Special issue: Innovation in Libraries.

Information Literacy
City University Pirate inductions; ispring quizzes Middlesex University; Moocs for healthcare librarians; health education via comics.

Social Media
Leeds Beckett University Pinterest

Disability support
Launch of Champions for Disability Access Forum; The Open Rose Group (ORG) and Northern Collaboration Enabling Group, Learner Independence using technology (JISC)
Special issue: Libraries and innovation.

Editorial

Libraries and Innovations in learning

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Margaret McKay, JISC Subject specialist (accessibility and inclusion) Scotland
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).

This issue contains information on two recent ALISS activities – a half day conference on Libraries and innovations in Learning which took place on 16th November 2015; and the launch of the new Library Champions for Disability Access forum which took place in November 2015.

The first section of the issues focuses upon some innovative information literacy themes arising from the December event. It includes the paper given by Fiona Paterson and James Atkinson, which described how members of the Information Literacy Group at City University London sought to make an introduction to library resources for nursing students more fun by introducing a pirate theme and using Adobe Presenter to create a more interactive experience.

Other presentations from the December event can be downloaded from the ALISS website: http://alissnet.org.uk/events/43780-2/

- Debs Furness and Elizabeth Lawes UCL on the ‘Skills in Seconds’ series. A series of short films introducing print and online resources available from UCL Library Services.
- Rozz Evans UCL Institute of Education Library on using games and quizzes in LibGuides to engage Learners in Information Literacy.

In addition, this issue contains articles on several other innovative uses of technology to promote learning by libraries. This includes an article on the development of a MOOC for health librarians; the implementation of iSpring quizzes at Middlesex University and a project to explore the potential usage of comics to convey health information.

The second main feature of the issue covers innovation in disability support. It introduces the new Library Champions for Disability Forum which was launched by ALISS in November 2016, providing minutes of the first meeting and links to the new mailing list and website which we hope to develop throughout 2016. It also contains articles from several other key interest groups: Bev Peters and Paul Conway provide insight into the aims and achievements of the Open Rose Group (ORG) and Northern Collaboration Enabling Group and Margaret McKay considers how JISC is helping develop self help resources for libraries using technology to support disabled users.

We hope you enjoy the issue.

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The (Treasure) Map to Induction: Using pirates to make a library introduction more fun
Fiona Paterson and James Atkinson.

Introduction
During summer 2015, City University London’s Nursing and Midwifery Subject Librarian, Catherine Radbourne, set out to make a resources introduction for 1st Year students more exciting. Traditionally a librarian would stand at the front of a room and talk through resources while demonstrating them onscreen. Ideally, she wanted to give students a more interactive and interesting experience. The drive for a change came partly from hearing and reading about different creative teaching techniques and wanting to try these out; but also because the time for the workshop had been cut by 50%. As fellow members of the Library’s Information Literacy Group, we were drafted in and the project began.

Planning
The session would follow on from a general library induction and needed to be easy to replicate as various staff members would deliver it. It needed to cover a range of resources such as print and e-books, e-journals and specialist resources including Visible Body, Elsevier Clinical Skills and BMJ Best Practice. Additionally, as it has its own special login process, each session had to start with the attendees setting up Elsevier Clinical Skills accounts.

Once the parameters of the session were established, we had a brainstorm of ways to make it fun. The ideas we came up with included:

• Bingo
• Spot the difference
• Matching games
• Storytelling
• Case studies
• Metaphors
• Quizzes

An initial quiz idea developed into a treasure hunt so that it could include a storytelling element as well.

We then started to think about what software could support us best. Adobe Presenter was tested and alternatives such as Prezi were explored. Adobe Presenter seemed to offer what we required: the ability to make an online, interactive quiz that would allow the presenter to circulate and answer questions.

We felt a video would be good to introduce the treasure hunt, setting the scene and thus the story. We decided on a pirate theme, as it was a treasure hunt, but we also needed a topic. We considered diabetes and heart disease, as these are topics that come up when students undertake local community projects and went with the latter as there were associated procedures available on Elsevier Clinical Skills.
Production

Quite early on we started work on the videos: one to introduce the theme and set the task, one to conclude. Catherine wrote a draft script which we helped to hone and she also made contact with colleagues in the Learning Enhancement and Development (LEaD) team who were keen to collaborate and try something a bit different. Our contact volunteered to make a short animation for the beginning. We found our location (the Ye Olde Mitre in Ely Place) after Catherine embarked on an historic pub walk. We were fortunate enough to get the funding required and started to plan the filming itself.

Simultaneously we were designing and building the quiz too. We knew what resources and questions we wanted, and, as Presenter is setup with various different sorts of questions such as true/false and multiple choice, we sought to use a variety of question types throughout to help add to the experience.

We also developed a hand out that students would use to help complete the quiz. It was designed as a treasure map that, on one side featured a map with images representing the different resources while the reverse featured guidance on finding the correct answers.

Trials and Filming

With the quiz and hand out written we tested them on a group of willing librarians. Mostly this went well but we found the “pirate” font we had used in the quiz proved too difficult to read and our volunteers felt the wording of some of the questions needed a bit more clarity. We also discovered the e-book we had chosen only supported a small number of concurrent users and so we had to change it. They felt, however, that we had a good range of difficulty in the questions and liked that it would get students navigating different resources.

With script and storyboard prepared by Catherine, costumes sourced, lines rehearsed, shooting took place early the morning of a tube strike! The filming went well and we nervously awaited the results, which were really good.

Our second trial came the day before we ran the sessions and was the first time we had incorporated the video. Everything ran smoothly and we got good feedback. This gave us a lot of confidence for the following day. However, disaster struck when Visible Body stopped working in the afternoon. Fortunately, after liaising with colleagues, we were able to implement a workaround.

