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Inclusive information services

Royal Berkshire NHS Foundation Trust

Inclusive cataloguing

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Information literacy

Role of the School Library

Disability

Relaunch of the forum

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

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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).

In this issue we highlight themes from our recent event Innovative ways in which libraries/ information services are promoting inclusivity
held online
29th June 2023

Decolonising Methods . John Barbrook, Faculty Librarian for Science and Technology and Health and Medicine at Lancaster University.
https://alissnet.files.wordpress.com/2023/07/decolonising-methods-2.pdf
John spoke about his work in decolonising systematic reviews and literature searching. His team discovered that 'normal literature searching' using the standard library databases often did not retrieve items form the global south. In addition, even researchers from this area tended to favour materials from larger suppliers rather than those produced by 'local experts'. They, therefore, engaged in a process of seeking a wider range of commercial resources and open-access sites. They also produced libguides and offered further training. The slides provide a useful list of further readings and other resources. **More on John's work can be found on his Twitter account at: at** https://twitter.com/stackingbooks

Improving our Training Thinking about Audio description – Manda Laine, Open University.
https://alissnet.com/innovative-ways-in-which-libraries-information-services-are-promoting-inclusivity/
This presentation really made me reconsider my methods in presenting. Based on a survey of OU librarians it investigated how accessible we really are. How many times do you say click here without describing where you are on the screen or what you are doing? How many times do you invite students to participate in polls but not read out the questions? Get practical tips to instantly improve your practice by consulting the slides which are available on our website.

Conversations of CARE: Alison Horner Le Riche, Library and Knowledge Services Manager. Royal Berkshire NHS Foundation Trust.
https://alissnet.files.wordpress.com/2023/07/aliss-presentation.pptx
Provided insight into the design and delivery of a very innovative interactive learning programme designed especially for international staff at the Royal Berkshire NHS Trust. The subject is developed further in the fuller article in this issue.

The final presentation of the day was by Tiina Hill, Head of delivery LibraryOn. **She explained the aims and achievements of LibraryOn A digital platform that aims to raise the profile of the UK's public libraries.** https://www.bl.uk/projects/library-on . LibraryOn is part of Arts Council England's vision for public libraries and the British Library's Everyone Engaged portfolio, which aims to make our intellectual heritage available to everyone, regardless of their background or location. Case studies of its successes can be seen on the website.

The second section focuses on creating inclusivity through the improvement of metadata on our archives and library catalogues. Donna Gundry, Head of Library Services, Arts University Plymouth introduces work undertaken by a number of staff members at her institution. Holly Smith, Project Archivist for the Women's Aid Federation of England then provides insight into her role in cataloguing the papers of this body and the challenges which she faced.

We then have a contribution from Darryl Toerien, of the FOSIL Group which explains the importance of information literacy in school education and introduces the richness of resources contained on the website.

As usual, the article contains a final section on disability with information on the relaunch of the Disability Champions group and the usual bibliography of research materials on Higher Education, Disability, Learning and Teaching.

We hope you enjoy the issue. Keep up to date on the website
https://alissnet.com/
and Twitter
@aliss_info

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

Conversations of care

Conversations of CARE: an engaging, interactive conversation programme for international staff at the Royal Berkshire NHS Foundation Trust

Katie Wise (Knowledge Specialist, Berkshire Healthcare NHS Foundation Trust) and Alison Horner Le Riche (Library and Knowledge Services Manager, Royal Berkshire NHS Foundation Trust)

Background

In February 2022, a programme called 'Conversations of CARE' was launched initially designed by a member of the Learning and Organisational Development team (L&OD), with support from Library and Knowledge Services (LKS). The purpose of the course was to provide international staff who have English as a second language a chance to practice their English speaking skills in an informal setting, with a bespoke programme designed around the Trust's CARE values (Royal Berkshire NHS Foundation Trust, 2018). Our values, Compassionate, Aspirational, Resourceful and Excellent, are an intrinsic part of the RBFT culture and demonstration of these values makes up 50% of the annual appraisal. Through this course, staff would learn more about each value and the behaviours expected, discuss examples in their own role, identify opportunities to develop these values further, and learn how to recall examples that could be used in their annual appraisals. The course was designed for band 1-4 staff as it was recognised that there wasn't any programme or course designed solely for these bands and that appraisal completion rates was also quite low for these staff.

After the first cohort had completed the course, ownership was transferred over to the LKS who took on the development of the course. After reflecting on the first cohort, content was redesigned to make it more interactive and engaging, with the second and third cohorts launched in May 2022.

Conversation based content

The course consisted of five sessions of 1.5 hours spread over 5 weeks with the first week as an introduction, and the remaining four sessions looking at each CARE value. This was later reduced to three sessions of 2 hours each to make it more accessible for busy clinical staff. It was important that the redesigned course was engaging and interactive, with the majority of exercises being conversation based but with a mixture of activities to allow for different learning styles. Each week had at least one game, one activity, a video, a reflective exercise, group discussions and peer-learning, all themed around the behaviours relating to that care value.

To make the course engaging, we wanted to include games and gamification, which is defined as using game-based mechanics and game thinking to engage people, motivate action, promote learning, and solve problems (Kapp, 2012, p. 23). The introductory session includes a board game called 'Teams that Care' from Focus Games, which we already had in our collection. It works in a similar way to Snakes and Ladders, and on each roll the team answers a question related to healthcare teamwork, leadership or communication from the question cards. We removed the timed element of the game and pre-selected specific question cards from the pack relating to the four CARE values.

Using a board game was a great ice breaker; it encouraged discussion from all attendees in a fun, informal way without putting learners on the spot. It also sets the tone for the course, letting learners know it is going to be interactive, conversational and fun. Furthermore, by encouraging everyone to participate, it allows the facilitator to determine the learners' levels of English and whether certain activities in following weeks need to be adapted. However, the drawback to using this game was that the question cards had quite high language levels, and some were quite complex to explain. This meant that the facilitator had to reword the cards before reading them out to ensure everyone understood what they were asking. For example, a card that included a question of 'what behavioural traits do you have?' was difficult to explain. In the future, we would like to either create our own bespoke board game or create edited cards that are written in simpler terms.

