is having an effect on the AI we use and are developing. Diversity, or lack of, was a key theme over the course of the conference, and the issue is pervasive in ways that you may not initially think.

The next session I went to was on the use of social media, not as a service, but as a library professional. This session was hosted by Jo Wood, and Mike Jones, and with the latter being a well-known face around ALISS, it was a must see! I am pretty awful when it comes to social media in any of its forms, but especially when it comes to the professional arena, but being able to hear from those who definitely have a knack for it will certainly give me more confidence for the future – maybe one day I won't just tweet at conferences!

My next highlight of the conference was the session on Media and Information Literacy, which encompassed three brilliant talks on tackling disinformation and increased media literacy. The first talk, by Lisa Jeskins from the DCMS, was on how the government is aiming to tackle disinformation by looking at three areas: the actors (those spreading disinformation); the online environment; and the audience. The government is aiming to build audience resilience whilst clamping down on the creation of disinformation and making sure that platforms are doing their job too. Media literacy is so important to make sure society is informed and aware of what information out there is reliable, and it was great to hear that the government is taking a strong stance in tackling disinformation, although there is a long way to go. The next talk was from Dr Sanjeet Bhullar from WISE KIDS, who has worked tirelessly to develop the digital literacy and digital well-being of children and young people. It is important to make sure that we remember that we don't develop resilience without encountering risk, and Dr Sanjeet Bhullar has made this a key facet of her work. The final talk was from Philip Russell from the Technical University of

Dublin, who talked about Ireland's 'Be Media Smart' campaign which encouraged people to make informed media choices. The wide-ranging campaign, including messages on TV, radio, and in print, as well as the development of a number of resources and toolkits, really targeted the need for a collaborative approach and the results spoke for themselves.

This session really highlighted the need to not only make sure that the next generation is media literate, and able to discern fact from fiction, but also that this is an issue that affects all generations, especially us millennials who perhaps are overconfident when it comes to our ability in detecting disinformation.

My highlights from day two were two of the keynotes, the first of which was given by Hong-Anh Nguyen from the King's Fund. In an industry that is 97% white, it was enlightening to hear about the issues minorities face not just generally, but especially in our profession. Hong-Anh elaborated upon ways that the King's Fund have tried to tackle the issue, such as through their BAME graduate traineeship, but there are so many more things that organisations can do. There are many ways that we can diversify our profession, and the most important way to start to do this is to listen to the issues. I was disappointed not to be able to attend the diversity panel later in the day, but reaction on social media showed that it was a highlight of the conference, and not for all the right reasons! Sometimes people find it hard to hear the issues that people face every day in their jobs, but we won't change until we hear about what is going on.

My final stand-out session of the conference was the final keynote given by Aat Vos, Creative Guide, and this was one of those sessions where you just have to sit back and admire some of the places people get to work in! Aat's keynote looked at exploring the concept of libraries not simply just as libraries, but also as a third place; a public space that can open themselves up to be many things. The design of libraries is key to enable great things to happen, and to help expand their offering, and the examples Aat was able to show us of some public libraries in Norway made me extremely jealous! Public libraries are facing many difficulties, with closures becoming a regular occurrence, and although they may not be facing the same pressures in Norway, it is certainly worthwhile to see how design can help libraries increase their appeal and become even more invaluable fixtures in our society.

I have only covered a few of the sessions I attended across the two days, but I hope that I have provided a snapshot of the variety of topics that are covered at the CLIP Conference. Aside from the sessions, the exhibition is always worth exploring, and of course the drinks reception is not to be missed – although moderation is key! I would highly recommend attending a library conference if you have never done so (or even if you have) as they are a great chance to get out of the bubble of work (and, especially in my case, London) and see what everyone else is up to across the country and indeed the world. I owe a debt of gratitude to ALISS for giving me the opportunity to attend as it is always so worthwhile, and I hope that I have given any future bursary applicants further reason to apply.

RNIB Bookshare Update, March 2020

Stacey Scott, RNIB

In this article, we respond to the COVID-19 scheme; tell you how to access lots of free resources; provide instructions for uploading content; and celebrate RNIB Bookshare soaring towards half a million books in the collection.

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1. Our response to COVID-19

We hope you are all well during this strange and difficult time. Here at RNIB Bookshare, we thankfully continue to stay healthy and available to support our customers. Though all staff will be working from home; the service will continue to run and you can still reach us in the usual ways, via email bookshare@rnib.org.uk, telephone 03003038313, or through the website www.rnibbookshare.org.