Delivery and Reflection

On 17th September 2015, three months after the initial meeting, four people delivered a total of 12 sessions with 3 occurring simultaneously across 4 slots. Each session had one presenter, lasted an hour and took place in an IT room. The running order of each session was as follows:

- Introduction and signing up to Elsevier Clinical Skills
- Introduction video
- Quiz, including prize giving
- Conclusion video
- Gathering of feedback
Reflecting on the experience, there were a few areas that provided challenges and could be looked at for improvement. The Visible Body workaround was semi successful. Resources can break at any time and is difficult to prevent but it highlighted the need for a back-up plan.

Setting up Elsevier Clinical Skills accounts is an awkward process made worse when 40 students all try at once. A lot of students needed individual assistance and we overwhelmed the system causing confirmation emails to be delayed. We’re looking at the possibility of bulk uploading student data in future, although we would still need to go through the log in process which is more complex than with other resources.

The difficulty of helping 40 students at once wasn’t restricted to setting up Elsevier Clinical Skills accounts and the fact that students worked at their own pace meant it was hard to bring everyone together to highlight particular issues. This was one of the reasons that the Visible Body work around was only semi successful. If the sessions were done again, we would either need to present to smaller groups or have extra staff on hand to help answer queries.

We received completed feedback forms from 109 of the 400 attendees. Feedback was good (64 respondents thought the session was good, 23 excellent, 18 fair and 4 poor) although comments were mixed. The issues highlighted in the comments were similar to the challenges we had found ourselves, namely setting up Elsevier Clinical Skills accounts, technical difficulties and lack of presenters. 95% thought the session length was just right but from experience we found there was a large range of speeds in which people completed the quiz, with some students leaving early and others staying behind. There were some comments on the clarity of the instructions. We didn’t feel the hand outs were utilised in the way we’d hoped. We really wanted the quiz to be self-led but because the resources were new, it may be that more guidance was necessary in the form of demonstration. A small percentage thought the use of the theme was childish but with the range of communication and learning styles across a group this is inevitable.

There are plans to run the sessions again but with a different theme. Other members of Academic Services also thought Adobe Presenter had great potential for creating fun and interactive introductions to resources.
Reflections on using iSpring quizzes for Information Literacy training at Middlesex University
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Introduction
Time constraint in a library workshop is a common dilemma: how to keep students engaged but not spend all the time on practical activities at the expense of learning information literacy (IL) theory.

iSpring software uses PowerPoint slides and makes them interactive to deliver online quizzes. Monna was impressed by the speed and ease of creating bespoke quizzes and immediately saw the potential to use this to deliver aspects of information literacy workshops, especially for those students for whom English is not a first language1.

Vivienne was responding to similar constraints regarding teaching first year undergraduates; how to use an increasing number of resources in a one off workshop during the first term. She had also received enquiries from academics who had been approached by Pearson, offering to sell them IL e-learning packages. These packages were costly2 and not tailored to the specifics of how our resources work at Middlesex.

Our nursing colleagues Jodie Ward and Jo Wilson had used a paper quiz format for some IL sessions with students working in groups to find their way around University resources in order to answer questions. These sessions really engaged the students, encouraged peer learning, exploration and learning by doing. From a teacher’s perspective they do away with unnecessary demonstrations and mean many of the students will teach each other. The librarian becomes the facilitator, providing one to one support with each group. The peer learning and independent exploration elements of the activity as well as feedback and discussion creates a blended learning dynamic.

Psychology undergraduate sessions happened in the fifth week of term, so from a constructivist learning perspective you are able to draw on existing knowledge and confirm things they have picked up themselves in the first few weeks, as well as adding to their understanding of resources currently being used. The online format of the iSpring quizzes allowed us to take what was successful from the paper quizzes and put them online. Something module leaders wanted with a move towards blended learning in a climate where contact time is squeezed. Unlike PowerPoint slides, iSpring gives the students something participative to come back to in the VLE or subject guide, an interactive refresher for students learning or revising independently.

Design
iSpring offers a wide range of question formats including: several varieties of multiple-choice, matching questions, hot-spotting, cloze exercises as well as ungraded free text survey options. iSpring allows you to include visuals and video. Vivienne used screenshot

1 Monna Rizvi’s quizzes can be found here http://libguides.mdx.ac.uk/psg/ps
2 Quote of roughly £10k for approx. 1,200 students in the Psychology department
visuals and instructions to guide students through resources, however, one limitation we found is that iSpring does not currently allow you to embed an externally hosted video, only link out to it.

Vivienne also looked at Socrative which allows for simpler quiz creation but decided that the extensive options in iSpring provided the means to better engage the students and avoid the habit of form filling or guessing their way through a quiz. A learning behaviour we don’t think you can eradicate but do think you can steer students away from with the design of a quiz. For instance in the Psychology induction quiz there’s a question about their free Kortext personal e-textbook1 in which they needed to enter the full title. Those trying to skip through got part of the title from the thumbnail of the book, but quickly found they needed to access the ebook to view the full information and answer the question2.

An enjoyable part of the creative process is developing ‘trick’ questions that test students’ common misconceptions such as ‘Google will find more relevant and specific information on my essay topic.’ These questions often stimulate the most informative class discussions. Students pass ‘ungraded questions’ automatically but the librarian is emailed their answers in order to monitor progress.

Keeping it simple is key; with so many options and possible configurations there is the temptation to create something extravagant, but like all similar software it is possible to detract from the content and learning objectives. Testing is also paramount; an important part of the design process was having colleagues and students attempt the quiz. Wording and phrasing is perhaps one of the most important factors if you are going to give students the chance to independently find their way around resources. Testing pre-empts instructions or questions which may be misinterpreted which is particularly important for students looking at new concepts or ideas.

**Delivery**

Monna used quizzes about referencing and British culture with new Pre-sessional students5, for all of whom English is a second language. Vivienne used induction quizzes encouraging students to interact with TALIS Aspire Online reading lists, the library catalogue, requesting books, introducing journals, free Kortext personal e-textbooks, classification and the library subject guides. Particular elements of each quiz were tailored to students’ module resources.

The induction quizzes were employed for Undergraduate Psychology first years6 and all Psychology Postgraduate student inductions7. All quizzes were completed in class in pairs or small groups. First years have no follow up sessions in the first term8. Postgraduate students had a ninety minute literature searching class the following week.

