

ALISS *Quarterly*

Association of Librarians and Information professionals in the Social Sciences

Special issue: Using technology to enhance learning.

Information Literacy

Skills in Seconds: LibQuizzes at UCL Institute of Education.
University of Sunderland Library Welcome Toolkit.
University of Leeds lecture capture; mobile polling.

Disability

City University London, University of Bradford: Audit of
electronic resources;
Disability - higher education, libraries, teaching and learning.
Bibliography

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Heather Dawson.

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Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences). This issue contains information on a half day conference on Libraries and Innovations in Learning which took place on 16th December 2015.

The first section of the issue focuses upon some innovative information literacy themes arising from the December event. It includes some further information on the Skills in Seconds initiative from UCL Library and more detailed information from Barbara Sakarya on the introduction and usage of LibQuizzes at UCL Institute of Education to enhance information literacy.

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

In addition, this issue contains articles on several other innovative uses of technology to promote learning by libraries. This includes the development of a library orientation welcome kit by the University of Sunderland Library, lecture capture at Leeds University, and the development of mobile polling in Newcastle.

The second main feature of the issue covers innovation in disability support. It provides an update on the new Library Champions for Disability Forum which was launched by ALISS in November 2015, providing information on the second meeting held in 2016 and the services offered by the host - City University London. A second article covers the auditing of electronic resources by staff at University of Bradford and the issue concludes with an example of the new disability bibliography which is now being posted monthly on the ALISS website.

We hope you enjoy the issue.

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Skills in Seconds

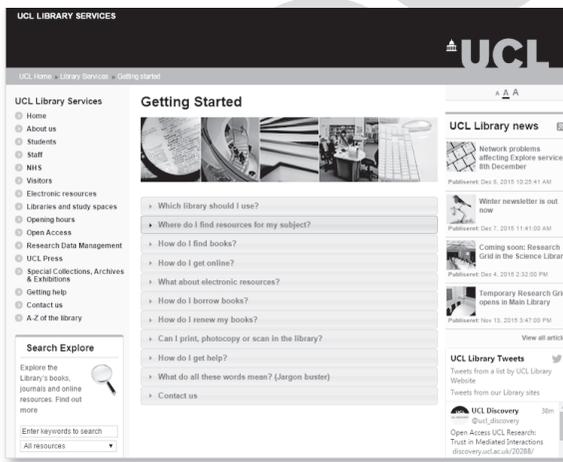
Deborah M. Furness, Head of Reference Services, on behalf of Liz Lawes, Vanessa Freedman, Giulia Garoli, Francine Wood & Polly Geater, UCL Library Services

This paper is based on the presentation given at the ALISS Xmas event 2015:

Libraries and innovations in learning
<http://alissnet.org.uk/events/43780-2/>

Like most other academic libraries, for many years we have tried to come up with novel ways of promoting our services and seriously expensive resources to students. Indeed, as far back as 1848 would-be Librarian William Frederick Poole created his Index to Periodical Literature while he was a student at Yale having observed that periodicals were somewhat underused. Our marketing activities have included putting URLs on pictures of cute creatures, producing copious amounts of information in printed guides, and then breaking it all up into bite sized pieces for our VLE.

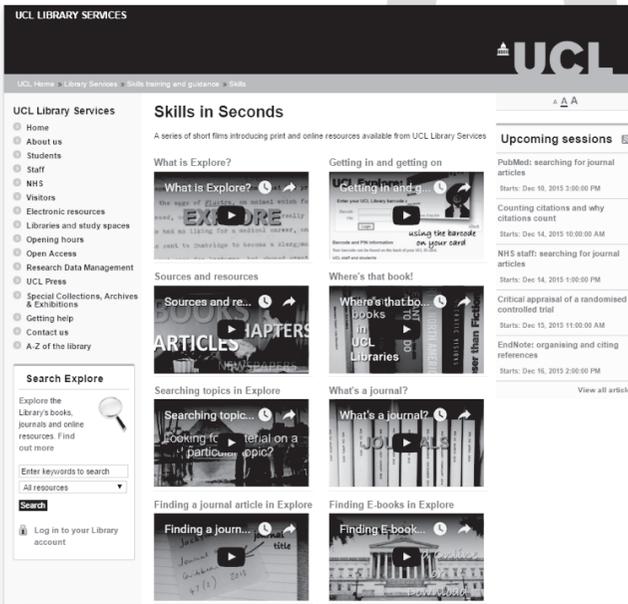
Also, in recent years we have seen an explosion in student numbers which makes face-to-face inductions more difficult, so a small 'Induction Task Force' was formed, and we set about seeking solutions to ensure that all our students get the most out of our libraries during their time here. Initially a 'Getting Started' web page (<http://www.ucl.ac.uk/library/getting-started/>) was created with links to basic information such as "How do I find books?"