We will be running at reduced capacity, as our volunteers will not be able to support us during this time. In addition, we are dealing with membership requests and home learning access as a priority. This means that you may experience a longer than usual waiting time when submitting book requests, or a call for support, but we will come back to you. We thank you for your patience and understanding. In the meantime, please view our suite of 'How To' videos, which can be found here: <https://www.rnibbookshare.org/cms/help-center/training-films>

2. Giving learners access

During this time where the majority of children are learning from home, it is even more important that teachers and school staff add their learners to their school's RNIB Bookshare membership.

Using RNIB Bookshare at home will allow learners to be independent or supported by a parent in their home learning and able to access the resources they need in a format they can read. Please make sure you add your learners!

Quick steps:

- Log in
- Go to “My homepage”
- Go to “Members” or “Manage your list of learners”
- Select “Add a member”
- Complete the details and “Save”
- Let your learner know their log in det

If you have any difficulties accessing accounts, you can contact us at bookshare@rnib.org.uk or call on tel 03003038313

3. Parental access

We have had a number of requests from parents who are unable to contact their child’s school and set up membership to RNIB Bookshare during this time.

We are offering an alternative method of joining for those unable to gain access through their institution during the COVID-19 pandemic. Should you require access, either as a learner, or on behalf of a learner, we would ask you to please email us, bookshare@rnib.org.uk providing us with the following information:

- Proof of disability
- First name (Parent)
- Last name (parent)
- Email address
- Home address
- Home phone/mobile
- School name and address

Ordinarily learners may only join through their school, college or university – and do not need to provide proof of disability. We ask for proof of disability in these exceptional circumstances, as, if not registering through the institution, we must have some method of identifying who is eligible. To find out who can use RNIB Bookshare, please visit:

<https://www.rnibbookshare.org/cms/bookshare-me/who-qualifies/qualifications>

In compliance with GDPR, all data is held on a secure Salesforce based CRM system. No personal data, including proof of disability, will be held nor stored anywhere other than on this secure server.

We will review memberships provided during the COVID-19 arrangements again once learners are able to return to school-based learning.

4. Uploading content

To submit books to RNIB Bookshare UK Education collection:

- Go to www.rnibbookshare.org
- Go to ‘My Homepage’
- Select ‘Volunteer Home’ from the left menu.
- Select ‘add books to the collection’ to access the ‘Add a Book’ page.

If you are not taken to the 'Submit a Book' information page, please contact us (EdCollection@rnib.org.uk) and we will set up the 'Volunteer Level 1 Permissions' on your account.

Please note: Any boxes that you are not directly referred to in this guide can safely be ignored.

File types accepted

We accept book files in EPUB2, EPUB3, RTF and PDF. We can use your EPUB or RTF file to automatically make the title available in a range of accessible formats. Where you supply a PDF only, the book will only be available to download by our members as a PDF.

Step 1: Upload the File

1. Select file by clicking 'Choose file' and navigating to the file location on your computer.
2. Leave scan quality as 'excellent'.
3. Add an ISBN 13 (no spaces or dashes) which enables the system to pre-populate some of the metadata boxes.
4. Comments box – add any relevant information, such as 'scanned PDF put through OCR' or you can leave this blank.
5. Select 'Next' (the page will change automatically once the file has uploaded).

Step 2: General Book Information

1. Add any related ISBN 13s (no spaces or dashes) where known.
2. Complete the following metadata fields (these should auto-fill, you will just need to edit/add information where necessary):
 - o Title
 - o Author(s)
 - o Subtitle etc. (where appropriate)
 - o Publisher
 - o Synopsis
3. Language should be already set as English (change for foreign language books).
4. Select 'Next'.

Step 3: Distribution Rights

1. Select appropriate 'Copyright License' box.
2. For copyrighted files add 'Holder', 'Year' and 'Country of Origin' (default UK).
3. 'Country Availability' is default United Kingdom.
4. Select 'Next'.

Step 4: Classification

1. 'Categories' - at least one needs to be added if not already populated by the system.
2. You can select 'Back' at any stage to check input.
3. Select 'Submit'. A confirmation page will summarise some of the book information you have submitted.
4. Select 'Add another book' or 'Submit a Book' to restart the process!

The book will then be sent to the RNIB Bookshare team, where the file and metadata will be reviewed. The file will be either approved or rejected.

- Approved: The book will be live on the site and you will receive an email notification.
- Rejected: You will receive an email containing the reason for rejection (missing metadata, poor quality, corrupted file etc.).

Other stuff

What is an ISBN number?

ISBNs are 10 or 13 digit codes identifying specific editions of a book. They're sometimes written with hyphens.

ISBN codes are usually listed on a book's back cover, bar code, or copyright page. Searching by ISBN ensures that you find the exact edition you are looking for. Additionally, in this case it enables us to ask the publisher for the version/edition you need.

