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ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Engaging with communities

Pathways -University of Northampton

Library welcome for academic staff
-University of Southampton

National Fairground and Circus Archive
-University of Sheffield

Wellbeing and Mental Health

Swansea Bay University Health Board Library Service

Disability

A Workshop for Blind and Partially Sighted Students at The National Archives

Higher Education, Teaching and Learning bibliography

Calibre Audio 50th Anniversary

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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 a number of themes

But first an update on recent activities: In July we held our AGM.

The ALISS AGM Financial Statement and Annual Report can viewed on our website

<https://alissnet.com/wp-content/uploads/2024/07/aliss-fs-2024-final-version.pdf>

The theme of the event was:

AI and our profession – works in progress. Slides can be viewed online:

<https://alissnet.com/aliss-showcase-summer-2024/>

The event considered:

How are information specialists responding to and engaging with AI. What is our role and what can we do. This ALISS showcase presented some thoughts, reactions and ongoing projects which we hope you will find informative, educational and inspiring participants collected these useful resources on our padlet:

https://padlet.com/h_dawson/aliss-showcase-ai-resources-49q68ydva5gwfcrl

These included:

[Jisc Generative AI Primer](#)

<https://nationalcentreforai.jiscinvolve.org/wp/2024/06/26/generative-ai-primer/>

prepared as a national resource by JISC and regularly updated its declared aims are:

The primer is intended as a short introduction to generative AI, exploring some of the main points and areas relevant to education, including two main elements:

An introduction to Generative AI technology

The implications of Generative AI on education

[CILIP AI Hub](#)

<https://www.cilip.org.uk/general/custom.asp?page=ai>

From the professional body links to. articles, presentations and case studies for information specialists

IFLA Artificial Intelligence SIG mailing list

<https://mail.iflalist.org/www/info/ai-sig>

Recommended as a great current awareness resource to sign up to

[Futurepedia.io](https://www.futurepedia.io)

<https://www.futurepedia.io/>

AI resource platform where you can explore what is available and sign up to newsletters

[Goblin tools](https://goblin.tools)

<https://goblin.tools/>

Gives its aims as a collection of small, simple, single-task tools, mostly designed to help neurodivergent people with tasks they find overwhelming or difficult. Categories include rephrasing text, estimating how long it will take to do a task, reads text for emotions to see if they are likely to provoke offence

[Examples of guides produced by delegates and their institutions](#)

KCL - PAIR framework

<https://www.kcl.ac.uk/about/strategy/learning-and-teaching/ai-guidance/pair-framework-guidance>

Newcastle - ROBOT framework

<https://www.ncl.ac.uk/academic-skills-kit/information-and-digital-skills/ai-literacy/thinking-critically/>

University of Edinburgh guide

<https://edinburgh-uk.libguides.com/gen-AI>

DMU guide

<https://library.dmu.ac.uk/genai>

Presentations included:

Exploring our professional response to AI

Andrew Cox Senior lecturer, University of Sheffield

This interactive session (created using <https://www.woodclap.com/>) discussed the nature of AI and how it impacted information professional work. The delegates were encouraged to reflect on their viewpoints and the opportunities and challenges AI may offer to the profession. The outcomes can be read in this document.

Humans Are Still Needed: Developing Newcastle University's Approach to AI Literacy

Emily Dott

In this presentation, Emily shared how Newcastle University's Library and Learning and Teaching Development Service (LTDS) collaborated to deliver an institutional response to AI. It was based on and extended this presentation given at the LILAC conference in 2024

The presentation described the AI journey Newcastle University has been on from immediate principles-led response in early 2023 to an evolving approach to embracing AI with input and alignment to Russell Group guidelines. It discussed how equal emphasis was placed on the development of AI Literacy (AIL) competencies for staff and students, recognising the importance for academics' personal development and practice and their vital role in student IL. Future challenges and developments were also covered.

Developing an online resource to support the use of AI for student learning and research

Paula Funnell, Faculty Liaison Librarian, Medicine & Dentistry

Queen Mary University of London

Queen Mary University of London Library Services, together with the Technology Enhanced Learning Team, and educators and students from the Faculty of Medicine and Dentistry, co-created an online resource on AI for Student Learning and Research, which was launched at the beginning of the 2023-4 academic year.

This presentation outlined how the resource was developed, collaboratively with students, and gave an overview of the content and structure. There will also be an opportunity to try out some of the activities.

Understanding the reach and use of AI within higher education through a student-led research project at Teesside University Frederick Milton & Patricia Crosier (Teesside University)

As a response and to contribute to the growing canon of AI knowledge, a cross-departmental team of librarians and academics at Teesside University developed a 20-hour 12-week research project for students on a programme to explore the reach of AI and students use of AI, with particular focus via a micro-study at our own institution, through a student-led synthesis of secondary literature and primary data gathering.

The first section of the journal focuses on the key theme of engaging with our communities.

Nicki Clarkson, University of Southampton presents a project to effectively improve communication with new staff in a university

Lisa Anderson and James Bywater, University of Northampton discuss the creation of a libguide designed to introduce new students to the concept of libraries in an engaging and non-judgemental way. Arantza Barrutia, University of Sheffield, discusses her work in co-curating an exhibition with the Showmen community as part of the archives 'decolonising' and diversifying voices programme.

The issue also contains well-being and disability sections. These are linked to the disability forum section of our website where further slides and dates of future meetings can be found <https://alissnet.com/disability/>

Betsy Morgan discusses the great steps made in expanding the Wellbeing offering in Swansea Bay University Health Board Library Service since 2020. Ellen Oredsson, provides insight into the development of a workshop for blind and partially sighted students at The National Archives. Finally, we hear about the 50th anniversary celebrations of Calibre audio from Emma Scott.

We hope you enjoy the issue

Keep up to date on the website <https://alissnet.com/>

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

Pathways – journey to the centre of libraries

Lisa Anderson and James Bywater

<https://libguides.northampton.ac.uk/pathways>

<https://libguides.northampton.ac.uk/pathways/contactus>

There are students with little to no experience in library use, while also navigating the challenges of student life, but when students use libraries and their services, their grades improve (Coulson, Loddick and Rice, 2021). If students don't know about or avoid the library, how can we best engage them, and so impact their studies and experience?

At the University of Northampton, Library Help Desk staff noticed students who had never encountered a library as they perhaps had no school or public library to visit. We reflected on our observations of anxiety about asking simple questions, the social capital or experience needed to know who (or even what) to ask, the fear of looking inexperienced and delaying contact until crisis all played a part in the comments we were hearing when interacting with students.

Students delaying contact until crisis was the most pressing issue. It caused great distress and reduced confidence, along with having a real-world impact. Students have contact with the library throughout their academic years, through Academic Librarians and Learning Development visiting during class time, either in-person or online, but this was not increasing library confidence in every student. We started to see this most clearly when we had launched an online chat service and students were now looking online for solutions, found the library website and then the chat widget, and the immediacy of a response seemed to encourage contact during their crisis.

We started to research other university's approaches and found no guides that really went into the basics; libraries and services are free, libraries work on membership and trust, we are here to help, we aren't judging you. The University of Northampton has a student body that includes first people in families to attend higher education, international students and students who have had limited to no contact with public or school libraries.

This led us to think that actually, the library itself, with its complicated team structures and confusing ways of shelving books (from the student point of view) is part of the problem. Students also seem anxious of some of the processes, such as when a book is overdue. Although there are no fines on late items, we wanted to reinforce that we are never angry at students, even when books are late!

Our solution was Pathways, a free online guide to all kinds of libraries – from the social contract of library use (membership, borrow for free, use, return) to potentially confusing new academic terms, like journals and tutorials. Pathways is open access with no tracking or log in. There is no judgement, no expectation and definitely no prior knowledge needed.

The goal is to answer unasked questions, to encourage engagement and give permission to ask for help or the tools to help themselves. A non-embarrassing way to find out what exactly is a journal anyway.

We worked with the teams that make up Library and Learning Services about the services and resources they wanted highlighted. We used our experience in creating simple instructional text, with images and videos to support. We wanted non-judgmental bite sized text, the length of a tweet, and breezy pages that are easy to navigate. A gentle nature and adventuring theme with a pastel natural palette were used to reinforce the engagement message.