The rest of the course includes a variety of activities, with at least one bespoke activity each week and explores one of the behaviours in more detail. The different activities included a world map activity, a card game based on the 'Communications Game' from Focus Games, a soft toy throwing game, feedback scenario cards, flipchart paper to create a collaborative poster, a priorities card game and finally a maze game.

Including a selection and variety of activities and games in the course had multiple benefits. They were chosen or created because they demonstrate the behaviours in a more practical way, for example, when we are discussing being supportive, the maze game gives the learners a chance to explore how it feels supporting someone or being supported. This then leads to a discussion around trust and how it can be difficult to not give help to someone when you can see they are struggling. The activities also relate directly to their roles with healthcare specific examples and scenarios and using tactile items including toys, cards and post it notes makes the learners physically engage with the content. However, the drawback to having lots of activities is the time taken to create, which is why the redesigned course could not launch until May 2022.

Videos can also be good for visual learners, and this was confirmed by a piece of feedback we got from a learner who said that videos help her to understand and remember content. We used four videos showing organisational examples, including who our Freedom to Speak Up guardian is and how the departments are making sustainable changes. The drawback to videos is that it can be difficult to find appropriate videos that reaffirm messages without isolating cultures.

The final three types of teaching we used were group discussions, peer learning and self-reflection, with a mixture being used each week. Group discussions were used to explore wider questions, for example 'why is it important to speak up about patient safety?'. Peer-learning questions were discussed in pairs or small groups and each week featured a 'looking back' exercise where they identify and discuss examples of where they have shown the behaviours in their work, which they can bring out in their appraisal. Finally, self-reflection exercises allowed colleagues to relate the learning back to their own practice and for activities or questions that they might want to keep private. There were a few exercises where they rated themselves on a scale and each week they reflected on where they could practice the behaviours more in their role through a 'looking forward' exercise.

Making the content inclusive

The purpose of the programme was to make the Trust's CARE values more accessible and break them down so they can be understood by our international staff. We had identified that there are language barriers and using words like compassionate, aspirational and empathy can be difficult to translate or explain what they actually look like in practice. The course aims to make the values more inclusive by rewording sentences, asking questions and exploring words, and we provided iPads with Google Translate loaded so that learners could translate words if they needed to.

Many of the learners said that they lacked confidence in having conversations in English and so the activities we use encourage them to speak up, even if they get words wrong, and contribute to discussions in a safe environment. When asked what they will do differently as a result of the course, many said they would practice having more conversations, speak up more in their departments and have more confidence in themselves.

By combining different types of activities, it gives learners a chance to engage in whatever content they prefer. If they don't like speaking out in large groups, they don't have to engage with those parts, and there are self-reflection activities and peer learning they can do instead. If they prefer to discuss everything as a group instead of in pairs, the course is flexible enough to allow that.

What next?

Following on from this programme, we have since launched a Conversation Café as a collaboration with Clinical Education and Practice Development to provide ongoing language support for any staff who want to practice their English skills on a more informal basis. We continue to run the Conversations of CARE course and make improvements and changes where we need to, so it is constantly evolving. The biggest issue is staff time, as the programme is our longest course, and therefore finding the right balance of frequency and number of learners is important. We are also working on assessing the impact the course has had for previous attendees and for the organisation.

We were asked to expand the course for band 6 medical support workers (MSWs), who are international doctors who are not yet registered in the UK with the General Medical Council (GMC). We did a trial cohort in October 2022 but it was felt that we needed more information about the MSWs and that the content wasn't entirely suitable. Despite this, the feedback received from the cohort was really positive so it might be something that is looked into again in the future.

Further reading:
Royal Berkshire NHS Foundation Trust (2018) Staff Handbook: A guide to living out our Values and Behaviours. Available at: https://www.royalberkshire.nhs.uk/media/k3fmz4ff/behaviours-framework-staff-handbook.pdf (Accessed 8 June 2023).
Wharton, E. and Wise, K. (2023) Episode 1: Conversations of Care (with Katie Wise). Chatting Info Lit [Podcast] 18 February 2023. Available at: https://soundcloud.com/chatting-info-lit-podcast/episode-1-katie-wise (Accessed 8 June 2023).
Kapp, K. (2012) The gamification of learning and instruction: game-based methods and strategies for training and education, San Francisco: Pfeiffer.
Ondrejka, D. (2014) Affective Teaching in Nursing: Connecting to Feelings, Values, and Inner Awareness, New York: Springer Publishing Company.
Pritchard, A. (2014) Ways of Learning: learning theories and learning styles in the classroom, Oxford: Routledge.

Equality, Diversity and cataloguing at Arts University Plymouth

Donna Gundry, Head of Library Services
Arts University Plymouth

Background

Arts University Plymouth is a small and specialist University, supporting 1800 FTE. Located in the city centre, supporting students from 16 to postgraduate level of study, across art, design and media. During 2018, this was a time of increased media coverage on both Black Lives Matter and the MeToo movement. Both campaigns, at their centre, focus on people and equality. At the time, it felt this had the potential to be a turning point within society for those that do not have voices to be able to speak up and be heard. Even though Plymouth doesn't have a diverse community that reflects the rest of the country, with a population of 256,000 with 94% being white (How life has changed in Plymouth: Census 2021), although the university has a wider pool of individuals attending than from just Plymouth, the ethnic diversity is lower than other higher education institutions with AUP being 82% white. Feeling strongly that the library, with its 27,000 strong collection, should be able celebrate and highlight diversity in all its forms by providing something more long lasting than a display.