The link was sent to Departmental Administrators so that they could, in turn, send it out to new students, and bookmarks advertising the web page were handed out during the induction period. A while later a survey was conducted in which we asked students about their experience of induction and their preferred ways of learning about stuff. Of course, being the YouTube generation, many expressed a preference for videos. We had made a general induction film with the help of students some years ago, but with technology being more available to us since, we decided to create a series of short films featuring different aspects of our services, and the search for the most appropriate software was on.

Our Art Librarian Liz Lawes knows a lot about this sort of thing and she made the first film for her subject in iMovie and put it up in Vimeo. However, she soon decided that Camtasia had more functionality, so we approached our IT Team about getting additional licences and laptops for the task. In the meantime, we made a list of what we wanted to feature initially, and decided that whatever we made shouldn't really last more than a minute, but should have maximum impact. With this in mind we thought about calling the project 'Skills in Sixty Seconds', but quickly changed this to the simpler 'Skills in Seconds' in case we needed to go slightly over the minute.

Members of our 'Task Force' decided which topics they wanted to tackle, and laptops were allocated accordingly. Screen captures were integrated with snippets of film from sites such as the Prelinger Archives (<https://archive.org/details/prelinger>) and still images from 'The Commons' (<https://www.flickr.com/commons>) hosted by flickr. Some fun was had adding music from the Free Music Archive (<http://freemusicarchive.org/>) using an online file converter to convert the mps files to wav files, (<http://www.online-convert.com/>) and when we had a number of films we worked with our Web Team to make them available in YouTube, and via tiles on a dedicated website. (<http://www.ucl.ac.uk/library/training/skills>)



Links were added from our 'Getting Started' page and our training pages, (<http://www.ucl.ac.uk/library/training/guides>) and we promoted them via Twitter. Student & Registry Services added them to the Student Newsfeed, and UCL Communications featured them in the student newsletter myUCL. Since then we have had them running constantly on plasma screens throughout our libraries and they still stop us in our tracks. We now plan to make some more films, starting with the hot topic of referencing, so watch this space...

Two-way learning with LibQuizzes at UCL Institute of Education

Barbara Sakarya, International Collections Librarian & Information Literacy Coordinator, UCL Institute of Education. b.sakarya@ucl.ac.uk

Interaction is a key element of any instruction although we, as librarians, cannot always choose the type of interaction. Sometimes a library induction/session is a hall of 400 and sometimes it's a swift 15-minute update for a handful. In either situation, students are often passive observers.

Ideally, we would like a two-way exchange: students should learn from us and we should learn from them. At the UCL Institute of Education, some of us on the Information Literacy team are just beginning to use quizzes more systematically to help better understand users' skills, knowledge and needs. On the one hand, we want students to be able to connect with us to discover information they need to know; on the other hand, we are keen to uncover what students know, do not know and whether the way we explain things really makes sense to them.

Library Support and Change

We launched our first IOE LibGuides in 2012, and in March 2016, we have over 150 library and archive guides, both public and private (Springshare 2016). We use LibGuides to offer 'how to' advice, to explain our services and collections and to underpin our teaching and library training. To reach our users, we have also used a variety of methods including: face to face library sessions, workshops, online movies, Moodle courses, Snagit and Camtasia demonstrations, online jigsaws, Powerpoints, Powtoons, Prezi and games. We are always keen to try out new ideas, but for the past year, we have had to concentrate on a number of other major changes.

The bigger picture for the IOE changed in 2014 when we merged with University College London (UCL) and although we are officially joined in name, we are not yet fully integrated in systems and services. We now serve a much larger body of UCL students, yet our focus is still on the 8000 mainly post-graduate students at the UCL Institute of Education (IOE), the majority who are over the age of 24. In the near future, merger practicalities will be an ongoing process as departments gradually adapt to new procedures, systems, IT and people.

In 2016, we will also be migrating to LibGuides version 2, so considering all the changes we are undergoing, I've decided to stick with what I know for the moment while I'm mindful of the abundance of good practice out there.