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1 https://unihub.mdx.ac.uk/your-study/etextbooks and https://unihub.mdx.ac.uk/your-study/etextbooks/benefits-of-etextbooks
2 You can attempt to make these questions fair for dyslexic/those with poor spelling by adding multiple variations to the answer with common misspellings when you create correct answers.
3 Pre-sessional students come to Middlesex roughly 6-8 weeks before their degrees begin to improve their English.
4 Links to 1st year UG quizzes ‘Introduction to library resources’ and ‘Summon vs Google: searching for journal articles’ at the top of this webpage http://libguides.mdx.ac.uk/psy
5 Links to PG induction ‘Introduction to library resources’ http://libguides.mdx.ac.uk/psy/PGintro
6 They receive an additional session on referencing and evaluating materials in the Spring term.
In Undergraduate sessions the introductory quiz was followed by a larger-group ‘keyword brainstorm’ activity in relation to media images of group behaviour. This was a useful way to vary the class with discussion and keep the students engaged. This was then followed by a second iSpring quiz prompting students to search Google Scholar and Summon, comparing the two in order to answer further questions.

Our iSpring quizzes were put on our Library Subject Guides (Springshare) as a file, stored on Springshare servers. They cannot be embedded but will open in a new browser tab. There were not any problems with speed or usage even with a fully attended class.

**Reflection**

There is a risk that students may ‘surface learn’ or succumb to ‘form filling behaviour’, ticking boxes until they get something right, although we felt that iSpring reduced this risk compared to competing products. Vivienne considered the risks during the design process, including several ‘trick questions’ to challenge common misconceptions and varied activities such as correctly sequencing according to the Dewey Decimal System. Most struggled with this, and if you include enough books this one is almost impossible to get through by guessing!

Classes are often difficult to pitch at the right level with new students having varying IL and IT skills. The peer learning element of completing quizzes in teams allows students to share knowledge that they have built and for others to have information explained by peers rather than a teacher. Vivienne observed that not only did people help out their own group members, but also students from other groups. Monna noticed that the quizzes resonated with student competitiveness in a fun and friendly manner.

100% of 273 students (working in groups and pairs) passed the quizzes from Vivienne’s Undergraduate sessions. Some took the quiz twice in order to pass but she asked them to tell her so they could have a discussion about relevant resources or ideas before they reattempted.

The feedback and grading system in iSpring is easy to use and allows for branching and reviewing answers so that the learning is reinforced throughout. Having the option to receive individual feedback via email helps to evaluate the learning taking place for each student and highlights areas where more work is needed. Reviewing answers to free text questions allows you as teacher to get closer to how much students have really understood, without pre provided options.

One way to encourage deeper learning may be introducing the quizzes as a form of assessment, whether formative or graded. In our experience this helps students give IL more legitimacy by being semantically linked with something the module leader wants them to know.

Looking forward we would need to think hard about the kind of additional exercises which could be created on iSpring to help students. Perhaps more complex or theoretical elements of literature searching may not be suitable and we suspect it may be best as a supplementary learning resource or method used to review students’ skills and knowledge.
Developing a MOOC for Healthcare Librarians
Michelle Maden, Independent Clinical Information Specialist and PhD candidate at Liverpool University; Gil Young, CPD & Partnerships Manager, NHS NW Healthcare Libraries Unit; Lisa McLaren, Academy Library Manager, University Hospital South Manchester

The Concept
The idea for a Massive Open Online Course (MOOC) aimed at Healthcare Librarians, specifically Clinical Librarians, was borne out of work being carried out by Michelle Maden, a Clinical Librarian, then at Aintree University Hospital Trust. Michelle’s unique background in health information and statistics had made her a very popular trainer countrywide. Together with Gil Young, the CPD & Partnerships Manager at the North West regional Healthcare Libraries Unit, they believed that the basic training for Clinical Librarian was often missing and many staff learnt on the job. With NHS Trusts also starting to reduce training budgets, Michelle felt an online course would be the best way to reach out to a large number of geographically diverse people to offer training free at the point of delivery. They put together a successful bid for funds to develop a MOOC from the Health Education North West Forerunner fund and were able to make a start on the project.

Michelle and Gil set about benchmarking the current landscape: surveying librarians about their current skills and future training needs. In the North West, there is strong Health Libraries network and Clinical Librarians and Trainers form their own special interest groups. They provided a wealth of information, as did other librarians across the UK. With an idea of the gaps in current provision, Michelle set about designing a basic outline for a course. BlackBoard Coursesites was chosen as the platform and iSpring was the medium by which the teaching would come to life. They enlisted the help of a Learning Technologist who was invaluable in ensuring the technology and all the templates were in place to add to the professional feel of the MOOC.

The MOOC (www.coursesites.com/s/_LIHNNMOOCLS) comprised of six modules, each to be undertaken on a weekly basis, with around 90 minutes of coursework, comprised of narrated slides, videos, quizzes and wiki content, accessible via a PB wiki. Although the majority of the content was created using iSpring, the videos were made with Google Screencastify, a free tool that comes as a plug-in with Google Chrome. BlackBoard Coursesites an open source platform was then used to make the content accessible to everyone. The modules ran in what we believed to be a very logical order and were designed to keep building on the previous weeks:

- **ASK** – asking the right questions of your user and ensure you have all the relevant information
- **SCOPE** – looking at the types of databases and other sites available in health
- **SEARCH** – the search process
- **REFINE** – how to get the set of answers you need
- **SUMMARISE** – synthesis and summary of results
- **EVALUATE** – the information needed for impact and the Library Quality Assurance Framework (an annual requirement in NHS England)

The various components were put together and then quality checked by Lisa McLaren, until Michelle was satisfied that the MOOC was complete.
The pilot phase

The pilot phase was set over seven weeks – six teaching weeks and a catch-up week in the middle. Participants were encouraged to sign up using the Course Sites link disseminated via targeted emails, Twitter and word of mouth. Michelle set up terms and conditions and expected behaviour and all participants would need to agree to abide by these in advance. In order for the team to keep up to date, a Gmail account was set up and checked daily and problems were quickly resolved.