It was during 2018, that I was trying to locate a DVD for a teaching session," Meet the Superhumans: London 2012 Paralympics games". Having not fully remembered the title, and having resorted to keyword searching. This too didn't support being able to locate the item, even though I knew the item was within the collection. Tying all of these slightly disparate pieces together, what was happening on a global scale and what was happening within my library shelves, I decided to embark with the assistance and dedication from the Library team on a truly ambitious project to raise the equality within the collection. The project was to enhance items that are within the collection and retrospectively improve the bibliographic records, so they more accurately reflect the contents of the books and in turn reflect the society which they support.

Providing training and outlining the idea to the team, who were key to the success of the ongoing project, was the starting point. Over subsequent years, with each round of performance appraisals the project has been added in as an objective to ensure this is an ongoing task for the team. Frequently conversations are held within the team to check terminology being used for consistency. To ensure success of the project, from the initial concept I needed to provide an outline to the Senior Leadership Team, who embraced the project from the outset. Reinforcing the benefits to the students at a minimal cost to the institution. With both space and budgets being tight, this project would support revitalising our current collection, with a minimal cost.

The collection

The library collection, having developed over time, has reflected the teaching element of the institution and been catalogued to reflect the system in which it works within. However with a growing change in society, the collection needed to reflect the cohort that was using the resources. For this reason, I wanted the keywords to encompass a much wider range of characteristics, opting to base the newly included terms on the protected characteristics, that being age, disability, gender reassignment, race, religion or belief, sex, and sexual orientation. However the records were also enhanced to ensure sustainability, up and coming artists and art processes were encapsulated within the project. As the library is in an area of heavy print collection, due to the nature of the courses that are taught.

The initial task of modifying the DVD bibliographic records was carried out by myself and one of the Academic Librarians. However for the 27,000 item book collection, this was taken on by both Academic Librarians, at the same they were able to enhance the records in other ways, ensuring that the Dewey classification number was the most relevant and including contents pages where possible. When combining all of these enhancements together, the bibliographic records are more reflective of the books they represent, and enhance the users' experience. Though their progress was hampered by covid lockdowns, the steady pace has been impressive and the collection has become one that represents individuals.

With the journals this has been more of an operational change to the department, having changed the Library Management System a few years ago where there is access to the Serials module. Blending the two projects, utilising the Serials module and incorporating more reflective keywords became the project of the Senior Library Assistant and myself. Having to move over 100 journal title records digitally, adding a front cover image and then adding in the keywords at issue level has been a long process. Working in this 2 pronged approach with a sub-team working on the journals and books simultaneously, has meant that the collection as a whole has developed and been strengthened. Using keyword search also appeals to students' method of searching.

Impact to students

Though the project has been disrupted by Covid lockdowns, resulting in there being months where we as library team have not been able to have access to the physical resource. We have continued to work on the project, during the academic year, moreso at the quieter non term times of the year to ensure that the project continues to move forward. However, when I conceived the project I was aware that this would not be a short term project and would last years in the completion. Though the Library Management System has an automatic cataloguing element, where a selected title's records can be downloaded, these though provide an excellent backbone of information, as a team, we know our student and staff cohort and can adapt to support learning and teaching.

Having previously needed to include additional detail to bibliographic records to ones that were created "on the fly", which held only the basic information regarding the item. I wanted to make sure that this time it was going to encompass as much relevant information as possible. With that said, adding in content pages to the books, and listing multiple keywords could then become overwhelming for some students to view. So a balanced approach has been taken by the team. Providing the end user with enough information for the search to have been relevant, but not so much that the information becomes daunting and inaccessible.

As the project has been running for a few years, as a team we have seen first hand the impact that this is having on students being able to more easily locate physical resources. In many cases students have been surprised at the quantity of items that their search term has located, due to the enhanced records. When students are able to locate resources that support their learning and study, this makes them more engaged with the library, than when they were unable to locate resources. As we are so hands on with the collection, this has also increased staff knowledge of relevant content which students can be directed and signposted to. Displays and reading lists have been created to highlight these resources, where a positive narrative around equality and diversity can be created.

When students search for items and they see themselves reflected within the collection, this helps to foster a sense of belonging and inclusion to the institution as well as the library. Having someone being represented will have a positive effect on mental health, supporting education, enhancing knowledge and for others this will support a positive change in perspective. This is where the library performs a social role within society, getting the collection to replicate multifaceted aspects of a diverse community. The institution has been supporting a culturally competent curriculum and addressing inclusion and belonging, providing examples of local and global artists and designers helps to support this concept (Decolonising the curriculum-final version.pptx, 2021)

Organisationally

As a member of the Equality, Diversity and Inclusion Committee, each quarter I report back to the committee on the development of the project. Being able to report back at committee level, demonstrates the ambition of the project and the support provided by the institution.

Additionally to this the institution created the Common Unit Framework which is a framework to all Undergraduate teaching within the institution. During this process the reading lists were refreshed and additional texts that were more reflective of equality and diversity were incorporated. Though the project still has a few years to run, the benefits to the project have been impressive to see, supporting research, teaching and learning for the library users.

References

Decolonising the curriculum-final version.pptx (2021). [Online]. Available at https://docs.google.com/presentation/d/1kiIS2bZiifXahQB1an7ptzzZxAwbJP0r/edit. [Accessed on 30/06/2023]

How life has changed in Plymouth: Census 2021 (2021). [Online]. Available at https://www.ons.gov.uk/visualisations/censusareachanges/E06000026/. [Accessed on 10/07/2023]

Documenting Complex Histories: Inclusive Cataloguing and the Women's Aid Archive

By Holly Smith, Project Archivist for the Women's Aid Federation of England. This article is based around Holly's Research Libraries UK Inclusive Collections Inclusive Libraries webinar.

The Women's Aid Federation of England Archive is a collection created by women, for women. It tackles taboo subjects such as domestic abuse and gendered violence, and charts the rise and development of the Women's Liberation and the activism that characterised it. The Women's Aid Archive is far from a traditional archive and, in fact, thrives in its ability to champion marginalised topics and voices.

As Project Archivist for the Women's Aid Archive, part of a Welcome Trust funded project, my main tasks have been to sort, arrange and catalogue this extensive collection. I was very aware this was a unique archive and that I wanted to make it as representative and accessible as possible. When I saw the National Archives and Research Libraries UK started accepting applications for their next run of Professional Fellows it felt like a great way of creating space to explore how I could do this to the best of my abilities.