Good Practice Elsewhere

In fact, connecting with users in innovative ways has been a staple of libraries for years. Nicholson traces the use of games, puzzles and toys and even gambling in libraries since the 1850s (2013). Lê highlights the importance of anonymous pop-quizzes (APQs) for the purpose of: testing understanding, re-enforcing retention, gaining bonus points and increasing engagement (2012). McMunn-Tetangco notes that some libraries in the US use quizzes to gain bonus points, to encourage participation, to emphasize key concepts, as

pre-tests toward exams and as summaries of lectures (2015, pp.583-585). At Middlesex University, Eades and Rizvi have used iSpring quizzes for peer learning and independent exploration (2016).

Physical games like solving mysteries and scavenger hunts can also pose as types of quizzes. A few UK examples are Pointless in Plymouth (Moody 2014), board games in Newcastle (Crinnion 2015) and treasure hunts at City University (Paterson & Atkinson 2016). Margino points out that 'games encourage risk taking' (2013, p.335), a factor that can often spice up learning.

While I'm always invigorated by good practice, I am also resigned to our reality of merger, migration and mature user base. For us at the UCL Institute of Education, easily adaptable quizzes using existing resources offer us a manageable two-way option of learning during a time of change.

Quiz Evolution

In 2014, I created the first LibGuide quizzes which were made up of 8-10 multiple choice questions and an open question or two per quiz. I used the survey function within LibGuides because it was familiar as we were already using it for recommendations and bookings. Originally, the main objective of using quizzes was to direct students, especially distance students, to information online in the guides.

I also aimed to make quizzes quick to submit, simple and available freely 24/7. These quizzes were mainly summaries of selected guides and while I used some in library training, I didn't actively promote them. Once a quiz submission was made, I received an email with the submitter's answers. Initially, I'd answered and corrected each quiz submission via email until I decided to save me time and give users a more immediate response to their answers. I then created an answer page to pop up once the quiz was submitted and answers were hyperlinked to direct users to online LibGuide pages with more information.

In September 2015, I had a quiz epiphany when a tutor asked me if I would like to assign a reading before a Collaborate session. The reading list for this popular MA international module was packed with the best academics in education and I decided these students had enough excellent reading without my input. What I really wanted students to do was to use our online LibGuides so I suggested assigning quizzes as homework.

I nearly forgot about the quizzes until my inbox started receiving results – over 100 in a few weeks. The real revelation was that I was more interested in what students got wrong than what they got right. I analysed the results in bulk by using the statistics tool in LibGuides which displayed the numbers and the choices users made. If a lot of students were getting the same questions wrong, I tried rewording, changing the question or the explanation of the concept (e.g. *Boolean*) in LibGuides.

Another refinement was adding an open feedback question to some quizzes that were used in sessions which eliminated the need for a separate feedback submission. To make the quizzes more visible, they can now be found in two places: attached to relevant guides and also grouped together in the guide, *LibQuizzes and Games* (Sakarya 2016). By

grouping quizzes with games, the intention was to offer the quizzes openly as sorts of self-challenging games rather than tests.

Open Learning Benefits

Although we have kept our objectives modest by aiming self-help quizzes as promoters of LibGuides, in future, we also want to offer quizzes as 24/7 learning activities that allow users more choice and control. As Beetham notes: 'Asynchronous technologies allow learners more control over the time, place and pace of their learning ...' (2013, p.38) and it is this freedom - whether a student is campus-based or distant - which is key. By providing more open learning we hope to improve the information literacy skills of our users and so far, we can see only a few drawbacks and a number of advantages.

Quizzes can benefit users because LibQuizzes can ...

- be done online at point of need.
- be submitted quickly with immediate results.
- be used without usernames and passwords.
- offer (almost) anonymous submission.
- aid retention.
- be a positive re-enforcer .
- show gaps in understanding.
- be used by anyone 24/7.

Quizzes can benefit librarians because LibQuizzes can ...

- be adapted and changed as needed.
- show gaps in understanding.
- help to shape guides and instruction.
- be analyzed using the statistics function.
- highlight points librarians want to make.
- alleviate the need for new software.
- be a greener option that saves paper.
- include feedback options.

Quiz drawbacks for users:

One disadvantage of the survey function is that it is quite rigid and users must fill in the quizzes in one go or lose the information. Another drawback is that after a user submits the quiz, he/she can access quiz answers, but *not his/her answers*. However, we hope our move to LibGuides version 2 and an upgrade to LibWizard will offer more functionality.

2016: the year of the LibQuiz?