We considered the areas that either seemed to cause the most confusion, or that need a quick simple explanation. We devised nine categories and began to break those topics down further into simple steps. We start each group with the most basic message, and then build to a thorough explanation or instructions. Separately, we themed the groups through using background images and then creating matching buttons and borders.

There were many ideas that were abandoned along the way. We initially devised Pathways to have puzzles and games but dismissed this as obstructing one of the primary goals; engagement without expectation. We had also planned to have an icon for each group, a useful 'item' that could be stored in a 'backpack' that could give a sense of completion and could perhaps have a prize element. Again, this was abandoned as an expectation of the user, and as we also realised that students may well only use one page to answer their question, and this would still mean it was a success.

We used Springshare's LibGuides as we were already using this for the library website. We ensured that all text, links, images and videos were compliant with the Web Content Accessibility Guidelines and would still work coherently and visually on a mobile phone. We matched the thumbnail of all the videos so they would look cohesive and could also be used elsewhere. We also decided to use a toy octopus and dinosaur as our unofficial Pathways mascots, to continue the light tone and nature / adventure theme.

After a year in development, we launched Pathways and added it to promotional materials, like bookmarks and postcards to be given to all new students. We link it where it is appropriate on our website and include it in our pages aimed at new students.

From the statistics, we can see that when we introduced Pathways to our International enrollment in January 2024, students were engaging with the content. From the soft launch in May 2023, we can see stats that suggest staff exploring Pathways as there had been no link provided to students at that point. We then see a dip in use and then a steady rise from January 2024 as students are introduced. We are now preparing for our full launch in September 2024.

We can see that already some of the most visited pages include 'What is a library?' 'How do I borrow a laptop?', 'What can the library do to improve my academic skills?' (in that order, excluding homepages) and that gives us some sense of the information students are looking for, now they can do this independently and without judgement.

After launch, we began to reuse particularly the videos in our enquiry management system, AskUs, which uses the same base software of Springshare and this has led to a pleasing cohesion of the content in tone and style across our platforms. There is a clear benefit to having all the pages and content grouped together in Pathways but not all students will use it and the information is useful in many formats and locations. Staff will also be able to share or embed individual pages in our VLE or elsewhere.

Pathways will constantly evolve and perhaps will never be finished, and this coming academic year will see additions to the groups and content already available. We will be adding building / library service location orientation through a library tour video and basic information search skills.

We have plans to replace all images with UON owned images, although all images used are on a Creative Commons licence. This is largely so there is no concern at all about usage, a library of images is created that can be used across the library for a pleasant consistency and so all images are in a UON environment. There are also existing videos we will remake, as the content or the background were not ideal. This is a fun summer activity for the team, and there are lots of opportunities to be involved and have input on the content, themes and formats.

It is hard to quantify its impact as there is intentionally no log in and we only track page usage. We look to questions asked in all formats to guide our content. Our anticipated and desired outcomes are that questions in all formats increase, along with tutorial bookings. We hope to see a decrease in enquiries to solve a problem, like being unable to book a tutorial through process error. We hope that the increased confidence that comes with regular contact and familiarity will impact library contact and so positive student outcomes.

We aspire to a frictionless service, where students know how to help themselves but also know the library can help and can confidently navigate the resources and services and hope that Pathways goes some way to achieving that.

Coulson, K, Loddick, A & Rice, P 2021, Exploring the impact of Learning Development on student engagement, experience and learning. in *University Development and Administration. Student Support Services*. Springer. https://doi.org/10.1007/978-981-13-3364-4_19-1

A personalised Library welcome for academic and research staff

Nicki Clarkson, University of Southampton, nsc@soton.ac.uk

A personalised Library welcome for academic and research staff
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This summary is based on a talk at the CILIP North East Beyond the Horizon conference titled: "Building connections: a personalised Library welcome for academic and research staff"

Library information for new University of Southampton students is seamlessly integrated into the centralised emails sent to offer holders before and after their arrival, included in official inductions, highlighted on our webpages, and signposted from the virtual learning environment. However, until recently, there was no equivalent process for new university staff members.

In summer 2023 our Engagement & Innovation team led a workstream to develop an effective, consistent and scalable way of closing this gap, connecting with new members of staff when they join the university.

Defining the scope

We focused on new starters on the Education, Research and Enterprise pathway. These are a key group of library users (for research, teaching or both) and are associated with a specific School. Each School has a named Engagement Librarian, making it easy to send a personalised welcome message and an offer to meet with their Engagement Librarian.

Identifying new academic and research staff

Our Bibliometrics team set up an automated report from our current research information system showing all Education, Research and Enterprise staff who have joined the university in the preceding week. The report only includes members of staff who are totally new to the university – we made the decision to exclude anyone who has moved role so that we could start with one clear "welcome to the university" message.

The report is sent to a team email inbox every Monday as a spreadsheet and our Curriculum Engagement library assistants sort the list by School and then send each Engagement Librarian details of their new starters.

Our 'welcome' resource

We created a bespoke resource that underwent several designs and content iterations. Colleagues from all areas of the library provided details of relevant services and resources, with our Digital Scholarship team leading on the design, accessibility and format. This initial phase of work highlighted how much the library has to offer but the volume of information we wanted to share was overwhelming (see Design 1).

Design 1



Alt text for Design 1: 6 different sections on the screen, with a total of 40 links. The sections are Library locations and opening hours, new to the university, teaching, resources for your students, research, help and support.

Following several rounds of refinements, we streamlined the content and selected a design that placed the welcome message at the hub of the page, with 4 spokes covering 'Finding and accessing resources', 'Information for your students', 'Your teaching' and 'Your research' (see Design 2).

We carried out user testing with a small group of academics who are familiar with the library ahead of sharing it more widely at the University of Southampton Centre for Higher Education Practice Festival of Learning and Teaching. We received overwhelmingly positive feedback and endorsement from academics of our proposed welcome approach.

Design 2 (available at <https://www.thinglink.com/card/1734893194337845734>)



Alt text for Design 2: streamlined design with welcome information in the centre (library website and email us), and 4 sections leading off (finding and accessing resources, information for your students, your teaching, your research)

The personal approach

Engagement Librarians use a standard template as the basis for an email to be sent individually to each new member of staff in their School. The template is not prescriptive; the librarians are free to tailor the email ensuring the member of staff is addressed by name, the wording is concise and friendly, there is a link to the welcome resource, the tone encourages conversation and the email offers the opportunity for a meeting.

Evaluation and iteration

This approach has resulted in a notable increase in new staff reaching out to find out more about the library services that underpin their teaching and research at an early point in their University of Southampton journey.

Usage statistics from the welcome resource also evidence the impact, with over 950 views in the first 6 months. These views originate from two sources: links in the welcome emails and direct access from our library homepage.

Using ThingLink for the welcome resource enables us to review which are the most popular links and which offer less value and could be removed to further streamline the design. Having said that, our first change will be to add a Recreational Reads link to the hub to highlight our reading for pleasure collection.

Future plans

Using ThingLink for the welcome resource enables us to review which are the most popular links and which offer less value and could be removed to further streamline the design. Having said that, our first change will be to add a Recreational Reads link to the hub to highlight our reading for pleasure collection.

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It's All a Show: Fairground Showmen, Identity and Mental Health

A project exploring the relationship between identity and mental health in the British fairground Showmen* community in partnership with 7th generation Showman Sheldon Chadwick.

*Arantza Barrutia - Senior Archivist National Fairground and Circus Archive
Western Bank Library, University of Sheffield, Western Bank, Sheffield*



[Image of the exhibition display]

This project is part of our work towards the decolonisation of the archive through the inclusion and representation of discriminated against communities. It is a new way of working in which coproduction and mutual trust are central in order to introduce direct voices in the narrative. The delivery of It's All a Show depended on the showmen telling their own stories around cultural identity and mental health, dealing with sensitive issues of discrimination and until recently taboo conversations on suicide, depression, stress and addiction.

The National Fairground and Circus Archive holds the collections of the travelling popular entertainment sector, which has historically been discriminated against and for the most part ignored by mainstream history. Particularly the fairground Showmen's culture and identity has historically been confused with other travelling groups, vilified and dismissed. In this project it was important to depart from the traditional authoritative voice of the archivist in order to allow the community to express themselves and give them the voice they have lacked for so long. This is not something we could have achieved without partnering up from within the community through Sheldon Chadwick, who was fundamental to bringing these stories and hidden voices to life through his personal experience, his PhD research and his work in the Showmen's Mental Health Charity.