The team also set up some social media channels outwith the standard discussion board on Coursesites, to encourage different types of participation. The main channel was a WordPress blog, (https://lihnmooc.wordpress.com/), with weekly posts from Lisa McLaren and some guest bloggers. Each week focussed on the content covered and encouraged others to comment and share. One of the Librarians in the North West, with quite a prominent profile, added her weekly reflection and linked to the blog and this proved to be very popular. A Facebook page (https://www.facebook.com/groups/1630813657179557/) was also set up, which currently has 77 registered participants and generates a good number of questions and general chat about the MOOC. This page will stay up in perpetuity and it is hoped that the users can form friendships online and continue to work together and support each other. The final aspect of social media was a Twitter hashtag (#LIHNMOOC), which proved popular with users, but was a bit harder to maintain and track.

The Audience

The expected audience for the MOOC were NHS England Librarians new in post, those new to literature searching, or those looking to move into a post with more of a focus on delivering literature searches. The Healthcare Database Advanced Search platform via Evidence Search was used to deliver the training content, since this is the main database resource for NHS England Librarians.

However, as is the nature of anything online, word spread much further afield than anticipated and during the sign-up and introductory week, the team became aware of participants from all over the global, significantly in Australia and Tasmania, but also South Africa. Many of these students posted on the MOOC blog and shared their experience.

The Evaluation

The number of participants registered on the MOOC exceeded 640 and after the pilot phase was completed in mid November 2015, participants were invited to fill in a survey rating the MOOC and giving some insight into their experiences. As of early December 2015, we had received 178 replies, giving us a response rate of 27.6%, almost a quarter of participants. Early indications showed a good rate of completion for a MOOC of 24%.

As expected, the majority of participants were from an NHS background, almost 60%, however we also attracted a high number of academic librarians and also some public librarians. What is surprising is that despite the MOOC being targeted at beginners, more intermediate and experienced searchers have so far completed the MOOC, with many librarians indicating that it was a useful refresher and a good source of ideas for updating their own literature searching services.
Comments received so far indicate that librarians liked the way the content was organised and delivered:

“This is a fantastic MOOC and I am so glad that I was able to participate in it. Congratulations to the organizers for a clear and concise presentation week after week. Thank you so much. You have made a difference for me”

“The MOOC was very timely for me as I’m now involved in supporting the use of HDAS so has made a huge difference to my awareness and ability of the resources available.”

“I will be more aware of how the literature search fits in with the overall library and knowledge service and how it contributes to the organisation. I will do further training in-house on literature searching for public health. Having looked at the examples, they made me think and I will have ideas to contribute to our current service.”

Many participants had very practical ideas for how they would take their learning forward:

“I have created a table to help me focus the users requirements more, which I can then use when I go back to them to ensure I have as much information as possible before commencing a full search (it may be used after an initial scoping search in the area). We are looking at offering a synthesising service, but a summarising service might also prove useful to our users & is less time consuming.”

“It has already helped me in terms of my knowledge. I have been able to help students more effectively at the helpdesk with problems such as no results, too many results, exporting references for a summary etc. I have also got some ideas for lesson activities to use in information skills workshops.”

One of the major issues we foresaw with delivering training in this way was the potential for technical issues arising from librarians being able to access the MOOC content. Surprisingly we received very few issues related to access, with variable sound quality being reported, largely due to the different specifications of PC equipment around the country. The Course Sites platform evaluated well with around 80% of participants satisfied with it.

What’s Next?
As the MOOC was a pilot, the content was due to be removed in late December 2015, with a view to perhaps running it at a later date. However the response from participants and others has been so positive, that the content will now remain on Course Sites for the foreseeable future.

One surprising result from the evaluation was that 100% of respondents indicated they would complete another LIHNN MOOC if it were forthcoming. Luckily, Michelle and Gil have a number of other ideas for future eLearning Modules and the first step will be looking in more depth at Module 5, which was around synthesis and summarising results, which is an emerging field for Health Librarians and one that has generated a lot of interest and discussion. The success of the MOOC has reinforced Michelle’s belief that this medium is the best way forward for reaching out to healthcare librarians, worldwide as it turns out, not least because in times of financial austerity in the NHS it can be a very cost-effective way of offering training to NHS Library staff.
Exploring the potential of health education comics to support patients and family members
Sarah McNicol, Manchester Metropolitan University. s.mcnicol@mmu.ac.uk

Introduction
Educational comics are “a subset of comics whose purpose is not to tell a story or entertain but to transfer information or communicate concepts” (Caldwell, 2012, p.1). Within health care, and health information provision, they can have a number of purposes: raising awareness (for example of disease symptoms); preparing patients (for instance what to expect from a medical procedure); assisting with decision making (such as deciding between treatment options); promoting self-management of chronic conditions; or simply increasing understanding and acceptance of a condition. Comics have been described as, “a very non-threatening medium” as well as a “personalising medium” (McAllister, 1992, p.18), and one which “universalises the illness experience” (Green & Myers, 2010), leading to the suggestion that they “may be a very effective tool in creating empathy and compassion” (McAllister, 1992, p.18).

I was recently awarded funding from the Wellcome Trust to carry out a small-scale research project investigating how educational comics might provide support in dealing with feelings and attitudes associated with health conditions, as well as providing factual information about health issues. There were eleven interviewees in the study, all students from Manchester Metropolitan University. They included those with a condition themselves as well as those who had a family member with a either mental or physical illness. Before the interview, I sent each Interviewee between two and four comics relating to their condition to read. I used these as stimulus material during the interview, as well as asking questions about the interviewees’ more general views of comics and their access to health information.