LibQuizzes at the UCL Institute of Education are a work in progress. In January 2016, our first step was to re-label our quizzes 'LibQuizzes' to fit in with the LibGuides family (LibAnswers, LibChat, LibCal). The next step, creating and testing quizzes, is happening now.

The third step is a crucial one. As we migrate to LibGuides version 2 this year, we hope to purchase LibWizard which promises to help us build more interactive quizzes and

tutorials and better two-way learning experiences. Once we create more quizzes, we aim to embed them as pre and post-test guidance for courses, in library hands-on sessions and in workshops. As a work in progress, students will learn by trial and error and so will we. Watch this space in 2017 for our quiz experiences.

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All the shapes your learning takes: the development of a library welcome toolkit

Leanne Young, Distance Services Librarian and Klaire Purvis, Academic Liaison Librarian; University of Sunderland

Introduction

A key part of library induction at the University of Sunderland is to welcome new students whether on or off campus, provide them with the information they need to get started and encourage them to come back and use library services. Library induction at the University of Sunderland is known as Library Welcome. As suggested, the primary objective is to provide a welcoming environment, friendly faces, and give students enough information that they want to come back, but not so much that they are bored and stop listening. Salzer (2003) cited in Rhoades and Hartsell, (2008) argues that “librarians must take a proactive approach, viewing strategic marketing of their services and resources as critical”. This is a sentiment that is taken seriously at the University of Sunderland, where marketing strategies underpin all major library activities.

After reviewing past induction activities and feedback from students and staff, liaison librarians used strategic marketing principles to develop a Library Welcome Toolkit for use during the 2014/15 academic year, the elements of which could be used in different ways by liaison librarians to suit a variety of participants and situations.

All the shapes your learning takes

In 2014/15 the Quality and Marketing team introduced a new theme - *All the shapes your learning takes* - centred around the idea that the library is not just a building - it is a variety of services and support. It aligns with the recognition that the students and staff who use the library are all individuals with different learning styles, different study preferences, and different technology needs. ‘All the shapes your learning takes’ promotes that the variety of services we offer support the full range of those needs. The liaison librarians at Sunderland are also individuals, and while it is expected that we will give the same level of support and offer the same messages, the induction group recognised that each librarian may need to do that differently. Induction for some librarians is a 20-30 minute slot amongst a range of other services. Others are asked to spend an hour or sometimes two with new students. Some Librarians will see their students again for follow up information skills sessions, others may only have that one shot at giving students the information they need.

The library induction group used a seven step marketing strategy (Grieves, 2010) to identify first the groups of students who required an induction, second, to determine the key services that would be communicated during induction and finally, to write benefit messages for each service offer. The groups of students identified were on campus students and distance learners. For on campus students the services that would be communicated during induction were learning spaces, resources, IT and help and support. For distance learners, the focus would be on e-resources, document delivery and help and support.

The Welcome Toolkit

A welcome toolkit was developed consisting of a variety of elements for use during induction. Each element of the toolkit used the central shapes theme. The Liaison librarians could use any combination of the elements they felt would work best with their students.

Welcome Video

A four minute welcome video was created to showcase the library offer. The video was designed as an introduction to the four service offers the induction group had identified: learning spaces, resources, IT and help and support. A video was chosen to serve as a visual tool that would give a consistent message. Powtoon, an online presentation package was used to create the video because it proved easy to use and provided an intuitive interface. Librarians could choose to play the video in a number of situations for example as a standalone presentation if time was limited, or as an introduction to a longer small group session. They could also choose between a version with a commentary or a version without.

Prezi

A presentation was created using Prezi. The content of the Prezi mirrored that of the on campus video. It was designed as an alternative to the video for staff who wanted more control over content and the ability to go into greater detail if appropriate. Staff could choose an appropriate path for the Prezi and narrate it themselves, perhaps focusing on specific areas for specific students, for example focusing more on Apple Mac provision for arts and design students or on e-book availability for local partner college students who may not visit the Sunderland campus frequently.

Scavenger Hunt

Rugan and Nero (2013) found that the library scavenger hunt, a commonly used approach to instruction, was now viewed by many academic librarians as an “ineffective method of instruction”. Danforth (2011) holds a different view, that “hunting for information and then putting into practice what they’ve [game players] learned in a fun context makes the knowledge they’ve acquired that much more likely to sink in.” It was decided that the scavenger hunt would be a part of an origami puzzle which would align it with the shapes theme and offer an extra challenge for students.