The TNA/RLUK Professional Fellowship allows you to propose a research topic and encourages you to network, get involved in wider archive discussions, and produce outputs that help overcome some of the challenges found in the archive and heritage worlds today. My topic looked towards those areas of representation and accessibility, tied together under the umbrella of inclusive cataloguing – 'balancing multifaceted representation of marginalised histories with accessible archive navigation' was my original catchy title.

Inclusive cataloguing is a broad category and one we should all be encouraged to explore. I could have taken this work in a multitude of areas, but I would like to use this space to explain three of my main output:

1) Developing our approach to sensitive language
2) Establishing trauma-informed practice
3) Making the most of community engagement

Sensitive Language

Sensitive, historic language in archive and library descriptions has been an increasingly big topic these last few years, and the Women's Aid Archive is no stranger to this. Women's Aid themselves used the phrase 'battered wives' in their earlier years – a term focused on victim-hood, marital context, and not inclusive to non-physical forms of abuse. But like all historical language, it is an important part of the narrative of this collection. It is the maintaining this visibility of historical context whilst balancing modern terminology and discoverability can be tricky.

I had previously worked on sensitive language in archive descriptions within our wider Special Collections and had established workflows around the differences between creator's voice and curator's voice, the flagging of sensitive or graphic content, and the use of semi-automated searches to find these records. My Fellowship gave me space to review this work – shifting the wording of our statements and being clearer about their use. The outcome of this was to produce a public facing Sensitivity Policy that set out the 'what, how and why' of our processes in a clear and concise way. It makes clear that our process is not going to be perfect but that we will review it periodically going forward. We also signpost how people can contact us if they spot mistakes or want to know more. The main aim of this was to be as transparent as possible about our approach, something that is incredibly important in an area of work without set guidelines. The policy can be found on our Special Collections website.

Trauma-informed Practice

The Women's Aid Archive deals with a lot of potentially triggering subjects. Our ephemera collection often includes posters and postcards with strong, emotive imagery and our newspaper cutting collection deals with often explicit references to violence. Despite its obviousness, it was only when we came to discuss volunteers that we really took a step back and realised we needed guidelines and measures in place to ensure the wellbeing of people interacting with this material and to create a safe, welcoming and inclusive environment.

Trauma-informed practice is a growing recognition of the impact trauma can have on people, particularly being aware of the symptoms of vicarious trauma and compassion fatigue such as desensitisation, apathy and burnout. In the archive world it is relevant because we often deal with very personal and emotive historic material. The popularity of the 'Trauma Informed Archives Community of Practice' group is testament to this. On their online forum they regularly discuss case studies of secondary trauma in archives, emotional responses to records, and the emotional labour of archivists.

After thorough research into trauma informed work, both in archives and more generally, we produced two outputs – a volunteer handbook and a volunteer management checklist. The volunteer handbook goes over the type of material volunteers may come across during their project, informs on vicarious trauma, shares relevant resources, and explains how they can manage their own approach to dealing with sensitive material. The volunteer management checklist outlines what should be done by us before, during and after a volunteer project to ensure a duty of care to our volunteers. This includes things like introductory tours of the archive, being aware of that people can have different triggers, and having set breaks during the day. For example, we made sure to go for a coffee break each session – it got us outside, with some distance from the archive, and gave us a chance to talk.

We had some great feedback from our volunteers, and through this work we have also learnt the importance of transferring this research to staff and researcher wellbeing too. The aim behind each being to make the Women's Aid Archive as transparent, welcoming and inclusive as possible.

Community Engagement

We as archivists often are not subject specialists. We do not own this history, and we should no longer see ourselves at the gatekeepers of these stories. Instead, we need to build relationships with those who are represented in the archive.

For us, the main contender here was Women's Aid themselves and we have been lucky to have a strong relationship with the organisation throughout this project. We have also benefitted from close communication with Feminist Archive North, whose collections are also housed within the University of Leeds Special Collections. A lot of Feminist Archive North members were involved in the activism of the Women's Liberation Movement themselves and therefore have strong personal connections with the Women's Aid material and have huge expertise.

I also wanted to reach out to groups who did not already have a connection the archive project yet had connections to the Women's Aid movement and its history. This led me to organise my final Fellowship output, an engagement event where we invited staff and volunteers working in local domestic abuse services to come in and view the archive collection. The event was called Your Story, to really highlight the fact that this was their narrative and that we were eager to share it with them. We had tables of material set out that covered a range of themes that attendees could relate to, including eye-catching posters, links to key events and legislation, and ties to the local area.

We had clip boards on the day to note down any thoughts, feelings or reminiscence shared by attendees. These have been collated and transcribed and the information has been stored on the Narratives module of our EMu collections management system. This is not perfect, as many of our databases do not let cater for this kind of metadata. But at least it is being preserved somewhere accessible, and can go towards enhancing catalogue descriptions, as well as blog posts, collection guides, exhibitions or future engagement events.

By keeping 'inclusive cataloguing' as my overarching theme, I have been able to produce a wide variety of approaches. Whether that be through sensitive language, trauma-informed practice, or community engagement, or just simply through thoughtful cataloguing. There are so many other ways we can interpret inclusivity in archives and libraries, and it is so exciting to see ideas increasingly popping up in these fields. Though my Fellowship has now ended, I will continue to champion ways of keeping accessibility, representation, and inclusivity in mind whilst approaching the Women's Aid Archive and beyond.

The Women's Aid Federation of England Archive is housed in the University of Leeds Special Collections and Galleries. Our catalogue can be found at https://explore.library.leeds.ac.uk/special-collections-explore/729717 with the full collection due to be published online by the end of the year.