Potential social and emotional benefits of educational comics
Interviewees identified a number of social and emotional benefits of health education comics. Comics could offer reassurance; lead to increased self-awareness; help to raise awareness of a condition; or open up a discussion with healthcare professionals or family members. For most interviewees, there was some element of reassurance, or confirmation, to be gained from reading the comics:

A lot of the time…I was nodding my head a lot, ‘Yeah, yeah, yeah…’ (Interviewee G)

However, reading the comics was not always an easy process for interviewees; the narratives could raise sensitive issues, leading to a degree of distress and concern. This was often therapeutic, helping interviewees to develop a better understanding of their feelings for example, but it is possible that, in some cases, comics could provoke concerns without offering any resolution:

When I was reading they caused me a lot of bad feelings…stress, but the benefits were more…that was the purpose…to face yourself… see yourself in these characters and realise things… (Interviewee K)

As most interviewees felt they already had a good understanding of their condition, it is perhaps unsurprising that they did not feel they had gained significant additional factual
knowledge through reading the comics provided. However, many feel that they gained increased self-awareness of their own actions and responses to health issues, and of the ways in which they were currently managing their condition:

\[ \text{It just brought it back to my awareness because I live with it all the time I don’t even think about it… It made me realise that I’m doing alright considering…} \] (Interviewee B)

Interviewees commented on the potential role of educational comics in raising awareness of issues around particular conditions, especially those which were less well-known or may be subject to stigma:

\[ \text{…possibly things where there’s more stigma...like mental health conditions and things like that, maybe there’s more of a role for comics...Something where you could start with the preconceptions and then tease them out…} \] (Interviewee E)

A theme to emerge strongly was the potential of comics to help family and friends of the person with a health condition to better understand what they were experiencing and feeling, and to appreciate why they might behave in certain ways. Comics might be especially helpful to approach a topic which was difficult or embarrassing to discuss:

\[ \text{I’d quite like to use them to help share with other people what I’m going through more than them helping me and I would think they’re be useful as a tool to tell other people} \] (Interviewee B)
research, there was evidence that interviewees had begun to change their attitudes towards comics, in particular, they showed more recognition of their potential as an accessible, appealing source of health information:

…in the past I’ve just seen them for entertainment, but I definitely think they can be more informative and be used in a really positive way…portraying serious information, but in a light-hearted sense. (Interviewee D)

Conclusions
Although there are issues to be addressed, this research has indicated that there are potential benefits to using comics not simply to communicate factual health information, but to provide patients and family members with greater understanding of the social and emotional aspects of illness through the use of narrative, characterisation and images. The interviews conducted for this project have highlighted the potential value of comics as a format for health information. Comics offer opportunities for self-awareness, reassurance, empathy, companionship, and a safe and neutral way to explore the impact of illness on family relationships. While a straightforward patient information leaflet can convey factual information, a comic can also help patients, and relatives, to understand much more about the fears, anxieties and expectations a patient may need to deal with. Crucially comics are able to convey this information not as generic statements, but by encouraging empathy as the reader relates to the characters and narrative. Thus, readers may gain greater insight into their own feelings and reactions. However, a lack of awareness of their existence and knowledge of how to access health-related comics, as well as pre-existing attitudes towards comics are issues to be overcome if comics are to have a more widely accepted role in health communication.

References


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To Pin or not to Pin – Pinterest and copyright

Jenny Morgan and Jacqui Taylor, Leeds Beckett University Library

Pinterest? That hot bed of recipes and daft cat pictures? What has that got to do with libraries I hear you (possibly) cry? You may be surprised to discover that many libraries have embraced this virtual pin board to promote services and resources. Since 2012 Leeds Beckett University Library has been part of this trend and has a Pinterest account with (at the last count) 28 boards.

Pinterest, for the uninitiated, is a virtual pin board. Users can upload, save, sort and manage images and videos. It is used by the Library as part of our wider social media strategy. As a tool it is a useful and free alternative to more traditional physical displays. It is also a method of curating information around a particular topic. We have used it to promote resources and services, for example on our study skills and Help in the Library boards. It has also been used to support University wide strategies such as equality and diversity; most notably our use of Pinterest to promote LGBT events was cited as evidence in our University’s Stonewall workplace application. We have also created boards to promote employability and the green agenda alongside other areas of interest to the University and wider community. Some of our community boards, for example Film and Welcome to Leeds, have resulted in positive engagement with Leeds based organisations.

The global nature of Pinterest meant that we get repins and followers from across the world, including USA, India, China and Sweden; revealing that Pinterest is an invaluable outreach and marketing tool beyond our student body. Our average daily impression (number of times our pins showed up in main feeds, board feeds, or in search results) for the last academic year was 368, with average monthly viewers at over 2700 (the number of people who saw our Pins over the last 30 days).

We have found we have some of our greatest engagement when we introduce some form of interaction or student involvement. This was a concept we stumbled across when we created a dissertation success board and encouraged our final year students to send us their “dissertation selfies”:
This type of interaction and engagement was continued on National Libraries Day 2015 when we toured the campus to ask students and staff about the Library. It combined low tech resources (staff with white boards and pens) with photography and social media. Students were asked to write down what they loved about the library (or alternatively what would make them love it more!) and the results were pinned on the board.

This was a great way of collecting qualitative data around user experience. It was also a very popular board – with average daily impressions at 2484, peaking on National Libraries Day itself at 4484.

**Challenges – Pinterest & Copyright**
As an image sharing tool Pinterest presents its own challenges with regard to copyright. As a result Leeds Beckett Library has created a framework in which to manage its use and developed processes to help ensure content complies with copyright and image sharing legislation and guidelines.

When you sign up to Pinterest you agree to their copyright policy but as West (2012) notes there are no further reminders about copyright as you add Pins. Pinterest do, however, now provide a code which can be embedded in a website to stop people from pinning images from a site. But the very nature of Pinterest encourages the reuse of images to Pin onto the boards you create. It is very easy to forget all about copyright and just Pin any images that are eye catching, interesting and work for the link you are trying to promote. However, as a Library it is important that we comply with copyright legislation when using Pinterest – although many other users (including other University libraries) choose not to do so. When we initially set up our account we didn’t really think about the implications for copyright, however once we began to promote our boards our copyright clearance officer stepped in and identified our errors! It would be great to include images of book covers, art works and interesting pictures from the Internet but by doing so we break copyright law and undermine the work our copyright clearance officer does with our academics in ensuring they adhere to copyright legislation in their teaching and use of resources.