5. Latest stats

We are absolutely thrilled to announce that RNIB Bookshare has just under half a million books in its collection! We never could have dreamed that we would be able to provide our subscribers with access to so many books. We want to thank all volunteers for uploading content and a massive thank you to all the wonderful publishers who have sent us content to make this possible.

We are also delighted to note that as of 29th February 2020, we have near 22,000 learners subscribed to RNIB Bookshare and near 11,000 staff, through 9,000 institutions. We have had a total of 290,000 books that have been downloaded to date. As the content has dramatically been increasing, so has the number of customers using RNIB Bookshare. We are delighted by this and look forward to watching the numbers continuing to grow.

6. Publisher update

We have been joined recently by some wonderful publishers and have seen a massive increase in the number of books we have received from existing publisher partners. For example, we have a staggering 96,000 books from Taylor & Francis; over 82,000 from Springer nature; 40,000 from Bloomsbury; 35,000 from Hachette; 31,000 from Harper Collins; and near 35,000 books from Wiley. The majority of publishers are now providing their entire backlist, as well as new materials.

We will be issuing press releases in the coming months, to celebrate the publishers who provide so much help and content to support our learners.

If you have a publisher in mind and you would like us to contact them to request a partnership, please do let us know by emailing, bookshare@rnib.org.uk

7. Charlie's story

Last year, we had a great opportunity to share with learners, educators and publishers just what RNIB Bookshare can do to support the education of our learners with a print

disability.

Charlie Beeston talked to RNIB about what RNIB had done to support him. He was eager to tell us how RNIB Bookshare had helped. He uses his books on his laptop and uses large print text.

“It would have been almost impossible if I didn’t have RNIB Bookshare. I’m doing my GCSEs at the moment and being able to come home and revise independently.”

He went on to get amazing grades, able to meet his potential. Charlie says that he would never have got these grades without the help of RNIB Bookshare and the accessibility of the course texts that really made the world of difference. You can read the full story at: Charlie’s story on our website.

Charlie has helped us to tell more organisations, parents and learners how helpful and empowering it can be to let a learner use RNIB Bookshare independently, and we are proactively encouraging this as a way of using RNIB Bookshare.

We would love a story from a FE/HE learner story to share. They are really valuable to use with publishers and funders as well as promotion. If you know a learner who is loving RNIB Bookshare, could they share it with us? If so please get in contact.

8. The Orbit Reader scheme

RNIB has partnered with VICTA Children, to provide Orbit Braille Readers to young people with sight loss, living in the UK, for 10% of the normal retail value.

Orbit Readers are available to those who meet the above criteria and who are aged between 3 and 29.

To find out more and to apply, please visit <http://www.victa.org.uk/grants/> or call on 01908240831

9. VitalSource expands help to UK/IR

VitalSource has joined with leading publishers to help ensure students can continue to access quality digital course materials due to a recent and rapid campus shift to distance-learning. To find out more, please visit: <https://get.vitalsource.com/vitalsource-helps-ukir>

10. Dolphin EasyReader app

If you have not yet discovered this accessible, and completely free, reading app, it’s a great way for learners to access a title from RNIB Bookshare on an electronic device. Dolphin have developed it to work specifically with RNIB Bookshare and it will now read any file format we carry, including EPUB and PDF.

Teachers can easily assign books from the RNIB Bookshare collection, to the reading lists of print-disabled pupils. Children and students can then use EasyReader to download and read these titles in the way that best suits them:

“No blind or partially-sighted pupil or student should be without this - accessible educational literature combined with top tech.”

Allan Russell of RNIB Connect Radio

“I can’t fault it, which is rare. Easily one of the best free apps for VI folks. Extracting text from anywhere & reading it with ease. This app has made a real difference already.”

Marc Gulwell, Android user

Need help finding and reading accessible textbooks?

Follow these simple steps to find, download and read accessible titles from RNIB Bookshare with Dolphin’s free accessible reading app; EasyReader.

Step 1: Download EasyReader for FREE on your iOS or Android device

1. Discover EasyReader by visiting www.YourDolphin.com/easyreaderapp.
2. Download EasyReader for free on your iOS or Android device from the iOS App Store or Google Play Store.



Step 2: Sign in to EasyReader or create a Dolphin Account

Now you’ve downloaded EasyReader, you’ll need to sign in to get started. To do this:

1. Open EasyReader on your iOS or Android device.
2. When you first open EasyReader, you will be provided with some useful information about the app, including the option to log in to the app or create a new account.
 - o You can sign in using either an existing Google Account or your Dolphin Account.
 - o If you do not have a Dolphin Account or a Google account, choose “Sign up for a new Dolphin Account”. You will be asked to enter your email address and create a password. (If you are under 13, you will also be asked to enter your parental email in order to give you consent). Once you’ve created a new Dolphin Account, you will receive an email from Dolphin with instructions to activate your account.