Six activities based on the four key offers (learning spaces, resources, IT, and help and support) were identified that would encourage students to use library services and would require successful navigation of the library to complete, for example taking a picture of themselves enjoying one of the library spaces and sharing on social media. The activities were incorporated into four origami designs on A4 sized paper which upon completion would form an origami shape. One side of the completed origami shape was an open ended question: ‘what have you found out about the library that is going to help you the most?’.

One shot lesson plan

A generic lesson plan for a 60 minute 'one-shot' was created that was underpinned by the four key service offers previously identified. The lesson plan incorporated hands-on activities such as choosing where to search for information and searching for e-books and journal articles in a guided classroom environment. The librarian could contextualise the session with subject-specific examples or simply use it as a template to develop their own session.

Reading List

Librarians in the induction group created an online reading list in support of library welcome. The list included titles to help students learn about topics such as referencing and plagiarism, writing academically and thinking critically. One of the activities on the scavenger hunt was to locate this list online and find books about academic writing. Librarians were also able to use this list to demonstrate how the reading list software worked, if it was appropriate.

Student feedback

The open ended question included in the origami scavenger hunt was the primary method of collecting feedback from students. Responses were collated by theme and broadly corresponded to the four key service offers identified by the group. The majority of responses to the question, *'what have you found out about the library that is going to help you the most?',* related to resources. Responses included:

"that we can access books online as well as coming into the library"

"My Module Resources, week by week reading list"

"I have access to resources anytime, any day. Learning is a never ending process indeed!"

"How much [sic] resource is available for me not to fail"

Other responses related to learning spaces, IT and help and support included:

"I think it is a very relaxing place to stay and not just for the study. I could stay here all day!"

"Helpful and friendly staff willing to guide you when confused"

"Quiet rooms and study lounges. Love the advertisement for the library ie. the trees and pictures"

"We are able to book study rooms"

"The fact it is 24/7".

Librarian feedback

The induction group collected feedback from liaison librarians, specifically asking what elements of the toolkit had they used and what was their experience? This feedback was collated and presented as case studies, an example of which has been included in this paper.

Case study 1: Culture librarian

Elements used: on campus video and scavenger hunt

Comments: “On the whole I felt this years was a much more positive, interactive and inclusive induction which set up a strong foundation for future sessions. Feedback from the students was very positive, they liked the relaxed feel of the session and that they were learning what they needed to know in a slightly unusual format”.

Conclusion

Student feedback indicated that the library welcome campaign was well received and more engaging than in previous years. Library induction or library welcome at the University of Sunderland has developed each year, informed by feedback from students and liaison staff delivering induction, but also by professional discussion and experiences. An important outcome for 2014/15, and one that is reflected by the learning shapes theme adopted throughout the campaign, is the recognition that a one size fits all approach will not succeed. Factors such as class size, venue, or discipline of the student may influence the approach adopted by the librarian. A co-ordinated approach that takes this into account can ensure that although students may not experience induction in the same way, they will receive a consistent message of library support.

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Lecture capture: creating and sharing learning resources made outside of the lecture theatre

Angela Newton, Library Learning Advisor (Skills@Library), University of Leeds

Tools for change

Successive waves of new technology have fundamentally changed education in all its forms over the last 30 years. Tablet technology is now commonly seen in UK school classrooms from key stage 1 upwards, and home students entering university for the first time have grown used to an educational experience where personal technology is inseparable from learning. New hardware and software products have brought opportunities and challenges to traditional working practices for teachers and lecturers across the education sector and around the world.

New tools often disrupt routine tasks that we take for granted in the workplace, as anyone working in an academic library will know all too well. This disruption whilst unsettling for some individuals, also offers unique opportunities to reshape what we do as partners in learning. Innovative technology continually offers ways to enhance and remodel the educational experience, from application to graduation, and everything that takes place in between.

Mediasite at Leeds

In 2014, the University of Leeds introduced Mediasite Lecture Capture and at desk capture software across the campus (Mediasite, 2014). Like many other universities, Leeds saw an opportunity to give students a richer experience of the curriculum, by introducing a tool with multiple applications.

Mediasite at desk capture, offers staff the opportunity to create high quality desktop and audio recordings, which can be instantly uploaded to a VLE (and which also has the potential to be shared with an external audience); this is ideal in situations where small nuggets of information are required. New learning resources can be created very quickly, and with minimal equipment.

At Leeds the Mediasite software is being used in a number of ways by staff, not just to record lectures, but also to provide students with oral feedback, revision materials, and reviewing small segments of lectures in more detail, (for example, where a particularly technical point must be understood in order to advance learning and understanding of a key topic or to answer frequently asked questions from students).