This way of working challenges the traditional power dynamics between the archivist and its communities. In this relationship the archivist takes a step back to become an enabler informed by its partners, although it still fulfills an important role providing expertise, insight, coordination and support. The intention is to encourage our audiences and communities to occupy the archive space and empower them to be represented. This validates the knowledge they bring with them, which provides more enriching experiences and strengthens the relationship between community and archive. One of our aims is to empower people to exercise their right to access the archive and take ownership of this knowledge space, in this way we hope to build a truer representation of the collective consciousness through the many voices not the few. These practices are not only being applied to partnerships and projects but also to collecting where they are having an impact in several ways. They are placing a stronger focus in collecting and cataloguing from the bottom up, which is hoped to encourage more donations of personal and family archives. They are emphasising the thematic focus on issues of contemporary interest, relevance and enquiry informed by the audience, which will grow organically over time in parallel with changes in society. Despite the challenges this may pose, this will ensure the archive maintains a dialogue with its communities and remains relevant to its current and future audiences evolving in unison with them. It is also changing the archive's relationship with its donors, which has become reciprocal because rather than taking intellectual control over the archives' content and meaning, donors are being encouraged to bring their own messages across and be active participants in the making of the archive. This has benefits for both the archivist, who gains the donor's accumulated knowledge and experience, and the donor who feels valued and doesn't have to relinquish control over the narrative or feel disenfranchised from its archive.

This way of working has brought new audiences to the archive we never reached or even considered before from neurodiverse audiences to mental health groups, healthcare staff, community champions and creatives. We have worked with children with autism, young adults coming out of the care system, people suffering with their mental health, young people from deprived postcodes and others who are challenging the prevailing normative.

At the same time, we continue working with our traditional audiences of academics, students, family historians and others, who are welcoming these changes and positively responding to opportunities for deeper engagement.

Another important approach to connecting with communities for us, is to understand that there are still too many barriers to accessing archives whether social, cultural, educational or physical, and not everyone is enabled to engage. The NFCA's approach is to reverse this situation by taking the archive outside its physical walls to the groups it aspires to reach through curated displays which enter the space used by communities. Spaces in which the archive is presented in a less intimidating and more relaxed setting than the restrictive rules of the reading room, making it a more approachable, friendly and personal level of engagement. The displays are not the only way we bridge barriers to access we provide free booklets that contain examples from the collections or relate to projects we have worked on, and people can take home. The dissemination of this material enables the archive to penetrate people's personal and private spaces and offers the opportunity for future engagement with the material if wished. Therefore, our expectation is not to bring everyone to the archive physically but to disseminate what we hold and what we know in a way that is appropriate and useful to a wide range of audiences. We also make room for personal conversations with staff and knowledge exchange. In parallel to this we run programmes of public events with talks, workshops, lectures, exhibition tours and online content.

We have only just started to scratch the surface and still have a lot of work to do decolonising the archive and bringing multiple voices into it. We envisage this way of working to evolve and grow in the future and to embed itself in our long-term practices. If we want to remain relevant to society, we need to ensure that we are in sync with it and involve our communities in the reinterpretation of information and evolution of the archive. It's going to take time, because this challenges our traditional mindset as archivists and requires complex partnerships and the relinquishing of control, however I can't envisage a future for the archive without this change.

It's All a Show is going to be followed by an exhibition on women in circus, where we'll explore issues that are specific to women in athletic performance, their bodies, their health, the barriers they encounter and more, and a project in disability in performance. Both these projects will follow the same format as *It's All a Show* and be led by external partners with lived experience.



[Engagement event in Glasgow- Group of people in a tent]

Sheldon Chadwick is a seventh-generation fairground Showman. He is completing a PhD at Liverpool John Moores University on the ethnographic study of Showmen and the mental health of the community. He is also the founder of The Showmen's Mental Health Awareness Charity and for some time served as the Education Liaison Officer for the Lancashire Section of the Showmen's Guild of Great Britain. Sheldon is an advocate of his community and campaigns to raise awareness of their history and contributions to mainstream society. He also campaigns against discrimination and provides support for showmen in education.

The National Fairground and Circus Archive is a research archive based at the University of Sheffield's Western Bank Library. The archive is dedicated to the collection and preservation of travelling popular entertainment history in the United Kingdom.

It covers every aspect of the travelling fair, circus and allied entertainments as well as the culture, business and life of travelling showpeople from the 17th century to the present day and contextualises the evolution, cross-cultural impact and spread of popular entertainment. It is the only repository in the UK that collects this material under the unified cultural identity of leisure history, the evolution of showmanship and travelling showpeople as a defined community.

For more information and to access the archive please visit <https://www.sheffield.ac.uk/library/special-collections-heritage-and-archives/national-fairground-and-circus-archive>

*The term Showmen in this paper is used to refer to men, women and children from the fairground community. This is the preferred term used by the majority of this community to refer to themselves. However, we acknowledge that some members of this community prefer to be referred to as Showpeople or other terms.

Wellbeing in Swansea Bay University Health Board Library Service

Betsy Morgan

Llyfrgellydd Clinigol Hyfforddai/Trainee Clinical Librarian

Bwrdd Iechyd Prifysgol Bae Abertawe/Swansea Bay University Health Board

Ysbyty Treforys/Morriston Hospital

Pre-2020, the library service in Swansea Bay University Health Board was very clinically focused with little interaction with patients and a small selection of dusty and unloved leisure reading and fiction books. The pandemic brought new working conditions for all of us, and for patients it meant an end to visitors and long days of nothing to do. As clinical staff faced increased pressures in their work spaces the footfall in the libraries decreased and the spaces became quieter. As a library service, we looked at what we offered staff from across the Health Board, and looked at how we could help, in some small way, to alleviate patient boredom.

The Books of Wheels initiative was set up in late 2020 and was trialled initially on one of our sites to see what the reception would be like from patients and staff. It saw a trolley of entertainment resources for patients, being taken into the ward settings by a band of volunteers. The first hurdle we had to cross for this idea to come to fruition was the issue of infection control. It was decided that even though we, as a library service, would facilitate the stocking of the trolley and keeping of any statistics, the books would be given away to patients and therefore could be sourced from donations. Through a successful advertising campaign, both internally and externally, we have a steady supply of books and magazines, and through links with the local public libraries we also have a supply of withdrawn large print books – which the patients love. Over time we have built up a number of different resources on the trollies, mostly from patient's requests, and now have puzzle packs, Bibles, Qurans and charity leaflets to name a few. In 2024, we now have Books on Wheels trollies operating in all four of our larger hospitals and are looking at ways that we could possibly serve our patients in the smaller hospitals.



[Book of wheels trolley]

The library service also started looking at ways in which they could offer a more holistic service to staff members and possibly appeal to different staff groups, such as estates and facilities. We began to extend our leisure reading section with an increased selection of genres including recipe books, walking books and travel books. Recognising that wellbeing resources could be quite varied we consulted with some of our overseas staff members and sourced books for a collection that featured literature from across the world. We also linked with different departments within the Health Board and now provide information on current health promotion campaigns and initiatives with regular displays in the library space for staff to peruse.



[Corner of the library with soft seating and well being books displayed on shelves]

Recognising in early 2021 that staff often did not talk to each other about anything outside their clinical tasks, a book club was set up for all staff, students and volunteers within the Health Board. The book club meet virtually every month and have an informal chat about the book that has been read. Membership extends across the Board and includes members from across the staff bands. The book club has allowed for links to be formed with the local public library service who provide the books for the club. This has meant that the book club is not restricted to our own collection (which even with our new books would have been very limited) and the monthly book is chosen by a different member each month.

A number of wellbeing days have been organised by the library service over the last few years which have been very popular with staff and have raised awareness of internal and external initiatives to support wellbeing. These days have been held within the libraries and have featured bookable workshops, such as yoga and mindfulness, stands and also resources that staff could take away. We have reached over 2000 members of staff with these days, and the feedback given has all been incredibly positive. The overall highlight would have to be the therapy dogs that came along and made everyone's day a little bit lighter.