Need help signing into EasyReader?

Here are some short videos which may help:

- How to activate your Dolphin Account: <https://yourdolphin.com/en-gb/support/videos/playlist?id=42&vid=1187>
- How to sign in to EasyReader with a Google Account: <https://yourdolphin.com/en-gb/support/videos/playlist?id=42&vid=1340>

Step 3: Sign into RNIB Bookshare

Now you’re signed in to EasyReader, you need to sign into RNIB Bookshare in the app. To do this:

1. Open the side menu in EasyReader to view a list of available libraries
2. Choose RNIB Bookshare.
 - o If RNIB Bookshare is not displayed, simply choose “Manage libraries” and then enable RNIB Bookshare from the list by selecting the switch next to the library name.
3. Once you have chosen RNIB Bookshare from the side menu, you will be asked to sign in with your RNIB Bookshare account.

- o If you do not have an RNIB Bookshare account, please visit www.rnibbookshare.org to find out how to get signed up.
4. Now you're signed in to RNIB Bookshare, you will be able to use EasyReader to browse through the thousands of accessible titles available through RNIB Bookshare.

Step 5: Start reading

Rated the world's most accessible eBook reader by EPUBTEST.org, EasyReader makes reading an absolute pleasure for people who are blind, partially sighted or dyslexic. With EasyReader, you can read titles in your preferred text size, your preferred colours, with a choice of natural sounding voices and so much more. EasyReader also offers seamless support for Apple's VoiceOver and Android's TalkBack screen readers.

You can also create your own personal reading list with RNIB Bookshare by logging into www.rnibbookshare.org. Your reading list will then be available in EasyReader ready for you to read.

Here are some more useful resources to help you get the most reading accessible titles with EasyReader:

- Find out more about EasyReader by visiting www.YourDolphin.com/easyreaderapp.
- See EasyReader in action by watching these handy video tutorials
- Get help with specific tasks with EasyReader's in-product help

To find out more, please explore the below sections in this newsletter, or visit: <https://www.rnibbookshare.org/cms/help-center/dolphin-easyreader>

11. Dolphin EasyReader Training Videos

Dolphin have produced a number of videos to help you and your learners get the most out of using the free app. These can be viewed below:

- EasyReader video app (not RNIB Bookshare specific): <https://youtu.be/RAJyS6dcvOg>
- Read RNIB Bookshare PDFs, with the FREE EasyReader App: https://youtu.be/X_lg0bw6_7A
- How to read RNIB Bookshare PDFs with EasyReader (with & without VoiceOver): <https://youtu.be/phguB9zVnKk>

12. Free Access To SuperNova For Three Months

During this time, Dolphin have offered their magnification programme, SuperNova, to any visually impaired person, completely free of charge, to better support those now learning from home. They are also offering a wealth of resources and webinars. To find out more and get a copy, please visit: <https://yourdolphin.com/en-gb/news?id=480>

- Learning at Home Webinars: <https://yourdolphin.com/en-gb/news?id=481>
- Resources and offers in Updated education pages including offers/resources during the COVID crisis: <https://yourdolphin.com/en-gb/products/education>

13. DAISY Webinars

The DAISY Consortium along with leaders in the accessible publishing and reading ecosystem will be presenting on a diverse range of topics each week. You are invited to participate in the live webinars, or afterwards review the recording at your convenience. The system they use (Zoom) is accessible, and both the live sessions and the recordings will have captions available. These webinars will include presentations intended for industry events such as the CSUN Assistive Technology Conference in California, the London Book Fair, the Canadian Tech Forum event, as well as new sessions covering announcements and innovations.

You can sign up for the latest information using the webinar only email list at:
<https://daisy.us7.list-manage.com/track/click?u=35211fe5dce066db327cadb21&id=c0c0c0f413&e=06a13dd617>

The presentation topics will change each week. If a topic is of interest you can sign up using the link located below the title.

The full list of forthcoming and archived webinars will be available at:
<https://daisy.us7.list-manage.com/track/click?u=35211fe5dce066db327cadb21&id=273052c718&e=06a13dd617>

DAISY will be keeping this webinar series running throughout 2020 as a primary mechanism to keep people up to date on developments in accessible publishing and reading. “We encourage anybody with a question, suggestion, or a proposal for a webinar to contact us at: <https://daisy.us7.list-manage.com/track/click?u=35211fe5dce066db327cadb21&id=733a99a07e&e=06a13dd617> or email us at webinars@daisy.org The DAISY staff will review proposals and arrange the schedule.”