Exploiting technology to enhance learning

With the introduction of Mediasite software to Leeds in 2014, Library Learning Advisers in Skills@Library spotted an opportunity to exploit this new technology by using the At Desk Capture software to provide additional academic skills support for students.

Skills@Library is a service providing academic skills support to taught students at the University of Leeds (Leeds University Library, 2016). Workshops, express learning sessions, 1-1 appointments, online tutorials and webpages are some of the ways in which

students can use Skills@Library to develop their academic skills. Working within the curriculum, Learning Advisors also support academic staff by providing teaching sessions which are embedded into programmes of study.

Longstanding dissatisfaction about 'one shot' teaching activities, has led to many Library and Academic Skills support units to create online tutorials and materials which can be integrated into their websites or institutional VLEs to support student learning. One shot teaching also has the disadvantage of lacking in opportunity for spaced repetition (Gupta, 2016), as it may not be possible to revisit the same group of students in a way which would support this. Online learning can deliver a good learning experience, and offer students the opportunity to return to the resource at any time, they can however, be time consuming to create, and difficult to get up and running without specialist knowledge of e-learning (Blanchett et al, 2012).

Repetition, and the ability to go back and review information can be highly beneficial to students (Gupta, 2016), and technology allows educators to provide those opportunities more easily than ever before. Short blocks of online learning can be very effective (Creelman, 2011), and well-made materials that exploit this can support students at the most appropriate points in their academic career, particularly when teamed with module areas within a VLE.

"We don't understand sometimes that learning is three dimensional, and sometimes students have to go back and revisit what they have done...Each student has to have the opportunity to revisit...sometimes revisiting is essential." Lecturer, 2015.

Feedback and benefits

In the year following its roll out across the campus at Leeds, Lecture Capture software has been used extensively by academic staff and their students. Initial feedback from both suggests that where it is being used, it can significantly enhance the student experience, and lead to greater satisfaction with learning.

"...they [students] really got the point of every lecture, because they were able to go through it a number of times." Lecturer, 2015.

"I'm accessing lecture capture recordings primarily as a tool for revision." Student, 2015

"Lecture capture has contributed to my learning by giving me the freedom to access the recordings when and where I want to." Student 2015

Learning Advisors in Skills@Library have used both the standard lecture capture system to record lectures, and the at desk lecture capture software to create materials which can then be deposited in module VLE areas for students on specific degree programmes. Simple narrated PowerPoint presentations and screencasts can be created with very little hardware or prior knowledge of the software. Recordings can also be tagged with additional links out to further information or materials, and this is a great way of ensuring that what could be a stand-alone resource, is connected to information which provides extension activities or ideas.

Skills@Library have found that the at desk capture service has numerous benefits as an

additional service to our in-curriculum teaching:

1. Providing a synopsis of the content of a lecture or workshop for students to review, or to view in advance.
2. Following-up a timetabled face to face teaching session with additional learning points and information.
3. Building an awareness of the Skills@Library team and services with staff and students.
4. Providing relevant links to further online materials as part of the recording, is a valuable way to extend the learning points in the recording, and allow students to explore the topic in more detail at their own pace.
5. Targeting recordings at specific cohorts exposes students to the most relevant learning materials at the most appropriate time in their course.
6. Tracking usage of recordings over time, to assess whether they are reaching their intended audience, how much of the recording is being watched, and whether students return to the recordings on more than one occasion.

Where next?

Using lecture and at desk capture to enhance the educational experience has been a great journey of discovery for Skills@Library. Whilst that journey in supporting students continues, the team are also looking for ways of using it for a different audience. Using Mediasite technology to record occasional workshops or other learning events can help us to reflect on our own approaches to teaching, and to develop the learning experiences that we offer to students. Recording ourselves for our own reflective development is therefore an exciting new possibility, allowing professional staff to think about how specific academic skills and activities can be enhanced.

Lecture capture is also now available to students at Leeds, and it will be exciting to see how they incorporate this tool into their study. New evidence from other universities on their experiences of using similar software is continually upgrading our understanding of how staff and students can use it as a learning tool. Skills@Library want to remain part of this professional conversation, both within the University of Leeds, and with our peers.