[Therapy

A new initiative for 2024 is the implementation of reminiscence boxes in the Health Board. These boxes, which are in the process of being catalogued, are going to be used by therapists with patients, and are going to be boxes of historical items collected together around a common theme, for example World War Two or different sports. These are going to be used to help patients with a memory impairment to strike up a conversation and to help with their therapy and prevent cognitive deconditioning. The aim is to have different boxes on each acute hospital site which could then be rotated to enable staff and patients to experience the full variety of themes. They could also be utilised by community staff and volunteers if they felt that they would be beneficial to the people who they are treating.

Over the next year we are hoping to expand our wellbeing offer further and also create a space that our staff and students who are neuro-divergent can utilise. We are going to have a space in the libraries with VR sets which can be used to have time away from the busy clinical space and, for example, have a “walk along a beach” or “in the forest”. Back massaging chairs can be used to help staff further relax and can help those that need time out. With new sofas, chairs, lamps and some plants we are hoping staff will feel more relaxed and connected with the library space and continue to see us as a safe space away from the hustle and bustle of the hospital. We are also in the process of establishing a seed library for staff to encourage the connection with nature and also to try to engage with different staff members. Regarding our offer to patients, we would like to see the trolleys going out more frequently and to different spaces – for example different outpatient departments where patients may only be there for the day but have to wait for long periods with little to do.

We feel that through a selection of small initiatives over the past four years we have made an impact on staff and in turn raised awareness of the library service. We have staff who find us because they have heard of the Books on Wheels initiative, come to look for a book for a patient and discover what is on offer for them too. Footfall has returned with the library service still getting the clinical queries that we were before, but now we have staff who come in to sit and contemplate, to read a novel, to take time out and to use the quiet of the library as a sanctuary. If anyone would like to get in touch to ask any further questions then please do – betsy.morgan@wales.nhs.uk.

Sensing the Archives: A Workshop for Blind and Partially Sighted Students at The National Archives

Ellen Oredsson, Digital Projects Officer at The National Archives, UK



Students exploring documents from The National Archives. © The National Archives

How can you explore archival records – most of which are, by their nature, two-dimensional – without relying on sight?

This is what the Education & Outreach department at The National Archives explored in a new workshop designed specifically for blind and partially sighted students. The workshop, and research leading up to it, sought to answer the question: how can we make archives not only accessible, but also fun and engaging for visually impaired students?

This is the question I set out to answer as part of the 2023-24 TNA/RLUK Professional Fellowship Scheme. The Education & Outreach department takes the documents in The National Archives and uses them to make 1,000 years of history come alive for students, educators, young people, and community groups.

As Digital Projects Officer in this department, I wanted to figure out whether there were technologies and techniques we weren't aware of that could be used to make this history more fun and engaging for blind and partially sighted students.

Over the course of the one-year fellowship, I talked to a variety of people with lived experience and expertise within this field. I learnt a lot about the barriers faced and the different technologies used for overcoming these barriers. I was particularly interested in the idea of tactile images; that is, images that can be touched rather than seen. This technique takes two-dimensional materials and turns them into three-dimensional reliefs. These tactile versions cannot be one-to-one reproductions; rather, they must be simplified and modified so that they can be readable.

In seeking people out who knew more about tactile images, I came across George Rhodes of All Able and The University of Westminster, whose PhD project at the University of Kent focuses on the development of 3D-printed tactile mapping. Our burgeoning collaboration quickly formed the basis for a new workshop for visually impaired students.

I also wanted to have the input of visually impaired students themselves. I was able to form a connection with Jeanette Normanton-Erry, Head of History and Politics at New College Worcester, a school for young people who are blind or partially sighted. Together, we arranged for a group of students from the school to visit The National Archives in March 2024 and try out the new workshop.

The workshop



Two students from New College Worcester open up a chest to find a fluffy rat toy. © The National Archives

To prepare the workshop, I collaborated with Hannah Carter, Rachel Hillman, and Clare Horrie from the Education & Outreach department. The lesson was designed by Hannah Carter and Rachel Hillman and Hannah Carter led the workshop on the day. I also worked with Alice Middlemiss and Ellie Quick from the Document Services Department, who led the repository tours. Finally, I hired Kate Elizabeth Antolak, a teacher who is also a blind Braille user, as consultant for the project. She provided us with invaluable insights in preparing for the day.

The day started with a tour of our repositories. Although these tours are not typically part of our onsite workshops, we felt it was important to include this element to help the students get a better sense of our building and collections before heading into the workshop.

The workshop itself started by learning more about the Archives and its origin story involving Henry Cole's rat. Each table got a treasure chest that they opened to find a fluffy rat toy (with warning given beforehand that it was not a real rat!). They then got an archival document box full of different material samples, such as leather and parchment, that they had to match up with the correct material description.



A student explores a tactile version of the Tudor battle image. © The National Archives

Students were divided into four groups, and each given a historical document to become 'experts' on. Students were first introduced to their document through the corresponding tactile image. Each tactile image was created and 3D-printed by George Rhodes. They explored their models with some guiding questions from their teachers, but were not given any additional contextual information for this section.



Two students explore tactile clues found in a hint bag for a Tudor image of a battle at Carberry Hill (MPF 1/366/2): a small cannon and a textile crown. © The National Archives

Students were then given bags with hints in them that could give them ideas about the context of their document. These hints included small tactile objects that were related to the document – for example, a model of a trumpet for trumpet-player John Blanke's wage slip. The bags also contained sound buttons that played recorded sounds when pressed. For example, the group investigating a document related to the Peterloo massacre heard a recording of protesters demanding universal suffrage. One group had a smell pot in their bag, containing some burnt peat to demonstrate that the medieval map they were investigating depicted peatlands.

The students were then given their tactile models back along with context sheets in large print and Braille. They were asked to prepare a presentation to the rest of the class explaining their document.

We ended with an original document showcase. Each group got to explore the actual document that they had been investigating, and then all students got to touch two special documents from our Safe Room: The Tide letter written by Elizabeth I and Henry VIII's will. Before the workshop, we worked with our Collection Care team to establish where and how much the students would be able to safely touch the documents, allowing them to even be able to touch Elizabeth I and Henry VIII's signatures.



A student is guided to touch Elizabeth I's signature on the Tide letter. © The National Archives

Feedback

Feedback was gathered on the day, by having students fill out feedback forms, as well as through an in-depth feedback session with the teachers from New College Worcester a few weeks later. The feedback was overwhelmingly positive, with helpful pointers for future workshops:

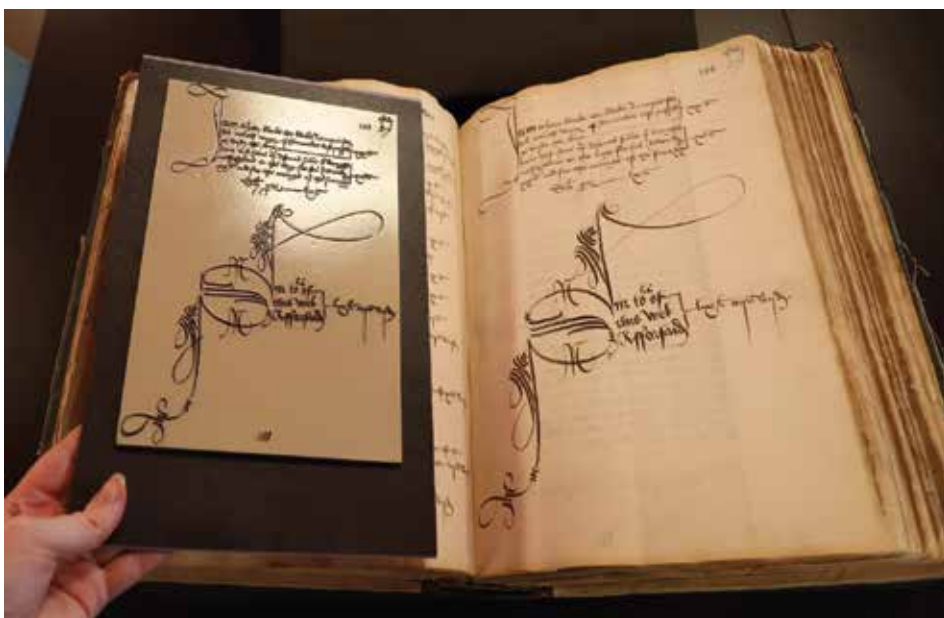
'I've been on numerous trips and I would say that is right up at the top of all the trips I've been on.'

'Much better than a history trip – we were asked to question ourselves.'