14. Keeping in touch

We are keen for our customers to know that we do have a dedicated team, who are always happy to answer your queries. Please do contact us if you need any support:

Email: bookshare@rnib.org.uk

Telephone: 03003038313

Please do follow us on Twitter, @RNIB Bookshare or follow us on Facebook:
<https://www.facebook.com/RNIBBookshareUK/>

We are always keen to hear your feedback and would most welcome any comments or feedback for our storyboard: <https://www.rnibbookshare.org/cms/our-stories-board>

Getting started with RNIB Bookshare: challenges and opportunities

Lynn Crothall: Academic Liaison Librarian, London Metropolitan University

Background – before RNIB Bookshare

In Library Services at London Metropolitan University responsibility for supporting various aspects of accessibility lies with the Academic Liaison Librarians (ALLs), Reader Services Managers, Senior Library Assistants, Duty Librarians and others across the service. However, when we started using RNIB Bookshare in the latter part of 2016, I became the Primary Contact for our institution, assuming the responsibilities concerned with obtaining accessible books for eligible students.

Until then I had experienced the frustration that many of us have, of applying directly to publishers for accessible copies of books and waiting for responses, sometimes with a negative outcome. At that time, I experienced some of the barriers that someone with a visual disability can experience on a daily basis and raised this with our Head of Library Resources and E-Strategy.

Requests for accessible versions of books were occasional and so we did not have much in the way of formal procedures in place. Naturally, when we started to use Bookshare and to publicise the service to our students, this needed to change.

Back then, there was some collaboration between the Library Services and the Disabilities and Dyslexia Service (DDS): The Reader Services Managers, Senior Library Assistants or Duty Librarians, would see the Individual Needs Assessment Reports (INARs) for students, which would indicate if longer book loans and book fetching services were required. Their Library accounts would then have a code or a note to provide these services.

Challenges and opportunities

Initially, it was necessary to teach myself how to use Bookshare and to train the rest of the ALLs and the Disabilities and Dyslexia Advisors, so that the workload would be spread across both teams and multiple entry points would be available to students, should we reach a point where high numbers of students were requiring access. Library Services reached out to the Head of DDS and we began to have meetings to discuss how the two services could work more closely and better serve our students. In December 2017 we arranged more formal training for the ALLs and Disabilities and Dyslexia Advisors with Stacy and her colleague from RNIB, who kindly visited us for a day.

Despite Bookshare being fairly easy to learn to use, this training was absolutely invaluable, as there are always things one fails to discover on one's own. It also highlighted the need for more extensive written procedures and recording mechanisms to be in place. Following this, we jointly worked on a new procedures document, and a spreadsheet was created for recording any requests that we made on behalf of students, either via Bookshare or directly to publishers. Both of these documents were shared with all DDS Advisors and ALLs. However, there was much work still to be done on the administration side of things, especially following the implementation of GDPR.

Outcomes: progress to date

We've now reached the stage where our admin and procedures are robust, though of course we are learning more all the time. Here's a summary of what we now have in place:

A recording spreadsheet; a copyright declaration template for when we request books from publishers and pass them on to the students; folders for storing book files, when not specifically told to destroy them; publisher request and declaration form templates; completed publisher request and declaration forms; and our own completed copyright declaration forms. Anything containing student details is deleted every 3 years, the length of many of the undergraduate degrees and sensible for GDPR. File naming conventions are in place so that everything is consistent and easy to find. Procedures are also in place to ensure student anonymity when being added as members of Bookshare, whilst allowing for identification by us to check enrollment status and remove any students who have graduated or left. Enrollment status of Bookshare members is checked twice per year. An anonymised version of the Bookshare downloads report is produced on a monthly basis and circulated to DDS and Library Services senior staff as well as the ALL team, along with a summary of how many of the student members have been making the downloads.

Following further training sessions for new and existing staff, and the questions that have arisen as a result, the procedures document has been further updated for clarity with an accompanying mind map, which better lends itself to the 'if this, then that' nature of what to do when students first request an accessible version of a book.

Library Services and the Disabilities and Dyslexia Service now have much closer ties. As a matter of course, any new DDS member of staff meets an ALL and the Reader Services Manager at Holloway Road as part of their induction. This is followed by training on Bookshare and the procedures and files involved. This has allowed further collaboration and changes that benefit our students. For instance, DDS Advisors have arranged for individual personalised library tours/inductions on behalf of students who would particularly benefit from this with their ALLs.

More eligible students are being told about Bookshare and added as student members by DDS Advisors. Initially, we went with a soft launch, and only had two or three student members on Bookshare. But now, with publicity via Library Services web pages, ALLs and DDS Advisors (this last being the most crucial), there are 38 student members as at 24th March 2020, and this keeps growing. DDS Advisors are also now more likely to recommend Bookshare on an eligible student's INAR, which will then be brought to the attention of the relevant ALL.