To find out more about lecture capture, I'd recommend the following resources;

- 5 Reasons to Capture your practice. University of Bath. <http://go.bath.ac.uk/5reasons>
- E-Learning Development Team blog. University of York. <https://elearningyork.wordpress.com/2015/11/13/research-update-lecture-capture-at-york/>
- Lecture Capture: Trialling lecture capture for students at Oxford University. <http://blogs.it.ox.ac.uk/lecture-capture/>

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PROOF

Using live mobile polling (Poll Everywhere) to engage students in Information Literacy

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Background

In 2012, Information Literacy (IL) didn't really feature on our radar as a public library. When we went on a CPD visit to Newcastle University Library, the staff highlighted their perception of an ever widening information literacy skills gap in first year undergraduates and the need to reach more school and college students in the region. Evidence suggests that this problem may be due to a lack of IL training in secondary schools, contributing to a more difficult transition to University (Bent, 2008). Teachers, for example, recognise the value of IL for lifelong learning but struggle to support its development due to time pressures within the curriculum (Williams and Wavell, 2006). We realised that public libraries are uniquely placed to help plug this gap and to the best of our knowledge, no one else in the region was doing anything to address this issue at the time. As a result, we designed, promoted and delivered a library skills programme for Sixth Form students that has run ever since.

The success of this project resulted in Newcastle Libraries being chosen as one of the first regional pilots to roll out The British Library's 'Digital Pathways' IL programme to teenagers. This programme saw approximately 100 students from Jan 2014 - March 2015 attend a day-long digital skills session focusing on evaluating online material and introducing them to alternative digital tools to present research findings. Whilst we discovered that the students and teachers enjoyed the sessions we ran, we often found it challenging to engage the students on a more personal level in terms of both identifying their IL skills and articulating their views. As a consequence, we decided to use some interactive technology in the sessions and worked with Dr David Archer to develop some polls using PollEverywhere, an interactive online polling system.

How does PollEverywhere work?

Poll Everywhere is an audience response system (www.poll everywhere.com) that enables you as the presenter to create real time polls to engage audiences using mobile devices and PCs. It is free to use for up to 40 simultaneous user responses to each poll (up to 25 responses for non-education providers on the free plan). A question is presented to the audience and the participants then respond in a variety of ways:

- SMS text
- Online via the Poll Everywhere website
- via Twitter
- Poll Everywhere mobile application (app)

The responses are then displayed on the screen within 2-5 seconds. Presenters can set the responses to display in multiple choice polls, free text polls, clickable image polls or discourse polls (see Figures 1 and 2 for examples). Responses are automatically stored on

the website which we found was very useful for evaluating our sessions and for collating feedback.

How did we incorporate PollEverywhere into the sessions?

We firstly integrated PollEverywhere at the start of each of our sessions in order to engage the students immediately and to gain a quick understanding of their knowledge of IL. We did this before we ran through our learning outcomes for the day to ensure the students weren't swayed by what they had heard. Examples of poll questions that we included at the start of the session included:

- In the last 24 hours, what are the main websites that you have used?
- Where do you normally get online information for assignments?
- Which of the following websites would you trust the least? a) Wikipedia, b) Bbc.co.uk c) Gov.uk (d) Wiki Answers

At the end of the session, we then came back to PollEverywhere before we did our round up of the day to see if we had met our learning objectives and simply asked the students, 'What is the main thing that you have learnt from today?'. This was a quick and efficient way to not only quickly evaluate the session, but also to see the distance travelled in the student's knowledge.

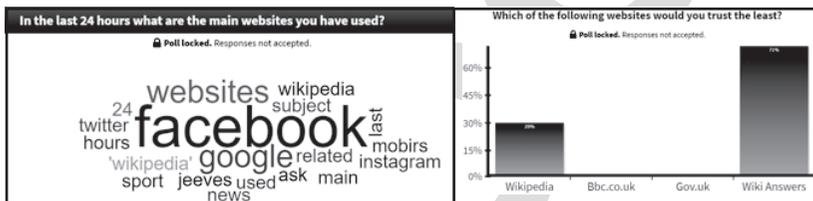


Figure 1: Example of free text word-cloud and multiple choice poll responses

Why use it?

As we used PollEverywhere, we quickly realised that there are lots of benefits of real time online polling and many of these are supported by existing research (Graham et al., 2007, Heaslip et al., 2014).

- You get instant feedback from the students
- In terms of inclusivity, students without smart-phones can respond to many of the question types.
- It gives all students an equal voice and opportunity to speak - you not only solely capture the more vocal student's opinions, but also those from students who rarely participate due to shyness or fear of embarrassment.
- It allows students the opportunity to be reflective as they can view their peers responses and opinions
- Questions can be created or altered quickly during the session, making it a very flexible tool
- The opinions of a large class can be captured quickly, which can then inform facilitation of the session.