As a result we have had to developed techniques to comply with copyright whilst remaining creative in our use of the medium. We are not alone in this and when researching the topic we found that other Libraries have also gone down this route.
Here are our top tips for being copyright savvy on Pinterest:

- Plan ahead – our social media plan means that the social media team know in advance about what boards need creating or updating
- Identify possible resources for boards
- Identify organisations with their own Pinterest accounts – we will often still ask permission
- Target local organisations to develop positive relationships with them
- Identify organisations with the Pinterest symbol on their web-site – this may mean they are happy for you to Pin. However this does not mean that you can just Pin from this website as although they may have permission to use an image it does not mean that everyone does
- Create “secret” boards – so you have time to check copyright issues before it goes “live”
- Create a standard email to send to organisations to request permission to pin from web-sites. (Our copyright clearance officer helped with this) It is always worth asking as many organisations are happy to let you pin (free promotion for them)
- Our copyright clearance officer now sends out preferred licencing request to publishers, vendors, and eBook and journal suppliers asking for a blanket use of the image to include social media
- Create spread sheets with a list of agreed companies and book covers
- Use your own images with links to relevant information. However there are still some issues with this. A good example being an image we wanted to use of our own photo of the Blood Swept Lands and Seas of Red installation at the Tower of London that we were unable to use as it is a temporary exhibition and as such the law is different to a permanent exhibition
- Ask questions like “is image out of copyright?” and know what that means
- Our copyright clearance officer has created a Q & A document about copyright myths this includes information on using our own photographs, repining from Pinterest and copyright free images
- Make use of your copyright expert(s) in the Library

What we have learned

Trial and error means that the Library has learned what works and what doesn’t work when it comes to Pinterest. So here are some hints and tips to make interesting and successful boards which can be a fun and alternative method of promoting the Library:

- Download the “Pin it” button from Pinterest so that you can pin from the Internet
- But remember copyright issues!
- Use good quality images
- Don’t forget you can also Pin videos and Spotify playlists
- Try to give an informative or amusing title to the board (depending on subject matter)
Add value to images by including information and links
• Keep content fresh and up-to-date. Check links are working
• Keep focused – try to tie in with library resources/services when possible although try to avoid obvious self-promotion. Make sure it’s not just a list of your services/resources. “Hide” your library information Pins within the other Pins
• Consider technical issues – users now need a Pinterest account to view boards and there are some issues with moving pins around on a board
• Use other social media to promote boards and record statistics of each board via Bitly or similar
• Ask multiple staff to create and maintain boards as they can be time-consuming

To sum up, Pinterest is a valuable tool in our suite of social media tools. As (Potter, 2015) notes, communication is about building awareness not just one off messages: “Think of communication as being like tapas! No single dish is that significant on its own, but taken as a whole it’s a really nice meal.” We can create a board and then use Twitter, Instagram and Facebook to promote it. It also enables us to meet our students in a place many already inhabit, to engage with and promote not just our services but the whole of our University and the wider community.

References


West, Angela (2012) What you should know about Pinterest and copyright. PC World Retrieved from http://www.pcworld.com/article/250700/what_you_should_know_about_pinterest_and_copyright.html
Librarians Champions for Disability Access: Launch
Heather Dawson, LSE Library. h.dawson@lse.ac.uk

Attending
Nigel Ashworth; Heather Dawson, ALISS Secretary (LSE Library); Veronyka Carson (Queen Mary University of London); Paul Conway (Sheffield Hallam University); Susan Hastie (Regent’s University London); Matthew Holtby (University of Reading ); Annie Johnson (London South Bank University); Linda Jones (University of Portsmouth); Carol Keddie (De Montfort University); Margaret McKay (JISC Subject Specialist Scotland); Sara Osman (University of the Arts London); Karen Paine (LSE Library); Richard Parrott (GSM London); Mary Pelowski (University of Essex); Bev Peters (University of Teeside); Philippa Price (Swansea University); Carol Regulski (King’s College London); Melissa Steiner (Birkbeck University); Claire Taplin (LSE Library); Joanne Taplin-Green (LSE Library (Chair); Philippa Tickner (Hillcroft College); Bill Todd (Richmond American International University); Frank Trew (Rose Bruford College of Theatre and Performance); Kate Webb (Middlesex University); Jessica Wykes (City University London).

Aims of the Group
The first meeting of the new forum took place on 26th November 2015, 2pm at the LSE Library. It was chaired by Joanne Taplin-Green who explained the aims of the group. These are set out in the proposal below which was developed by Jo and Heather Dawson, ALISS secretary

Library Champions for Disability Access
Is a new grassroots community of practice form for all information professionals which is going to be launched later in 2015 in affiliation with ALISS http://www.aliss.ac.uk.

We aim to offer librarians, information professionals from all sectors an informal place to contact, meet and exchange and exchange ideas. 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 and urge all those who support this to join us to improve access for all.

Our proposal
• We aim to offer face to face meetings in the London and South East area. It is aimed to hold these 3 times per year and to circulate hosting of events wherever possible amongst members.
• Meetings will have a focused topic with a brief presentation or demo followed by discussion by participants and an opportunity to share ideas and experience. Topics of interest include: physical access, assistive technology, library support mechanisms for disabled users, staff training and legal and copyright issue relating to the special needs of our users.
• While physical meetings will be limited to this area (to avoid overlap with other organisations) we are not restricting membership and aim to offer a broader
mailing list and website of information available to all interested parties.

- The organisation will be under the auspices of ALISS http://www.alissnet.org.uk.

Participants discussed their own roles and hopes that the group would offer an informal basis for collaboration, sharing of information and support. Key areas of concern raised were DSA changes, alternative formats.