Whilst the work involved is always ongoing, with reminders and refresher training for staff, occasional updates to procedures, and general administration, it is now much more manageable and a great deal smoother than in the earlier stages.

For anyone starting out on this journey from a similar position, evidence so far at London Metropolitan University shows that collaboration between relevant services and departments is crucial to the growth and improvement of both the service and of any procedures and policies to be developed. Alongside that, expert training from RNIB and

drawing upon expertise of colleagues within and without your own institution is also really important. Attendance of the regular meetings of the Library Champions for Disability Access group has been very helpful in expanding knowledge of accessibility issues and tools.

Whilst there has been a lot of work involved, the positive outcomes of a better service for students, clearer procedures, well-informed staff, and increased communication and collaboration between departments have been well worth it.

PROOF

Disability - Higher Education, Libraries, Teaching and Learning. Bibliography – February/March 2020

Stigma

Asghar, S.; Edward Torrens, G.; Harland, R. (2020)

Cultural influences on perception of disability and disabled people: a comparison of opinions from students in the United Kingdom (UK) Pakistan (PAK) about a generic wheelchair using a semantic differential scale

Disability and rehabilitation: Assistive technology 15(3), 292-304.

Abstract: Assistive Technology (AT) product use occurs within a socio-cultural setting. The growth internationally in the AT product market suggests that designers need to be aware of the influences that diverse cultures may have on the societal perception of an AT product through its semantic attributes. The study aimed to evaluate the visual interaction with an AT product by young adults from Pakistan, a collectivist society, and the United Kingdom (UK), an individualist society. A paper-based questionnaire survey was carried out with 281 first-year undergraduate students from the UK and Pakistan to evaluate their perception towards the visual representation of a generic conventional wheelchair image. A semantics differential (SD) scale method was used involving a seven-point bipolar SD scale incorporating sixteen pairs of adjectives defining functional, meaning, and usability attributes of the product. The mean (M) and standard deviation (sd) values were obtained for each pair of adjectives and compared between both groups by employing appropriate parametric tests. The results show that having a diverse cultural background did not appear to have overtly influenced the meanings ascribed to the generic manual wheelchair, which was unexpected. The University 'Internationalist' environment may have influenced the results. Some minor but critical differences were found for some pairs of adjectives (bulky-compact, heavy-light), having p-value less than .05 ($p < .05$) that related to previous experience of wheelchairs and/or their use. Further studies are planned to investigate and validate outcomes with other student and non-student groups.

Eidson, W.; Brandon, A. (2020)

Considerations at the intersection of race, ethnicity, and disability

Disability compliance for higher education, 25(8) 1-4, DOI: 10.1002/dhe.30802

Abstract: Underrepresented racial and ethnic students in the health sciences may face unique barriers to accessing disability services due to compounding, socially stigmatizing factors. Disability resource providers must be aware of these potential barriers and be prepared to address them.

LoGiudice, J.A (2020)

The presumption of heteronormativity among postsecondary disability services offices.

Disability compliance for higher education, 25 (8) DOI: 10.1002/dhe.30804

Abstract: Postsecondary institutions appear to be in an age of paying attention to

the meaning and implications of intersectionality — but I contend these efforts have fallen drastically short in the area of sexual identity. In the 13 years I have worked in postsecondary disability services, proudly identifying as a gay man with a learning disability, my sexual identity has been silenced by staff and faculty. We operate from the cultural framework of heterosexuality and assume that students, staff, and faculty are the same sexual identity.

Son, E.; Cho, H. (2020)

Intimate partner violence victimization among college students with disabilities: Prevalence, help-seeking, and the relationship between adverse childhood experiences and intimate partner violence victimization.

Children & youth services review, 110, DOI: 10.1016/j.childyouth.2019.104741

Abstract: College students with disabilities experienced higher rate of IPV victimization.

- They had higher rate of ACEs, including peer and community violence victimization.
- 42% of the survivors with disabilities sought some sort of support.
- They sought more formal support than their counterparts without disabilities.
- The associations between ACEs and IPV victimization are evident among them.