Rethinking the Idea of a School Library As Integral to the Educational Process

Darryl Toerien, FOSIL Group

If history is the consequence of ideas (Ellul, 1989), then the idea of the school library as integral to the educational process, and by extension to school, seemingly has long lost its power to produce a history of school libraries in which this turns out to actually be the case. This, then, makes a history of schools without school libraries increasingly likely, even as the catastrophic consequences of this history become ever clearer. The reasons for this historical development are many and varied, and need to be uncovered for the record, but the pressing questions that remain before us are whether or not it is too late to reimbue this idea with enough power to change history, and whether or not we are willing to make the effort on behalf of those who depend on us to do so?

I was kindly invited by the Editor to revisit an article that I wrote for a Special Issue of ALISS Quarterly (Volume 9, No. 3, April 2014) - Supporting staff and student development: Transitions - which was titled, Not Waving but Drowning: Reconsidering Transitions at Oakham School (Toerien, 2014). The reason for revisiting the original article is that it was the first article that I wrote about FOSIL, and the current article effectively marks 10 years of intense development of FOSIL as a means through which the school library becomes integral to the educational process. It is fitting, then, that as I write this article, Blanchelande College – where I was appointed as Head of Inquiry-Based Learning in 2021, which is 10 years since I first conceived of FOSIL – has been shortlisted for the UK School Library Association Enterprise of the Year Award, https://www.sla.org.uk/enterprise-award-2023
given that this very idea is the focus of our submission.

FOSIL stands for Framework Of Skills for Inquiry Learning, although in 2014 I understood it as Framework for Oakham School Information Literacy (for more on the naming of FOSIL, which is isn't just an acronym, see Topic: Is "FOSIL" more than an acronym? | The Fosil Group https://fosil.org.uk/forums/topic/is-fosil-more-than-an-acronym/
, and for a brief history, see https://fosil.org.uk/history/). This shift in instructional focus is significant, and it mirrors a global shift from information literacy to the development of information literacy skills within an inquiry process, a shift that is reflected in the first edition of the IFLA School Library Guidelines (2002) https://archive.ifla.org/VII/s11/pubs/sguide02.pdf and the second edition (2015) https://www.ifla.org/wp-content/uploads/2019/05/assets/-school-libraries-resource-centers/publications/ifla-school-library-guidelines.pdf
Curiously, this shift is not reflected in UK professional guidelines – for example, in the second edition of The CILIP Guidelines for Secondary School Libraries (2004) https://archive.org/details/cilipguidelinesf0000unse/mode/2up
and the third edition (2014), https://www.cambridge.org/core/books/cilip-guidelines-for-secondary-school-libraries/DE27F42CF9A31B8509BC3DB03B090738#fndtn-information
even though the UK was represented on the Standing Committee of the IFLA School Libraries Section during this period – which is a historical curiosity with far-reaching consequences. One of these consequences is that inquiry is poorly understood in the UK and, therefore, often confused with information literacy, with the main difference here being that inquiry is a learning stance and process that (1) is directed towards acquiring important subject content, and (2) draws on a range of learning skills, some of which are information literacy skills.

FOSIL (2011) https://fosil.org.uk/fosil-cycle/
is an instructional model of the inquiry process that is based on the work of Barbara Stripling, Professor Emerita at Syracuse University, as reflected in the Empire State Information Fluency Continuum
https://slsa-nys.libguides.com/ifc/home
(2009 & 2019, although Barbara developed the instructional model in 2003). The ESIFC/ FOSIL is then also a framework of inquiry skills –https://fosil.org.uk/fosil-cycle/skills-framework/ metacognitive, cognitive, emotional, social and cultural, with many being technology-dependent by definition or in use – that enable each stage in the inquiry process, and that are developed systematically and progressively from PK-12 (Reception-Year 13) within the context of subject area learning and teaching. Figure 1 below shows the FOSIL Inquiry Cycle stages and skill sets – for the PK-12 framework of skills, see https://fosil.org.uk/fosil-cycle/skills-framework/