**The experiences of other Groups**

Paul Conway and Bev Peters started the meeting by giving an overview of their experiences in developing other similar support groups in the North Of England.

Paul described the establishment and work of the Open Rose Enabling Group opening up access for disabled users of Academic libraries in Yorkshire.

The group consists of staff from eight University Libraries in the Yorkshire area: Bradford, Huddersfield, Hull, Leeds, Leeds Beckett, Sheffield, Sheffield Hallam and York. It was formed in January 2003 to exchange ideas and discuss policies and procedures in order to move from base-level provision to best practice in the provision of services to disabled library customers. Key features activities include the benchmarking of facilities in all members (e.g. software, building accessibility) collaborating and sharing information and knowledge.

Bev Peters described the work of the - Northern Collaboration Group - http://www.northerncollaboration.org.uk/

The Northern Collaboration is a wider body of 25 Northern Universities. The enabling group has as its terms of reference: to share best practice, knowledge & experience, which will be achieved via

- The Northern Collaboration Enabling JISCMail group
- Face to face meetings to be held at least once a year hosted & chaired by member libraries on rotation
- To explore new initiatives which would enhance the library experience of disabled customers
- To act as an advisory group for Northern Collaboration projects on disability issues, as required.
- She emphasised the key benefits of the group were networking contacts, good practice tips. One of the main achievements was a standard statement on requests to publishers for alternative formats. This is the wording:

  *N.B. Our Library is a member of the Northern Collaboration Enabling Group and the Open Rose Group and endorses the aims of the Load2Learn initiative. Once we have been able to supply an accessible copy of your publication to our student we would therefore like to donate your original copy to Load2Learn so that it can be made available for the benefit of other print impaired people without further reference to you. When supplying our accessible copy please indicate your acceptance with this regard.*

**The Role of JISC**

Margaret Mckay and subject specialist within the JISC customer services team who...
provides support in embedding access and inclusion into strategic and operational practice. Provided an overview of the work of JISC in terms of guidance, advocacy and case studies. One great example from RSC Scotland was a case study of Jenifer Murray a languages student using RoboBraille http://www.robobraille.org/ to create information in alternative formats at the University of the West of Scotland. She would like group members to become more involved in giving feedback on the guides produced by Jisc and in developing case studies.

One suggestion from university of Portsmouth was to drip feeding information about different free apps to students via a blog and emphasising that they were productivity tools not simply accessibility tools

**LSE Buddying Scheme**
Jo Taplin-Green then gave a presentation on the LSE Library Buddying scheme a volunteer based partnership between LSE library staff and individual students which offers 1-2-1 support in all aspects of library use from accessing reading lists to fetching, searching and borrowing books.

**Areas for development**
As a result of the meeting Heather will be developing a blog to exchange minutes, slides from meetings and any good practice notes. http://librarychampionsfordisabilityaccess.blogspot.co.uk/

She is also going to set up a JISCMail distribution list for discussion amongst members. This can be found at https://www.jiscmail.ac.uk/cgi-bin/webadmin?A0=DISABILITYCHAMPS

Also to be established is a scoop.it page to share current news stories and reports.
http://www.scoop.it/t/disability-issues-for-uk-libraries-and-librarians
The Open Rose Group (ORG) and Northern Collaboration Enabling Group (NCEG)

Paul Conway, Information Adviser and Accessibility Co-ordinator, Sheffield Hallam University
Bev Peters, Access and Further Support Librarian, Teesside University

The Open Rose Group

Background
The Open Rose Group was formed in January 2003 by library staff involved in some capacity in supporting users with disabilities at eight University libraries in Yorkshire: Bradford, Huddersfield, Hull, Leeds, Leeds Beckett, Sheffield, Sheffield Hallam and York. The title of the group reflects the determination of its members to open up access for disabled users of academic libraries in Yorkshire. The ORG’s mission statement is ‘to exchange ideas and discuss policies and procedures in order to move from base-level provision to best practice in the provision of services to disabled library users’. Meetings take place about three times a year and the venue is rotated to share hosting and allow representatives to visit and learn from the practices and policies of other members’ institutions. The group communicates regularly by e-mail to share experiences and information. This creates a ready-made forum for benchmarking in terms of establishing best practice and potential improvements to provision. Occasional project work is undertaken via the group’s wiki.

Sample Achievements and Current Issues
Soon after its inception the ORG submitted a group application for the SCONUL Award for Staff Development 2003. This successful application funded the collaborative development of a staff training DVD for use in training library staff on disability issues and featured interviews with disabled students talking about their experience of using Higher Education libraries. The DVD, which covers the four themes of dyslexia, hearing, mobility and vision, remains one of the few training aids focusing specifically on the needs of staff in academic libraries. Following this major project, a wide-ranging audit was carried out benchmarking accessibility, support and facilities in member libraries. More recent projects undertaken by group members include work with JISC TechDis to provide a model workflow for obtaining books in accessible formats; giving feedback during consultations on copyright changes affecting disabled students and investigations of accessibility of e-platforms.

Current issues include e-book accessibility; requesting books in accessible formats from publishers, and exploring effective library responses to the recent changes in DSA funding.

Northern Collaboration Enabling Group

Background
The initial concept of the Northern Collaboration (NC) was discussed in 2009 with the steering group established in 2011 and is made up of 25 northern universities, from all mission groups. Its aims are to provide a framework within which libraries can work
together to:

- Improve the quality of services
- Be more efficient
- Explore new business models against a backdrop of rapid change in higher education and in the information and technology industries

The NC is also a means of:

- Exchanging ideas and good practice
- Raising awareness among the staff of member libraries of changes in the external environment
- Making connections between librarians and related professional groups

The Enabling Group is one of the NC’s several special interest groups.

The NC Enabling Group formed in 2014 to facilitate a sharing of good practice for library staff who support disabled customers and, where appropriate, to explore new initiatives which would enhance the library experience of disabled customers.