Intimate partner violence (IPV) is a major public health issue. Almost one third of college students in the U.S. experience IPV victimization. However, existing studies have focused primarily on college students without disabilities with little to no attention to college students with disabilities. In addition, few studies have explored the patterns of help-seeking and the relationship between adverse childhood experiences (ACEs) and IPV victimization among college students with disabilities. This study aimed to explore the prevalence of IPV victimization, ACEs, and help-seeking, the patterns of survivors' help-seeking behaviors, and the relationship between ACEs and IPV victimization. Data from a cross-sectional online survey, which was conducted with samples from six universities in the U.S. and Canada (N = 3,308) between March 2016 and June 2017, were used. Descriptive bivariate and multivariate regression analyses were performed. The results show clear evidence that compared to college students without disabilities, college students with disabilities experienced higher rates of IPV victimization and ACEs. In addition, 42% of the survivors with disabilities sought some sort of support and they sought more formal support than their counterparts without disabilities. Furthermore, the associations between ACEs and IPV victimization among college students with disabilities were substantial after controlling for other risk factors. Specific, targeted university policies and programs as well as increased investment in programs that prevent ACEs are urgently needed to reduce violence against college students with disabilities. [ABSTRACT FROM AUTHOR]

Autism

Anderson, A. H.; Carter, M;

An on-Line survey of university students with Autism spectrum disorder in Australia and New Zealand: Characteristics, support satisfaction, and advocacy.

Journal of autism & developmental disorders, 50 (2) 440-454; DOI: 10.1007/s10803-019-04259-8

Abstract: An on-line survey of 102 (51 females; undergraduate and graduate) university students with ASD across Australia and New Zealand examined student characteristics and satisfaction with academic and non-academic supports. A broad range of disciplines were studied, and the participants' reported strengths included a passion for learning, strong technology skills, and creative thoughts. The participants' greatest concerns were academic requirements and mental health, including high rates of self-harm and suicidal ideation. Despite support satisfaction ratings being high, support usage was low, possibly indicating a mismatch of supports and needs, lack of awareness of available supports, and/or poor advocacy skills.

ADHD

Garcia, M.; Rouchy, E. (2020)

The relation between ADHD symptoms, perceived stress and binge drinking in college students.

Psychiatry Research 284

Abstract: Binge drinking is a major public health problem associated with various negative short-term and long-term clinical and social outcomes. If there is evidence to suggest a relationship between ADHD and alcohol use in college students, no study has investigated the role of ADHD symptomatology in binge drinking. Thus, this research was designed to explore the relative contributions of inattention and hyperactivity/impulsivity symptoms to binge drinking in a sample of French college students while controlling for effects of perceived stress. Participants (N = 7011; mean age = 20.9; 74.9% of females) completed self-report surveys assessing ADHD symptoms, perceived stress, sociodemographic characteristics, and binge drinking frequency. Multinomial logistic regression revealed significant associations between higher levels of ADHD symptoms in general, but not perceived stress, and increasing frequency of binge drinking. Moreover, higher levels of inattention and hyperactivity/impulsivity symptoms were independently associated with greater frequency of binge drinking. The association was stronger between high rates of binge drinking and inattention than for hyperactivity/impulsivity. These findings, which remained statistically significant after adjusting for a range of potential confounders (including perceived stress), suggest that the presence of ADHD symptoms may be an important factor related to binge drinking.

Buchanan, T; LeMoyne, T (2020)

Helicopter Parenting and the Moderating Impact of Gender for University Students with ADHD

International journal of disability, development, and education 67; 1 (2020) 18-27

Abstract: The intersection of helicopter parenting, gender, and Attention Deficit Hyperactivity Disorder (ADHD) is examined. Existing research on helicopter parenting focuses on negative consequences. Using a sample of students at a university in the mid southern United States (N = 287), we find that that helicopter parenting is negatively related to self-efficacy, but not for males with ADHD. For university students self-reporting a diagnosis of ADHD, the impact of helicopter parenting on self-efficacy

depends on gender. This is an intriguing finding given previous research finding predominantly negative consequences. It informs us of both the salience of gender socialisation as well as the importance of understanding of the different ways ADHD occurs in young women compared to men. This information is important for parents as well as university administrators in relation to the growing concern for parental involvement in students' affairs. Existing research suggests women experiencing ADHD are more likely to exhibit inattentiveness while men exhibit hyperactivity more often. Universities and involved parents could learn more about the particular ADHD subtypes among their diagnosed students and children. This knowledge would likely lead to more effective, independence provoking parenting and accommodations as students experiencing ADHD enter universities, particularly for women.

Assistive Technology

Botherill, S (26 March 2020)

Ten hacks to help disabled people working from home

(Blog post)

Retrieved from <https://abilitynet.org.uk/news-blogs/ten-hacks-help-disabled-people-working-home>

Wellbeing/ Mental Health

Briet, E; Runnerstrom, M. (2019)

Analyzing the impacts of required internships on college student mental health.