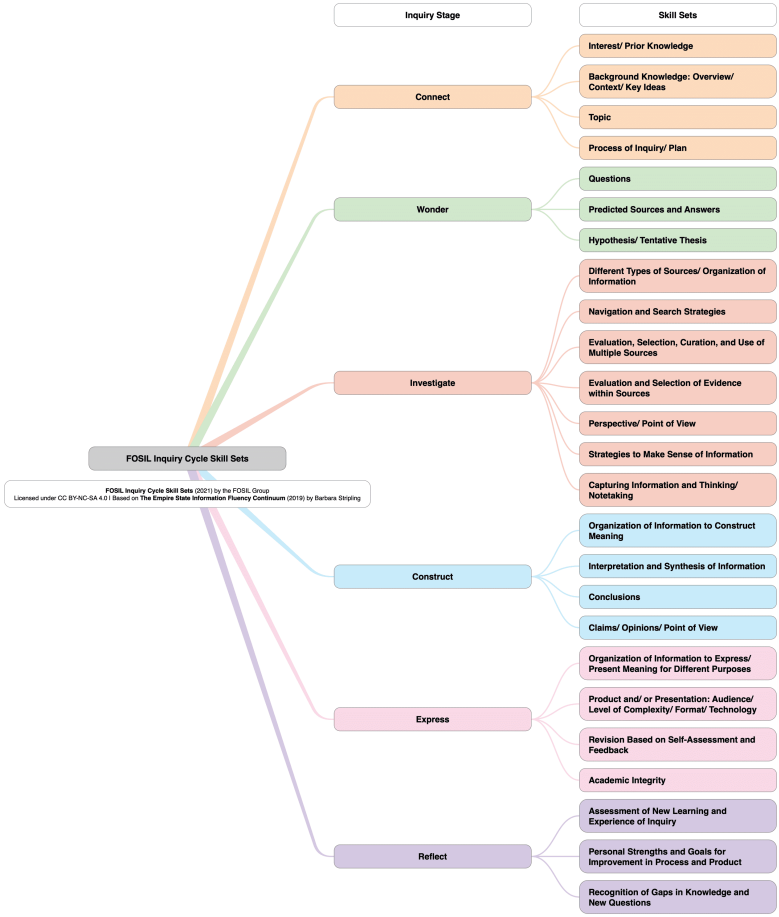

Figure 1: FOSIL Inquiry Cycle and Skill Sets

The ESIFC is endorsed by the New York State Education Department, which serves more than 3.2 million students across 4,236 schools, and has been widely adopted/ adapted within and beyond the US. In April 2020, FOSIL was commended by Barbara in email correspondence with the author for its "clear and elegant presentation of inquiry," and we have since developed a deep and lasting collaboration on the co-evolution of the ESIFC/ FOSIL. Fruit of this collaboration is evident in, for example, the publication in 2022 of Global Action for School Libraries: Models of Inquiry (Schultz-Jones & Oberg), https://www.degruyter.com/document/-doi/10.1515/9783110772586/html#overview
with the ESIFC and FOSIL accounting for two of the five models selected for the book: The Stripling Model of Inquiry (Stripling B. K., 2022) and FOSIL: Developing and Extending the Stripling Model of Inquiry (Toerien, 2022). Moreover, FOSIL is the only major model where ongoing development is being led from within a school rather than a university or as a commercial enterprise. This, and the fact that our work is freely available under CC BY-NC-SA 4.0, accounts in large part for the growing popularity of FOSIL around the world, particularly in Australia, where it has become the model of choice for students on the Master of Education in Teacher Librarianship programme at Charles Sturt University. To support the adoption/ adaption of FOSIL, we established the FOSIL Group in 2019, which is an international community of educators who frame learning through inquiry, and whose growing membership represents well over 30 countries at the time of writing. There are 864 Forum posts
https://fosil.org.uk/forums/
across 203 Topics, with 87 FOSIL-based Resources
https://fosil.org.uk/resources/
freely available to download. Since my first article on FOSIL in April 2014 and this one, I have written at least 40 FOSIL-related pieces for publication, varying in length from a blog post to a book chapter (some of which are available herehttps://fosil.org.uk/newsroom/), with a book in the pipeline, and made at least 60 FOSIL-related presentations (some of which are available herehttps://fosil.org.uk/forums/forum/fosil-presentations/).

Why?

I return to Neil Postman (1996, p. x), who argued that "non-trivial schooling can provide a point of view from which what is can be seen clearly, what was as a living present, and what will be as filled with possibility". Inquiry – understood as "a stance of wonder and puzzlement that gives rise to a dynamic process of coming to know and understand the world and ourselves in it as the basis for responsible participation in society" (Stripling & Toerien, 2021) – is fundamental to non-trivial schooling. This is why Postman further argued that of all the survival strategies that education has to offer, none is more potent than inquiry or in greater need of explication (1971), provided that we avoid the tendencies that sap inquiry of its educational potency (1979), which is the focus of an extended workshop https://fosil.org.uk/forums/topic/iasl-2023-recovering-the-educational-promise-of-inquiry/
that I have been invited to co-lead at the IASL Conference in Rome (17-21 July 2023)
https://sites.google.com/ualberta.ca/iasl2023/home

Briefly, these tendencies are:

1. to divorce inquiry as a dynamic process and skills from learning important content;
2. to reduce inquiry to a mechanical process by divorcing it from a spirit of wonder and puzzlement;
3. to divorce inquiry from both a spirit of wonder and puzzlement and a dynamic process, and so reduce it to a thoughtless fact-finding activity;
4. to "engineer learning" through ever-more technical teaching methods based on 'hard evidence' from the field of cognitive science.

That our children are in desperate need of a potent survival strategy is painfully clear from even a passing glance at any given day's news. The complex existential crisis that threatens to overwhelm them is of our making and is epistemological in nature, a consequence of the breakdown of the knowledge-building process, which is an inquiry process, resulting in an inability to see clearly "what is" and so be able to deal appropriately with reality (Toerien, 2024). By contrast, the ability to see clearly "what is" and so be able to deal appropriately with reality has been the hallmark of an educated person since ancient times (Willard, 1999), although why and how this changed is beyond the scope of this article. Perversely, our own trivial schooling makes it all the less likely that we will be able to provide our children with a non-trivial one, thereby failing them a second time. However, library-led resistance to trivial schooling is not yet futile, as our submission for the SLA Enterprise of the Year Award demonstrates (see https://fos-il.org.uk/newsroom/award-uk-school-library-association/).

I end with our portrait of an engaged and empowered inquirer at Year 13 (see Figure 2 below), which represents a student who emerges from their non-trivial schooling both willing and able to strengthen the reality-based community of error-seeking inquirers upon which liberal democracy depends (Rauch, 2021). Inquiry has this as its end and is the means to this end, and Charles Sanders Peirce (1955, p. 54) powerfully frames this educational imperative:

Upon this first, and in one sense this sole, rule of reason – that in order to learn you must desire to learn, and in so desiring not be satisfied with what you already incline to think – there follows one corollary which itself deserves to be inscribed upon every wall of the city of philosophy: Do not block the way of inquiry.

The revolution will not be televised.