'Awesome, interesting, really useful. Learning how archives work is important'

'The calligraphy which was linked to John Blanke...because we can never really explain calligraphy, could we? Apart from the excitement of what it was, it was also the fact that it had all been produced beautifully because of the technology that had been used, that was one thing that was just absolutely spot on.'

'I thought the models were absolutely fabulous and a really good way of moving forward in helping to be able to access these things that they wouldn't normally be able to access.'



The tactile version of John Blanke's wage slip next to the original. © The National Archives

Going forward, we are planning to find ways to keep trialling the workshop with other student groups. George's 3D models will also be placed on The National Archives' website over the coming months, for anyone with a 3D printer to download and use. We are excited to keep exploring how we can open up the history in our archives to wider audiences.

I'd like to thank my colleagues at The National Archives for their invaluable support in implementing and testing my research, as well as my mentors Eleonora Gandolfi (The University of Surrey) and Anna Hvas (The University of Southampton) for being sources of advice and encouragement.

Disability, Higher Education, teaching and Learning Bibliography April – June 2024

Teaching and Learning

Khalil, M., Slade, S., & Prinsloo, P. (2024). Learning analytics in support of inclusiveness and disabled students: a systematic review. *Journal of computing in higher education*, 36(1), 202–219. <https://doi.org/10.1007/s12528-023-09363-4>

Abstract

This article maps considerations of inclusiveness and support for students with disabilities by reviewing articles within the field of learning analytics. The study involved a PRISMA-informed systematic review of two popular digital libraries, namely Clarivate's Web of Science, and Elsevier's Scopus for peer-reviewed journal articles and conference proceedings. A final corpus of 26 articles was analysed. Findings show that although the field of learning analytics emerged in 2011, none of the studies identified here covered topics of inclusiveness in education before the year of 2016. Screening also shows that learning analytics provides great potential to promote inclusiveness in terms of reducing discrimination, increasing retention among disadvantaged students, and validating particular learning designs for marginalised groups. Gaps in this potential are also identified. The article aims to provide valuable insight into what is known about learning analytics and inclusiveness and contribute knowledge to this particular nascent area for researchers and institutional stakeholders.

Korthals Altes, T., Willemse, M., Goei, S. L., & Ehren, M. (2024). Higher education teachers' understandings of and challenges for inclusion and inclusive learning environments: A systematic literature review. *Educational research review*, 43, 100605. <https://doi.org/10.1016/j.edurev.2024.100605>

Abstract: Since the 1990s, there is a rise in attention to inclusion in education encompassing inclusion in Higher Education (HE), which is an important element of-/ and leads to equity in society. HE-teachers are a key factor in improving inclusion in higher education, but little is known about 1) their understanding of inclusion, 2) the challenges they experience for establishing inclusion, and 3) how they characterize inclusive learning environments. In this study, these three aspects were explored using a systematic literature review. From the selected 36 peer-reviewed articles was concluded that even though there is a rise in attention to inclusion in HE in recent years, most attention is still on integrating students with disabilities in regular education instead of the newer broader definition of inclusion 'for every student'. When HE-teachers' understanding of inclusion was discussed, they more often had a positive attitude toward inclusion, but it is unclear what this attitude was against (and what is meant by positive/negative) due to the neglect of mentioned definitions of characteristics.

HE-teachers' challenges for inclusion in higher education are internal (lack of knowledge, skills, experience, and confidence) and institutional (lack of resources, support, information, and training). These findings demonstrate the necessity of cooperation between teachers and HE-institutions, in addition to the role of scholars in studying teachers' understanding of inclusion, to improve the inclusive learning environment of students in HE.

Manase, N., & Ngubane, S. (2024). Reimagining postgraduate supervision: Fostering inclusivity and support for students at-risk in open and distance learning environments. *Research in social sciences and Technology*, 9(1), 369–383.
<https://eric.ed.gov/?id=EJ1426861>

Abstract: This qualitative study involves six lecturers who have supervised students with disabilities. Participants were purposively selected and interviewed telephonically using semi-structured interviews. The study adopted a thematic data analysis approach to identify patterns in supervision experiences. The paper problematises a deficit approach that is dominantly adopted to identify and design programmes and manage students-at-risk. The analysis of the supervision of postgraduate students-at-risk is framed within the Humanising pedagogy which advances the accommodation of students' unique needs to develop their capacities for success. This theoretical framework is not adopted much in the open and distance learning context at postgraduate level and the use of supervisors' insights adds new knowledge to the field that is dominated by students' experiences. The study established that students do not communicate their disabilities to supervisors timely for early intervention, supervisors are responsive to students' challenges which include difficulties in academic writing and limited access to research resources and technologies, and supervisors experience systemic challenges in acquiring assistive technology for students with disabilities. This study proposes a humanised supervision model that advances disability inclusivity.

Nieminen, J. H. (2024). Assessment for Inclusion: rethinking inclusive assessment in higher education. *Teaching in Higher Education*, 29(4), 841–859.
<https://doi.org/10.1080/13562517.2021.2021395>

Abstract: How could assessment inclusively consider the diversity of students? In higher education, the most common answer is: through individual assessment accommodations. Inclusive assessment design has also been promoted to foster accessibility for all students. However, both of these approaches have largely drawn on the procedural understanding of 'inclusion' as 'enhanced academic outcomes'. In this conceptual study, a critical, socio-political approach to inclusive assessment is taken instead, considering assessment in its wider context of academic ableism. The rationale for Assessment for Inclusion (Afl) is formulated to harness assessment to promote the inclusion of marginalised students as fully accepted, agentic members of academic communities. Five practical principles for promoting Afl are introduced: rethinking accommodations, anti-ableist work, celebration of human diversity, student partnership, and interdependence. This study suggests that if mass higher education truly wishes to include students from increasingly diverse backgrounds, assessment needs to be rethought from the viewpoint of inclusion.

Shaw, A. (2024). Inclusion of disabled Higher Education students: why are we not there yet? *International journal of inclusive education*, 28(6), 820–838.
<https://doi.org/10.1080/13603116.2021.1968514>

Abstract: The article illustrates how the prevailing models of disability have influenced definitions of disability and inclusion. It highlights tensions between the Government's accountability agenda and inclusive practice ideals. The paper reviews U.K. studies of inclusion of disabled H.E. students. It unearths barriers, particularly concerning stigma, disclosure, and social inclusion, rooted in historical misrepresentations of disability remaining intact in contemporary society. Implications for H.E. institutions and policymakers are highlighted. Recommendations for researchers include research aligned with disabled people's lived experiences and further investigation of barriers relating to attitudes of non-disabled students.

UCU Union (2024)

Report shows universities are failing disabled postgraduate researchers.

Retrieved June 25, 2024, from <https://www.ucu.org.uk/article/13637/Report-shows-universities-are-failing-disabled-postgraduate-researchers>

Zorec, K., Desmond, D., Boland, T., McNicholl, A., O'Connor, A., Stafford, G., & Gallagher, P. (2024). A whole-campus approach to technology and inclusion of students with disabilities in higher education in Ireland. *Disability & society*, 39(5), 1147–1172.
<https://doi.org/10.1080/09687599.2022.2114885>

Stigma

Hunt, J. (2024). The psycho-emotionally disabling impact of academic landscapes of exclusion: experiences of a disabled postgraduate in perpetual lockdown. *Disability & society*, 39(6), 1618–1623.
<https://doi.org/10.1080/09687599.2023.2295800>

Abstract: Whilst increasing literature elucidates academic ableism and its impact upon faculty and PhD students, far less attention is paid to aspiring academics who are excluded from academia altogether. Through a first-person narrative, this article explores the experiences of a disabled postgraduate seeking a PhD placement, who is largely unable to leave home owing to the interplay between 'rare' and neglected health conditions and an ableist society. The impact of academic exclusions, notably institutional resistance to providing remote access, is explored through the lens of psycho-emotional disablism. It is contended that, for all the talk of equality, diversity and inclusion, the academy represents yet another landscape of power and exclusion where disabled people struggle to be recognised as fully-fledged citizens. The emergence of long Covid and persistent threat of infection adds urgency to the academic and wider social need to include disabled people who are unable to leave the home.