College Student Journal, 53 (4), 474-478

Abstract: We surveyed 60 undergraduates who were enrolled in a capstone course at a large research university on the west coast to explore the impacts of required internships on college student mental health. Levels of flourishing, positive emotions, negative emotions, and overall affect balance were measured in relation to each student's internship experience. The results indicate that the number of units participants were enrolled in is positively associated with the frequency of flourishing and positive emotions. The number of days interning per week is also positively associated with the frequency of negative emotions. Implications and suggestions for future research are discussed.

Feng, B; Zhang (2020)

Change in the level of depression among Chinese college students from 2000 to 2017: A cross-temporal meta-analysis.

Social behavior & personality: an international journal. 48 (2), 1-16. DOI: 10.2224/sbp.8832.

Abstract: University enrollment in China was expanded in 1999, with positive results. However, several psychological indicators of Chinese college students, such as increased anxiety across generational cohorts, have been revealed. To examine generational

cohort changes in Chinese college students' depression levels from 2000 to 2017, we conducted a cross-temporal meta-analysis involving 93 studies (117 data points, $N = 87,503$). The results showed that, according to responses to the Self-Rating Depression Scale, the depression level of Chinese college students increased by 6.04 points (SD increase = 0.66). In addition, male (vs. female) college students demonstrated increased depression. Theoretical and practical implications are discussed.

Newman, J; Boxall, K; Jury, R; Dickinson, J.

Professional education and mad studies: learning and teaching about service users' understandings of mental and emotional distress.

Disability & society.34 (9/10)1523-1547. DOI: 10.1080/09687599.2019.1594697.

Abstract: This article discusses including mental health service users' experiences and knowledges in professional education classrooms. The article discusses service users' own understandings of mental and emotional distress and the international development of Mad Studies – the cooperative study of mental health service users' experiential knowledges. The article also describes how we produced a learning resource (video film) which portrays the first author's understanding of having or hearing voices. The learning resource was used in research with seven first-year social work students and we found that the students' understandings of mental illness changed after viewing the resource. Mad Studies offers mental health service users hope and the possibility of change. It is therefore important that Mad Studies knowledges are included in professional education.

Priyanka, A; Honeycutt, T. (2020)

Long-term outcomes for transition-age Youth with mental health conditions who receive postsecondary education support.

Journal of disability policy studies, 30 (4,) 223-232, DOI: 10.1177/1044207319848069

Abstract: This article examines the relationship between receiving support for postsecondary education (college or vocational training) from state vocational rehabilitation (VR) agencies and long-term outcomes for youth with mental health conditions (MHCs). We use longitudinal data to follow three cohorts of youth VR applicants for 9 years after they applied for VR services. The results show a strong relationship between receipt of postsecondary education support and long-term employment, earnings, and federal disability benefit receipt. For some outcomes, such as being employed in the 9 years after VR application, the number of years employed, and benefit receipt in the 9 years after VR application for those who did not receive benefits at the time of application, the association is larger for youth with MHCs than for those with other disabilities. These findings provide valuable descriptive estimates of the benefits of providing postsecondary education support for VR youth with MHCs and how these benefits compare with youth with other types of disabilities.

The 'tsunami' of mental health need.

TES: Times Educational Supplement. 1/24/2020, Issue 5386, 16-17.

Retrieved from: <https://www.tes.com/news/mental-health-crisis-colleges-are-responding>

Tweed, A. (5 March 2020)

University Mental Health Day - community and the irony of not belonging

[Blog post]

Retrieved from: <https://abilitynet.org.uk/news-blogs/university-mental-health-day-community-and-irony-not-belonging>

The goal is not to have a single day for mental health, but rather two women and a man sat around a table using laptops and talking to have a focus; a day to encourage the conversation and to make mental health a university-wide priority; something everyone embraces going forwards. With this in mind, it's perhaps fitting that the theme for university Mental Health Day this year is 'community'.

Zhuang, X; Wong, D. (2020)

Effectiveness of mental health first aid for Chinese-speaking International students in Melbourne.

Research on social work practice 30 (3), 275-287. DOI: 10.1177/1049731519890398.

Purpose: Chinese international students have been widely reported to lack recognition of their psychological problems and to delay treatment until their symptoms become rather disabling. The present study pioneered to evaluate the effectiveness of Mental Health First Aid (MHFA) training in improving mental health knowledge among Chinese-speaking international tertiary students.

Method: A quasi-experimental design was adopted, whereby 202 Chinese-speaking international students in Melbourne were assigned to the MHFA condition or a control condition. All participants completed a standardized questionnaire before, at the end, and 3 months after training. Data were analyzed using multilevel modeling.

Results: The findings demonstrated that MHFA training might be effective in improving participants' knowledge of mental disorders (i.e., recognition of symptoms, belief in helpful treatments, and understanding the biogenetic and psychosocial causes) and reducing stigma.

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