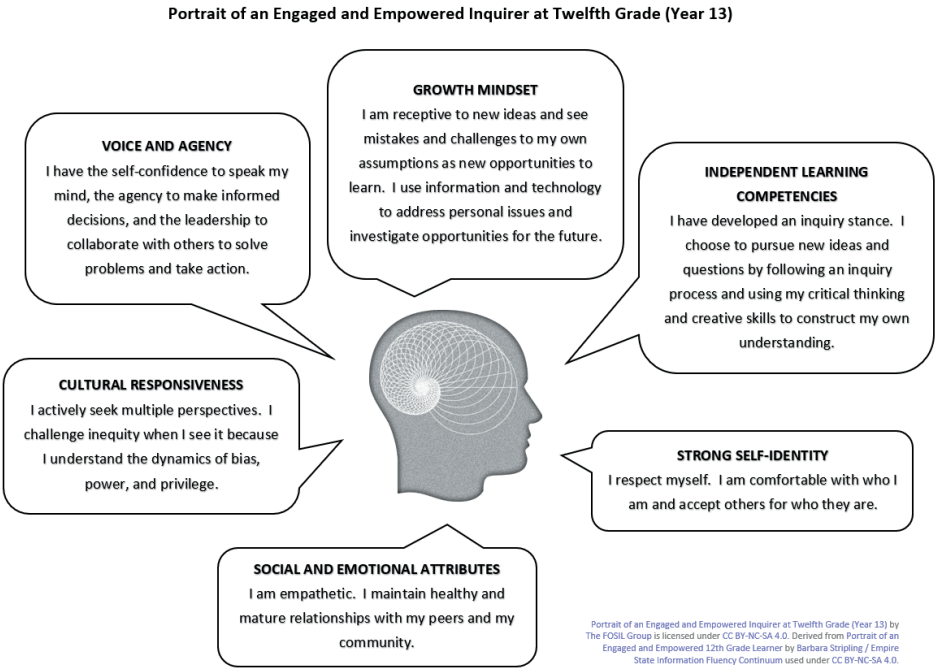

Figure 2: Portrait of an Engaged and Empowered Inquirer at Grade 12 (Year 13)

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Relaunch of the Disability Champions Forum
Meeting 19th July 2023
60 attendees

Aims
Disability is defined broadly to include neurodiversity conditions, mental health issues, physical or intellectual impairment. We
believe that library users should not be 'disabled' by technical, environmental or social conditions in libraries/ museums/ archives and urge all those who support this to join us to improve access for all.

Background
The forum is a grassroots community of practice form for all information professionals which was launched in November 2015 in affiliation with ALISS. Its original aim was to offer librarians, Special Collections specialists, information professionals from all sectors an informal place to contact, meet and exchange and exchange ideas. The first meetings were in person in London. During the 2020 lockdown meetings
were transferred online. During 2022 meetings slipped. This meeting aimed to revitalise the forum to set up regular meetings online every 2 months and to cover all aspects of disability from a practical angle. It was chaired by Joanne Taplin Green, LSE Library with assistance from Beverley Delaney Open University and Heather Dawson, LSE Library and ALISS secretary
The first meeting was not recorded. Delegates will be emailed after the event to ascertain the types of issues, meeting timings and recordings for future event planning. Jo, Beverley and Heather will attempt to build on this to develop a more regular programme. This will aim to include regular updates from service providers and practitioners.

Existing ALISS services
Current awareness - regular editions of the Disability, Higher Education Teaching and Learning Bibliography are updated frequently with new key references
Latest edition May-June 2023
https://alissnet.files.wordpress.com/2023/07/disability-may-june-2023.docx

You can view the new Zotero library where I am collecting references
https://www.zotero.org/groups/4848089/higher_education_disability_teaching_and_learning

Conference papers – we held a disability history month event in November 2022. Slides and a padlet of resources can be viewed here https://alissnet.com/aliss-showcase/
https://padlet.com/h_dawson/disability-history-month-2022-6yvyc2h3fasmdgkm

Launching a Neurodiversity Café

Sue O' Sullivan from Birmingham City University discussed her work in developing a neurodiversity 'café' at Birmingham City University.
https://www.bcu.ac.uk/library
Prior to the meeting Emma Finney from Sheffield Hallam university library passed on details of her curated reading list which can be seen here
https://libguides.shu.ac.uk/pages/curatedlists
https://rl.talis.com/3/shu/lists/3E93C07E-D9E4-703F-93E6-1CDC0141FA0E.html?lang=en

Huw Alexander from TextBOX gave an update on services.
See the slides.on our website https://alissnet.files.wordpress.com/2023/07/textbox_update_18072023.pptx
Free services on the website include:
SearchBox
https://www.textboxdigital.com/searchboxhome
A free searchable database of publishers, universities and suppliers giving access to their accessibility statements and where/ who to contact for accessibility questions.
Aspire project
https://www.textboxdigital.com/aspire-home
Aims to encourage publishers to make their accessibility statements public and assesses and ranks them. As a result of Aspire's efforts since 2018 more publishers are achieving the 100% ranking for their accessibility statement.
Users to the site can search by publisher, platform and view reports on the content and clarity of its accessibility statement. Click on each entry to review the score on each element of the ranking. Sites are regularly reviewed and the rankings are used by procurement consortiums. The ratings are integrated into library websites at the University of Kent and UCL.

Audience questions:
The rankings are based on the accessibility statements alone. The resources/ sites are not inspected to verify if the statements are accurate.
The listing is potentially open to all publishers including open access and ejournals suppliers.
Users should contact Huw to provide suggestions of publishers who might be contacted.
A delegate raised the issue that RNIB bookshare provides lists of the earliest date each publisher can supply in accessible format and asked for this to be incorporated into Aspire. Huw will investigate this.

Beverley Delaney from OU summarised the work of the OU on improving audio visual presentations to make them more accessible.
This was based on the slides prepared by Manda Laine
https://alissnet.files.wordpress.com/2023/07/aliss-audio-description.pptx
The guidance arose as a review of OU content delivery to ensure adherence to international standards as well as improve the quality of services to local users. She presented an example of a typical demonstration of literature/ catalogue searching and challenged the audience to consider if they would understand it if they were unable to see the screen and relied on a screen reader. This was enlightening and really made everyone think about their own practise. Examples of regularly used 'unhelpful language'

- "As you will see"
- "These two"
- "Here you can see"
- "You may have noticed that"
- "This one has opened up"
- "If we go to this tab just here"
- "If you see just here"
- "If we go to the side just here"
- "You can choose from some of these filters".
- "You've probably all seen this before"

Practical tips on how to improve
- When using a camera or photo of ourselves, also proving an audio description
- Articulating all screen/slide changes and transitions and where they have taken us
- Reading out the names of any links clicked
- Avoiding scrolling quickly
- Reading out anything typed or pasted into a screen
- Ensuring all options in polls are read out as well as displayed on a slide
- Reading any activity instructions out in full as well as displaying them on a slide