Nieminen, J. H., Reinholz, D. L., & Valero, P. (2024). "Mathematics is a battle, but I've learned to survive": becoming a disabled student in university mathematics. *Educational studies in mathematics*, 116(1), 5–25.
<https://doi.org/10.1007/s10649-024-10311-x>

Abstract: In university mathematics education, students do not simply learn mathematics but are shaped and shape themselves into someone new—mathematicians. In this study, we focus on the becoming of disabled mathematical subjects. We explore the importance of abilities in the processes of being and becoming in university mathematics. Our interest lies in how teaching and assessment practices provide students with ways to understand themselves as both able and disabled, as disabilities are only understood with respect to the norm. We analyse narratives of nine university students diagnosed with learning disabilities or mental health issues to investigate how their subjectivity is constituted in discourse. Our analysis shows how the students are shaped and shape themselves as disabled mathematicians in relation to speed in mathematical activities, disaffection in mathematics, individualism in performing mathematics, and measurability of performance. These findings cast light on the ableist underpinnings of the teaching and assessment practices in university mathematics education. We contend that mathematical ableism forms a watershed for belonging in mathematics learning practices, constituting rather narrow, "normal" ways of being "mathematically able". We also discuss how our participants challenge and widen the idea of an "able" mathematics student. We pave the way for more inclusive futures of mathematics education by suggesting that rather than understanding the "dis" in disability negatively, the university mathematics education communities may use dis by disrupting order. Perhaps, we ask, if university mathematics fails to enable accessible learning experiences for.

Assistive technology

Bong, W. K., & Chen, W. (2024). Increasing faculty's competence in digital accessibility for inclusive education: a systematic literature review. *International Journal of Inclusive Education*, 28(2), 197–213.
<https://doi.org/10.1080/13603116.2021.1937344>

Abstract: The use of information and communications technology (ICT) in higher education institutions has increased in the past 20 years. While ICT has brought many benefits to students and faculty, research shows that it also creates barriers and challenges for students with disabilities due to the inaccessibility of digital tools and learning materials. Faculty members play an important role in inclusive higher education. Previous studies have emphasised the need to train faculty about digital accessibility to achieve inclusion in higher education. This systematic literature review aims to study existing work on increasing the faculty members' competence in providing accessible and inclusive digital learning materials and environments to students in higher education.

Sixteen peer-reviewed papers were included and analysed. Most trainings included topics on disability and awareness, legislation, and methods of producing accessible digital materials and providing inclusive digital learning environments. While surveys and interviews were mostly used to evaluate training outcomes, there was a lack of objective data and commonly accepted instrument for evaluation. Good practices and further research opportunities are identified. This study has implications for researchers and higher education institutions that are interested in research and practice on increasing general competence in digital accessibility and inclusive education.

Cifuentes-Faura, J., & Faura-Martínez, U. (2024). Mapping of Technological and Support Resources for the Inclusion of Students with Disabilities in Higher Education Institutions. *International Journal of Disability, Development and Education*, 71(3), 287–298. <https://doi.org/10.1080/1034912X.2022.2095358>

Figard, R. A., & Carberry, A. R. (2024). A Law of diminishing returns: Quantifying online accessibility for engineering students with disabilities in the wake of the COVID-19 pandemic. *IEEE transactions on education*, 67(3), 434–442. <https://doi.org/10.1109/TE.2023.3326760>

Orellana, A., Kanzki-Veloso, E., Arguello, G., & Wojnas, K. (2024). Students' experiences when using real-time automated captions and subtitles in live online presentations: A phenomenological study. *The qualitative report*. <https://doi.org/10.46743/2160-3715/2024.6346>

Abstract: According to the Universal Design for Learning (UDL) framework, as a text-based alternative to auditory information in videos or presentations, captions can make the content equally accessible, and multilingual subtitles can promote a cross-linguistic understanding of the content. We conducted a phenomenological study to understand the common meaning of the participants' experiences when using real-time automated captions/subtitles during live online class presentations. Twenty-four remote student participants were placed in three study groups. All participants were fluent in spoken and written English, eight could read in one or more additional languages, and none had a hearing disability. We used Microsoft PowerPoint Present Live via Zoom to deliver the online presentation to each group with real-time automated captions/subtitles, and then we conducted a focus group session with each group. Ten themes emerged and were clustered into three overarching themes: challenges, benefits, and interactions with subtitles. Overall, participants described a positive experience, perceiving the captions/subtitles as useful and accurate. Participants found the tool easy to use and highlighted the benefits of using captions/subtitles, such as providing access to live instruction for a wide audience and reinforcing learning for diverse student types. While they were able to troubleshoot connectivity and technological issues encountered, they experienced an apparent split-attention effect and noted limitations in the tool's inability to recognize different dialects. Findings contribute to educational research related to accessible live instruction in multilingual settings and could aid educators in selecting and integrating tools with real-time captioning/subtitling, in line with the UDL guidelines.

Dyslexia

Černická, K., & Sokolová, L. (2024). Dyslexia in higher education – teacher's perspective: scoping review. *Frontiers in Education*, 9, 1372699. <https://doi.org/10.3389/feduc.2024.1372699>

The experience of dyslexic students is influenced by the beliefs, knowledge, attitudes, and practices of their teachers at all levels of education, including the university. The purpose of this review is to explore the empirical knowledge of dyslexic university students from the point of view of their teachers. Following the PRISMA guidelines, 12 studies (out of the 771 retrieved from 5 main relevant databases) met the inclusion criteria. Reflexive thematic analysis was used to analyze the included studies. Three main themes were identified: dyslexia = gray area; "inclusive university"; and practical training is necessary. In conclusion, awareness of dyslexia among university teachers is sufficient, and their attitudes toward dyslexic students are mostly positive, while expressing some concerns, which would deserve closer examination directly in practice. Higher education teachers would appreciate practical training to acquire skills to work with students with dyslexia. These trainings have the potential to increase the self-efficacy of teachers and thus overall support the well-being not only of teachers but also of dyslexic students. This study advances the existing literature on dyslexia in higher education by adding the point of view of higher education teachers. Based on the results of this study, it is clear that universities should provide more support to their teaching staff, including guidance and practical training, so that their courses could become inclusive and welcoming for all students (including students with dyslexia).

Mental Health

Barreira, Paul, and Valentin Bolotnyy. "A blueprint for measuring and improving graduate student mental health." *Journal of American College Health*, vol. 72, no. 3, Mar. 2024, pp. 812–18, <https://doi.org/10.1080/07448481.2022.2057804>

Objective: We provide a step-by-step guide for developing, administering, evaluating, and acting on a survey-based study of graduate student mental health. **Methods:** Blueprint focuses on forging student-faculty collaboration and is based on Harvard University's Graduate Student Mental Health Initiative (GSMHI). The survey tool we use includes validated screening instruments for depression, anxiety, imposter phenomenon, self-esteem, alcohol consumption, exercise and sleep habits, and loneliness. It also includes environmental questions that collect epidemiologic data, as well as ratings of advising relationships and student dynamics. **Results:** After 6 years, GSMHI has analyzed data from 30 different PhD programs and 4,866 students, overseen the implementation of more than 60 departmental action plans, and performed 9 follow-up surveys to assess progress. It has achieved high response rates (60-90%), discovered wide variation in mental health and environmental factors across departments, and supported experiments with interventions. **Conclusion:** We hope this blueprint helps other universities run similar initiatives.

Begum, S., Preez, A. D., Robinson, M., & Zunszain, P. A. (2024). Mental health help-seeking behaviours in university students: Are first-generation students different? *Student success*, 15(1), 48–58. <https://doi.org/10.5204/ssj.3053>

Abstract: First-in-family (FiF) students experience significant barriers to university participation and are less likely to seek mental health help. This can contribute to increased dropouts when compared to non-FiF students. Using a mixed methods approach, we aimed to ascertain sources of mental health support and underlying factors for the preferences favoured by students from UK universities. Answers to the General Help Seeking Questionnaire (GHSQ) and to two open-ended questions were collected online. We found that FiF (n=194) students were more likely to seek help from friends relative to their non-FiF (n=134) peers. Trust was particularly important for FiF students, while for non-FiF students, the perceived benefit of talking to anyone about mental health was more relevant. Attitudes towards mental health discussion were influenced by background. Stigma and perceived burdensomeness negatively affected help-seeking among all students.

Our findings suggest FiF students derive more benefits for their mental health concerns from friendship circles, implicating the importance of social integration programmes at university. Future work would benefit from evaluating mental health help-seeking intentions of students with more specific characteristics (e.g., race, gender), to better understand determinants influencing preferences and help institutions plan more fitting provisions to support students.