The group was formed with representatives from 14 (currently) of the 25 universities who are members of the Northern Collaboration. Several of them also have membership with the Open Rose Group. Current membership consists of representatives from the Universities of Bradford, Durham, Huddersfield, Hull, Leeds Beckett, Liverpool Hope, Liverpool John Moores, Manchester, Manchester Metropolitan, Newcastle, Salford, Sheffield Hallam, Teesside and York.

**Setting the group up and its aims**

Northern Collaboration members had been keen to progress a group to look at existing services for disabled customers – the aim being to develop and advance these services. Several northern universities were approached to gauge interest and found many colleagues were already thinking along the same lines. In fact the Yorkshire Universities group, Open Rose was already very well established as a forum for the Yorkshire universities. After speaking to representatives from the ORG they were happy to be involved in the wider Northern Group and were able to bring their experience of the ORG to the NCEG.

The NCEG met for the first time at Teesside in March 2014. This first meeting was used to explore fundamental issues such as what we wanted to achieve with the group, frequency and location. It was very much an open table discussion and proved to be a productive meeting.

Terms of reference were discussed as well as how often the group should meet and potential topics for discussion, e.g.

- Impact of legislation and government funding on Higher Education
- Obtaining information resources in accessible formats
- Assistive technologies, software and equipment
- Copyright and Licensing issues

It was agreed we would aim to meet 2/3 times a year and share hosting of the meeting. To date we have met at Teesside, Huddersfield, Manchester, Liverpool and Durham.
Communication outside the meetings is generally via a JISCmail list. Projects already undertaken include the compiling and dissemination of an informal benchmarking questionnaire on alternative format requests.

Both the ORG and NCEG would be very interested in setting up links with the Library Champions for Disability Access to extend opportunities for informal benchmarking, sharing information, and identifying and emulating examples of best practice.
Learner independence using ubiquitous technologies
Margaret McKay. Subject specialist (accessibility and inclusion) Scotland

Structural influences
There are many drivers that influence the shift toward inclusive practice. The Equalities Act 2010 emphasises the need to make reasonable adjustments, and make anticipatory arrangements. This requires planning ahead and working collaboratively with colleagues. Academic and student support services can offer a rich and multi-faceted support by looking at ways to support learner independence and reduce reliance on people based support. Proactive institutions look for ways to embed inclusivity as part of their core business and benchmark it within an organisation's key performance indicators. In addition, the changes to Disabled Students Allowance (DSA) provision in England mean that institutions supporting English domiciled learners across the UK will now have greater responsibility to fulfil their statutory duty in funding practical support previously provided through DSA (including note-takers, readers, scribes, library assistance, and support in accessing information in alternative formats).

Consulting with the sector
Over the last year, JISC accessibility and inclusion subject specialists have consulted with representatives from library/information services, with assistive technologists and inclusion practitioners across HE/FE to identify the most appropriate way to assist them in delivering support to service users. The overarching request was for ‘DIY’ self-service resources that could be used both in staff development, and directly by learners with print impairments and other barriers to learning. In undertaking this process, there was an acknowledgement that commercial assistive/enabling technologies had their place in helping people engage in learning, and where site licenses existed it was prudent to promote these tools widely to staff and students, and to ‘market’ them as productivity tools. However, not all institutions have site licenses for commercial software and some are not aware of the benefits of widening the paradigm of assistive technology approaches within a wider productivity model. Even where commercial tools are networked across the site, learners may not be able to access them on their personal devices.

DIY/Self-Service Resources
JISC are developing resources that focus on reading, notetaking, planning and researching, and are keen for feedback on what has been created so far to ensure that the resources are fit for purpose. They have taken a study skills approach when developing these self-service resources, exploring ways to exploit the ‘mundane technologies’ that are often ubiquitous but ‘hidden in plain view’ within our computers, our browsers, our tablet devices, or are free to access. The goal has been to create ‘stigma-free’ resources that have the capacity to reach a wide range of people (e.g. students or staff who choose not
to disclose barriers, learners with language or literacy support needs or those who wish to learn ‘on the go’).

Do you have time to **look at the resources** and offer some feedback?

- Is our overall approach right?
- Would you use them? Have we missed any gems?
- Do you have any specific ideas for ways we could improve these resources?

If so, we would really value your support and your feedback. http://tiny.cc/DIY-Guides

**Copyright changes, disability exceptions & library practice**

**Parity of Access**

Parity of access should impact on all aspects of the academic life and of the learner journey, including the right to access inclusive course content and accessible reading / research material. Often however there are real challenges in accessing the latter; the process of procuring and/or adapting textbooks and other similar content into accessible formats is complicated, and for many involved in this process it can be difficult to understand. The Copyright and Rights in Performances (Disability) Regulations 2014 (http://www.legislation.gov.uk/uksi/2014/1384/pdfs/uksi_20141384_en.pdf) now allows institutions to create accessible versions of content and to share ‘intermediate’ copies with one another.

**Intermediate Copies**

In order to help people gain a better understanding of what an intermediate copy actually means in reality, Alistair McNaught subject specialist for accessibility and inclusion at JISC has worked with the Publishers Association Accessibility Action group (http://www.publishers.org.uk/campaigns/accessibility/). They collaborated with John Kelly Jisc subject specialist for technology and the law, Helen Gunesekeera from RNIB and other colleagues in the publishing industry to create a guide based on a shared understanding of what intermediate copies of accessible formats (www.publishers.org.uk/EasySiteWeb/GatewayLink.aspx?alld=19612) might look like in practice. The aim is to demystify this process of creating intermediate versions, to prevent duplication by avoiding the creation multiple copies of alternative formats where they already exist, and to encourage more sharing without infringing copyright law. Alistair’s article Accessible textbooks: jigsaw piece 1/3 (http://accessibility.jiscinvolve.org/wp/2015/11/11/academic-textbooks-making-a-difference-1/) provides a three part blog feature offering insights into the Copyright and Rights in Performances (Disability) Regulations 2014 legislative changes and guidance on how to share and source accessible versions.
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