For further updates on progress or joining the forum contact Heather Dawson h.dawson@lse.ac.uk

Disability, Higher Education, Teaching and Learning Bibliography April- June 2023

Zhang, Q., & Tsai, W. (2023). Gratitude and psychological distress among first-year college students: The mediating roles of perceived social support and support provision. Journal of Counseling Psychology, 70(4), 415–423. https://doi.org/10.1037/cou0000665
Universities and colleges in the United States implemented remote learning and restrictions on in-person social events during the Fall 2020 academic semester. These changes and restrictions, in addition to the other numerous negative impacts of COVID-19, can exacerbate the already stressful transition from high school to college. This transition is a key developmental period during which the complexity of interpersonal relationships and the risk of internalizing symptoms such as anxiety and depression increase. As such, the present study examined dispositional gratitude as a protective factor against depressive symptoms and loneliness among a sample of first-year college students who began college during the peak of the COVID-19 pandemic. We also examined whether perceived social support and support provision mediated these relationships. Participants were 364 first-year college students who completed three online surveys during the 1st (T1), 7th (T2), and 14th (T3) weeks of the Fall 2020 academic semester. T1 gratitude was associated with lower T3 depressive symptoms and feelings of loneliness over time. These relationships were mediated by T2 perceived social support but not by T2 support provision. Implications of our findings are discussed. (PsycInfo Database Record (c) 2023 APA, all rights reserved).

Phiri, P., Sajid, S., & Delanerolle, G. (2023). Decolonising the psychology curriculum: a perspective. Frontiers in Psychology, 14, 1193241. https://doi.org/10.3389/fpsyg.2023.1193241

Decolonisation seeks to reverse the impact of colonisation on minoritised groups. Governments, healthcare institutions, criminal justice and education systems have procedures and protocols deep-rooted in colonisation and operate through a western lens. Decolonisation reaches beyond increasing inclusivity and aims to re-establish history through the experiences and perspective of those most affected. As with many disciplines, core theories, practices and interventions within Psychology, an ethnocentric viewpoint has been used, continuously reinstated through its curriculum. With awareness around diversification and increase in varying demands, it is important that the Psychology curriculum evolves to suit the needs of its' users. Many recommendations for decolonising the curriculum are trivial surface changes. These involve including required bibliography from diverse minority authors within the modules syllabuses or organising a one-off lecture or workshop from a minority ethnic speaker. Some universities have also suggested that lecturers participate in self-awareness practices to ensure they understand decolonisation to appropriately address it through their teaching, whilst others have provided checklists against which they can check the inclusivity of their modules. All these alterations fail to target the root of the problem. To properly reverse the effects of colonisation within the curriculum it would be necessary to re-evaluate the Westernised history that has been retold for years and teach past events through the experiences of those who suffered. Research into how decolonisation can occur in a structured and comprehensive way is necessary to enable the redress for abolition of colonial practices on a global scale.

South Asia Heritage month recommended resources.

During July/ August we created a padlet of recommended free resources to support South Asian Heritage month
https://en-gb.padlet.com/h_dawson/south-asia-heritage-month-resources-5zuo09sm3dcabuif

Here are the highlights

https://dsal.uchicago.edu/
Magnificent resource for finding free high high quality material. Maintained by the University of Chicago and the Center for Research Libraries. Has sections for maps journals, historic books and academic finding aids
South Asia Digital Dictionaries
It includes the The Digital South Asia Library is a program of the University of Chicago and the Center for Research Libraries free access to dozens of Asian language dictionaries for coverage see https://dsal.uchicago.edu/dictionaries/dictionaries.html-
https://dsal.uchicago.edu/dictionaries/dictionaries.html

CrossAsia Portal
https://crossasia.org/en/
The portal has been set up by the Specialised Information Service Asia (Fachinformationsdienst Asien) at Staatsbibliothek zu Berlin, Includes Library catalogues and open access repositories including Asian language materials, Some full text is for subscribers only.

Library of Congress Digital Collections
https://guides.loc.gov/south-asian-collection/digital-collections
BROWSE – Digitized South Asian manuscripts and rare books from this great Library

Medical History of British India
https://digital.nls.uk/indiapapers/about.html
Quality resource from the national Library of Scotland. Contains full text reports, maps statistical tables 1850 to 1920.

- Regional surveys reporting the extent and prevalence of diseases through statistical and descriptive accounts, including detailed maps.
- Reports of outbreak of epidemic disease in specific places (for instance, the account of the outbreak of cholera in village Akhoree, North-Western Provinces).
- Documents prepared for the education of lower level medical staff regarding diseases and their prevention.
- Government Resolutions on specific diseases and public health.
- Reports of the workings of the Lock Hospital system following the Indian Contagious Diseases Acts of 1864 and 1868.

Voices of Partition website
https://www.bl.uk/voices-of-partition
Explore recordings from the British Library Sound Archive and archival material about the 1947 end of colonial rule in South Asia and the partition into India and Pakistan from the India Office Records collection to learn about politics and personal experiences of this time.

South Asia Open Archives Project
Great open access digitisation of. books, official publications and journals many from Colonial Era . Supported by JSTOR and Center for Reserch libraries
https://www.jstor.org/site/saoa/

South Asia Open Access Newspapers
https://www.eastview.com/resources/gpa/crl-san/
Open access collection sponsored by the Center for Research Libraries.
Current titles in the South Asian Newspapers collection include:

- Daily Business Post, Pakistan, English, 1963-1973
- Dainika basumatī (দৈনিক বসুমতী), India, Bengali, 1962-1992
- Dnyānaprakāśa (ज्ञानप्रकाश : the daily Dnyan Prakash), India, Marathi and English, 1914-1938
- Eastern Examiner, Bangladesh, English, 1962-1973
- Kerala chronicle, India, English, 1962-1963
- Lahore Chronicle, Pakistan, English, 1850-1953
- Malabar Herald, India, English 1962-1972
- Pakistan Observer, Bangladesh, English, 1962-1971

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