Bennett, J., Kidger, J., Haworth, C., Linton, M. J., & Gunnell, D. (2024). Student mental health support: A qualitative evaluation of new well-being services at a UK university. *Journal of further and higher education*, 48(4), 372–387. <https://doi.org/10.1080/0309877X.2024.2335379>

Abstract: Increasing numbers of UK students now seek mental health support while at university. Clear evidence for the best configuration of student support services is lacking. Most service evaluations have focused on counselling – with little evaluation of low-intensity support services such as non-clinical mental health and well-being teams or student accommodation welfare support. This qualitative study addresses that gap, examining student and staff experiences of new well-being advisers in academic departments and halls of residence at one UK university in 2018, marking a step-change in welfare support delivery. Using reflexive thematic analysis with data collected in 40 focus groups and interviews approximately 18 months after service launch, five themes were identified: Trusted Friend; Joined Up Approach; Proactive versus Reactive; Belonging; and My University Cares. The well-being advisers offered timely, low-intensity support as an accessible, approachable addition to academic, clinical and online provision. However, evidence showed operational challenges such as data-sharing between academic, professional and support service staff.

The volume of students seeking support also appeared to compromise resource intended for preventative and community-building work, particularly in student accommodation. Concerns remained for students who do not seek help, with findings underlining the importance of issues of belonging, connection and representation in relation to well-being support. Notably, this highly visible well-being investment appeared to shift a negative cultural narrative which was undermining student and staff confidence to one of greater reassurance of support. Our conclusions have implications for student support service configuration and emphasise the importance of a whole university well-being approach.

Brewer, S. J. (2024). Academic community-engaged learning and student mental health and wellness: Understanding the lived experiences of undergraduate students. *Journal of higher education outreach and engagement*, 28(1).
<https://openjournals.libs.uga.edu/jheoe/article/view/3501>

Cody, Kristine, et al. "Examining the mental health of university students: A quantitative and qualitative approach to identifying prevalence, associations, stressors, and interventions." *Journal of American College Health*, vol. 72, no. 3, Mar. 2024, pp. 776–86, <https://doi.org/10.1080/07448481.2022.2057192>.

Objective: To identify the prevalence of anxiety, depression, and suicidal ideation that would place university students at risk for mental health disorders. To explore the source of stressors and possible interventions that may benefit student mental health in a university setting.

Participants: University students (n = 483) who had been learning remotely due to the COVID-19 pandemic.

Methods: A mixed-methods cross-sectional survey was administered in 2020. Results: Students were at an increased rate of depression, anxiety and suicidal ideation as compared to the general population. Female gender, lack of social support, living alone, being a first-generation college student and COVID-19 were significantly associated with mental health disorders. Stressors were identified and categorized into themes and interventions were recognized that may improve student well-being.

Conclusion: Students enrolled in university programs appear to experience significant amounts of anxiety, depression, and suicidal ideation. Additional mental health education, resources, and support is needed.

Feldman, S., & BrckaLorenz, A. (2024). Examining campus support systems for LGBTQ+ college students' mental health and well-being. *Journal of LGBT youth*, 21(2), 306–322.
<https://doi.org/10.1080/19361653.2024.2308104>

Gallard, D. (2024). University student settlement and wellbeing with dogs as transitional support. *Pastoral care in education*, 42(2), 166–182.
<https://doi.org/10.1080/02643944.2023.2244498>

Abstract: This paper considers the topic of student wellbeing using the lens of a different type of support mechanism – ‘dog borrowing’ – which builds on prior research about emotion work and human-animal interactions but in the context of student transitions and pastoral care in higher education. This novel study was about the experiences of students settling into their university life and how, through a facilitated opportunity for students to connect to a dog and community partners, universities can meet mental health standards for wellbeing support. The findings outlined in this paper provide new insight into; how the university ethos and environment can be viewed as more personalised and emotionally supportive, how different kinds of relationships can support emotion state regulation conducive to wellbeing and effective learning and the ways that a human-animal bond can enhance connection with the community and provide social support for university students who have moved away from home.

Gatdula, N., Costa, C. B., Rascón, M. S., Deckers, C. M., & Bird, M. (2024). College students' perceptions of telemental health to address their mental health needs. *Journal of American College Health*, 72(2), 515–521.
<https://doi.org/10.1080/07448481.2022.2047697>

Objective: To understand the feasibility of using telehealth for mental health services among college students. Participants: College students (N = 16) attending a university in Southern California, 18 years or older, and living in the residential halls. Methods: Two face-to-face semi-structured focus groups were conducted using a semi-structured moderator guide. Written consent and a demographic survey were completed. Descriptive thematic analysis was conducted independently by members of the research team. Results: Participants reported mixed feelings about their level of comfort using technology to access mental health services. Some participants acknowledged the value of using technology, while many voiced issues of distrust and privacy, in addition to the loss of empathy and personal connection with the mental health practitioner. Conclusion: Offering a menu of telehealth options including a hybrid approach (in-person/telehealth) may be necessary to address the issues of comfort, privacy, and trust to effectively reach college students with technology-based mental health services.

Livalska, L., Holmgren, C., & Sommers, J. K. (2024). You are not alone: Responding to student trauma in higher education. *About campus: Enriching the student Learning Experience*, 29(1), 12–19.
<https://doi.org/10.1177/10864822231223456>

Merino-Soto, C., Angulo-Ramos, M., Llaja-Rojas, V., & Chans, G. M. (2024). Academic performance, emotional intelligence, and academic burnout: A cross-sectional study of a mediational effect in nursing students. *Nurse education today*, 139, 106221.
<https://doi.org/10.1016/j.nedt.2024.106221>

Robinson-Perez, A. (2024). 'The heaviest thing for me is being seen as aggressive': the adverse impact of racial microaggressions on Black male undergraduates' mental health. *Race ethnicity and education*, 27(5), 680–700.
<https://doi.org/10.1080/13613324.2021.1969902>

Abstract: This phenomenological study explores Black male students' lived experiences with racial microaggressions and the subsequent perceptions of their mental health while attending a predominately white institution (PWI). Data is collected through a focus group and semi-structured in-depth interviews with 15 Black male participants from a northeastern public university. The mendacity of systemic racism in juxtaposition to the intersectional identities of Black male students is analyzed from a Critical Race Theory framework. With the findings, I bring attention to Black masculinity and argue that daily encounters with microaggressions impact the mental health of Black male college students. Due to the construct of gendered racism, I argue for culturally responsive mental health care to support the emotional health and well-being of Black male scholars at PWIs. The objective of this article is to recognize the resilience and vulnerabilities of Black men while honoring their voices as they persist to pursue academic excellence.

Sin, I. L., & Schartner, A. (2024). Connecting with family, friends and others: Informal caregiving among international postgraduate researchers in a British university. *Journal of international students*, 14(1), 289–308.
<https://doi.org/10.32674/jis.v14i4.5544>

Abstract: This article casts light on informal caregiving, an essential aspect of the international postgraduate researcher (PGR) experience, but which is often invisible in literature and discourses on international education. Drawing from qualitative semi-structured interviews with international PGRs in a British university, it highlights their dual role as care recipients and lesser known caregivers across transnational and local spaces. It gives insights into the forms and dynamics of care that they give to and receive from family, friends and others, uncovering the emotional and affective aspects of undertaking a postgraduate research degree overseas which impact on their mental wellbeing. The findings have implications for the improvement of university support for international PGRs which has relevance for the wider international student community.

Sinha, G. R., Viswanathan, M., & Larrison, C. R. (2024). Student loan debt and mental health: a comprehensive review of scholarly literature from 1900 to 2019.

Journal of evidence-based social work, 21(3), 363–393.

<https://doi.org/10.1080/26408066.2023.2299019>

Abstract: Across countries and samples, the results are uniform and show that student loan burdens certain vulnerable groups more. Findings indicate diversity in mental health measures has resulted into a lack of a unified theoretical framework. Better scales and consensus on commonly used terms will strengthen the literature. Some areas, such as impact of student loans on graduate students or consumers repaying their loans, warrant attention in future research.

White, N., Milicev, J., Bradford, D. R. R., Rodger, A., & Gardani, M. (2024). The mental labyrinth of postgraduate research: a qualitative study of postgraduate mental health and wellbeing and the impact of the supervisory relationship.

Higher education, 87(5), 1211–1226.

<https://doi.org/10.1007/s10734-023-01061-5>

Abstract: Postgraduate research students (PGRs) experience disproportionately high levels of psychological distress. Many factors contribute to this poor mental wellbeing and relate to each other in complex and dynamic ways. However, the relationship between PGRs and their supervisor(s) is known to strongly affect the wellbeing of the former. This study explores the mental health and wellbeing of PGRs with a focus on the role of the student—supervisor relationship. Using combined qualitative data from a large survey of PGRs and focus groups and reflexive thematic analysis, we found that PGRs experience the overarching process of obtaining a research degree as a mental labyrinth. Three constituent themes were identified: (1) inequity in navigating the labyrinth, (2) the labyrinth as a place of uncertainty and isolation, and (3) supervisors as labyrinth guides, not mental care providers. The results suggest that significant inequities exist which contribute to poorer mental wellbeing in particular subgroups of PGRs, both in general and specifically in relation to the supervisory relationship. Experiences of loneliness and ambiguity around progress were also identified as being detrimental to mental health. Furthermore, although supervisors can be a vital source of support and have a positive influence on PGR mental health, students recognise supervisors cannot reasonably be expected to act as professional mental health care providers and institutions must do more to provide equitable access to mental health support services.

Neurodiversity

Borsotti, V., Begel, A., & Bjørn, P. (2024). Neurodiversity and the accessible university: Exploring organizational barriers, access labor and opportunities for change. *Proceedings of the ACM on human-computer interaction*, 8(CSCW1), 1–27. <https://doi.org/10.1145/3641011>

Abstract: The access needs of neurodivergent individuals in organizational settings are many and varied - and so are their everyday contributions to the creation of collective access. In this study, we contribute to the growing body of CSCW research on accessibility and investigate the invisible access labor of neurodivergent students in three computer science institutions. We use an exploratory, multi-stakeholder approach, combining semi-structured interviews (n=26) and document analysis. We adopted a broad definition of neurodiversity: our study included individuals with autism, dyslexia, ADHD, cyclothymia and individuals with neurological conditions that developed as a result of illness, trauma or injury. Our findings show that neurodivergent students face a number of structural and attitudinal barriers to access in the educational environment and within the disability support system. We identified barriers in three main areas: (i) assistive technology access barriers, (ii) cognitive and physical access barriers, and (iii) social access barriers. We examined how stigma, individualized understandings of disability and intersectional disadvantage shape organizational practices and explored how students are creatively improving collective access through micro-interventions, although these efforts are largely invisible. We then draw on our findings to identify opportunities for change. We propose access grafting as a bottom-up approach to rethinking and reorienting organizational strategies to improve equitable access.

The Neurodiverse Museum. (2024, April 15). The Neurodiverse Museum Conference 2024. <https://www.youtube.com/watch?v=US3f2zznzKg>

45:57-1:20:50 The Principles for Museums and Neurodiversity -
Dr Justine Reilly & S Hall

1:20:50-1:22:00 Getting there together: A collection of case studies intro

1:22:00-1:36:26 Becki Morris, DCN & EMBED

1:36:26-1:50:32 Aimee Fletcher, PhD Candidate, Glasgow University

1:50:32-2:05:14 Carl Newbould, Careers for All, Leeds Museums and Galleries

2:05:14-2:22:27 Jordan Keighley, Youth Engagement Curator, Leeds City Museum

2:22:27-2:45:35 Autism Berkshire, The Museum of English Rural Life and Reading Museum



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**Have your voice heard
with new short story competition Inclusive Voices**
<https://www.calibreaudio.org.uk/>

Emma Scott

Director of Commissioning and Editorial, Calibre Audio

Pioneering audiobook charity Calibre Audio celebrates its 50th Anniversary by launching the competition to encourage new writers and champion new stories featuring characters with print disabilities.



Winners' prizes including the winning story being recorded as an audiobook available to all Calibre Audio members

Judging panel includes

Author, BBC Radio 2's Book Club and the Book Off podcast's **Joe Hadow**
Public speaker and author of augmented reality picture books **Pamela Aculey**
Novelist **Katharine McMahon**



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ENGLAND**



Children's illustrator and author **Dave Shelton**
Children's and young adults' author **Julia Green**
Managing Editor of The Week Junior **Vanessa Harriss**
Dave Steele aka **The Blind Poet**

Calibre Audio is working towards an inclusive future where everyone has the right and the opportunity to read

Calibre Audio, the pioneering audiobook charity, this year celebrates 50 years of making books accessible to everyone. Marking the occasion with a programme of celebratory interactive activities, Calibre Audio has today launched Inclusive Voices, a new short story competition aimed to raise print disability awareness and champion new creative voices. The competition is supported using public funding by the National Lottery through Arts Council England.

The first prize winner in each category of the competition, whose winning story will include a print disabled character, will have the opportunity to visit the Calibre Studio in Buckinghamshire to record their story or hear their story being recorded for inclusion in the Calibre Collection.

In addition, the story will be included in the Best Inclusive Voices print book which will also be recorded in audio and winners are invited to attend a prize giving event at the Birmingham Central Library on Monday 21st October 2024. An Echo Dot and Book Tokens make up the rest of the first prize package.

Established in 1974, Calibre Audio is a pioneering audiobook charity that aims to use the full range of technology to make books accessible to everyone. From cassette tapes through to Alexa, Calibre has made books audible for 50 years and gives its members the power to read their way through a choice of audiobook platforms. The service is free for under 18s and those still in full time education, creating learning opportunities to help young people grow and thrive through reading.

Entries to the Inclusive Voices competition can be narrative or verse and can be submitted in written, video or audio form. Entries must include a main character with a print disability and be a maximum of 550 words. Entry details and further Terms and Conditions can be found here on the Calibre Audio website.



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Entries are now open until 5pm on 31st August with results announced on 21st October 2024 at the Calibre Conversations Book Festival Live Event at Birmingham Central Library.

Judges for the competition include author, producer of BBC Radio 2's Book Club and host of the Book Off podcast Joe Haddow, public speaker and author of augmented reality picture books Pamela Aculey, Novelist Katharine McMahon, children's illustrator and author Dave Shelton, children's and young adults' author Julia Green, managing editor of The Week Junior Vanessa Harriss and Dave Steele aka The Blind Poet.

The judges will select from entries in the following categories: Under 11s, 11-17s, 18-25s and Over 25s. Under 18s will require parental / carer permission to enter.

Anthony Kemp, CEO of Calibre Audio has said: "We're delighted to be launching our 50th celebrations with our Short Story Competition, Inclusive Voices. We're really proud of what we've achieved over the last 50 years, helping many thousands of people to enjoy, learn, connect and grow through listening to books. Our members face really diverse challenges caused by their struggles to read print in a world that assumes everyone can. From underachieving at school, feeling left out in friendship groups and navigating the work environment to loneliness and social isolation in later life, our competition seeks to get people thinking about what life can be like for these people through our Inclusive Voices stories. We'd like as many people to get involved as possible and we look forward to sharing the very best of the stories towards the end of the year."

Entries to the competition can be made through the Calibre Audio website [here](https://www.calibreaudio.org.uk/50th-anniversary/inclusive-voices) (<https://www.calibreaudio.org.uk/50th-anniversary/inclusive-voices>)




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About Calibre Audio

- Calibre Audio is a national charity providing an audiobook service for everyone with a disability that makes reading print difficult.
- Calibre's members have conditions including:
 - impaired vision
 - a learning disability such as dyslexia
 - a cognitive impairment such as head trauma or stroke
 - long covid
 - a physical dexterity problem such as Multiple Sclerosis, Motor Neurone Disease, Parkinson's, arthritis, paralysis, terminal illness or early dementia
- The charity's ambition is for an inclusive society where everyone with a reading disability can enjoy accessible books.
- Calibre's collection of over 16,000 audiobook titles offers fiction and non-fiction titles to suit all interests and ages and is available for members online by download or streaming or by post on USB.
- Calibre works closely with publishers to grow its collection of titles including an agreement with Penguin Random House who gifted its audio title to Calibre at no cost.
- Calibre's team of volunteer narrators, all voice professionals, record books that are not commercially available to provide the widest range of books for members.
- Calibre needs to raise £1.5m every year to continue to provide its services at no cost to members.



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