- The information captured can be easily accessible afterwards and can be used to evaluate the session and help you to adapt material for future classes.

Students frequently interact with content and engage with their peers through mobile devices and hence are familiar with expressing themselves through this media. We found that the Sixth Form students enjoyed using their mobile phones to reply to the polls and seemed pleasantly surprised when we asked them to get their phones out at the start of the session, something that is normally discouraged in a school environment. This got their attention immediately and they appeared to engage quickly as a result.

Feedback

Feedback from both students and teachers was extremely positive. When asked what was the main thing they would take away, students reported that their IL-related skills and knowledge had developed and that they felt more confident in researching and referencing efficiently. They also mentioned that they had learnt 'how important the validity of sources are' and 'how unreliable Wikipedia is'.

On a Likert Scale from 1-5 (strongly disagree-strongly agree), students rated the use of Poll Everywhere 4.5 in terms of usefulness and many teachers were keen to get back to the classroom and try PollEverywhere for themselves.

Comments from librarian colleagues included:

“Using PollEverywhere allowed us to interactively engage the students immediately in a session and we captured far more responses than we ever received verbally”

“Students engage well with mobile devices and PollEverywhere is a simple, effective and inexpensive way of encouraging participation”

Future developments

The ability for students to propose and vote on statements has been introduced in PollEverywhere recently, with the potential for promoting greater student empowerment as it gives them the opportunity to shape the discussion by responding and voting on peer's responses as they are made. In addition, extensions created for PowerPoint, Google Slides and Keynote now enable existing slides to be converted to polls automatically.



Figure 2: Example of a responses to a clickable image we have used

Conclusion

Engaging students with IL can be challenging and the use of interactive technology can increase their enjoyment in the learning process, encourage creativity, gauge their levels of knowledge and obtain feedback during the session in a flexible and responsive manner. PollEverywhere is now firmly embedded in Newcastle Libraries delivery of IL sessions and has been used by colleagues in other digital and business sessions that the library runs.

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Library Champions for Disability Access

Jessica Wykes, City University London

Library Services, City University London was pleased to have the opportunity to host the 2nd Library Champions for Disability Access Event on 10th March 2016. It was decided that a good format for the meetings would be for the hosting institution to give a presentation about their role and services and resources they provide. This is a useful exercise for getting to know each other and also because the meetings are attended by staff with a range of responsibility operating within various departments within their library's structure so we each have a different perspective.

The meeting began with a quick and informal experience sharing presentation about my role (Subject Librarian; Assistive Technology) and provision at our institution's Library. This was intended to open up discussion about other Librarians' roles in the fields of inclusivity and accessibility. The presentation also touched on working in a small team and the challenges and experiences arising from that.

Slides from the presentation can be viewed at <http://librarychampionsfordisabilityaccess.blogspot.co.uk/2016/03/minutes-and-slides-from-march-2016.html>

I am based in the Library Services' Academic Services Team working alongside the Subject Librarians, Research Librarians and Information Assistants and work as the named contact for supporting City University London students registered with our Learning Success department (Disability Support, Dyslexia and Specific Learning Difference Support and Mental Health and Counselling).

My role relates to three areas:

Access: Informing students about services available and liaising with our Learning Success team and Library User Services Team to put additional services in place such as extended loans, book collections, 1-2-1 Library induction.

Alternative formats: supplying alternative format files where there are barriers to accessibility with printed copies or commercial e-books.

Assistive Technology: making sure software and equipment is available and running in our Assistive Technology Suite, user interface demonstration/support and responding to operational enquiries.

The Assistive Technology Suite is located in the Northampton Square Library. Access to the rooms is on referral from our Disability, Dyslexia and Mental Health and Counselling teams who will provide Library Services with recommendations and adjustments to be made.

The Centre contains:

- 6 dedicated computers with wide screen monitors
- 1 free study space
- TextHelp and Inspiration software (which is also available on all City computers)

- JAWS, ZoomText (also available on selected pcs across campus libraries), Open Book, Audio Notetaker
- Ergonomic furniture such as height adjustable tables, chairs with back and neck support and adjustable lighting.

The centre has 3 drop in computers in an open plan area and 3 individual rooms which offer privacy, minimises sensory distraction, and are suitable environments for using speech to text software and for working with non-medical helpers.

Equipment students can borrow or use in the Assistive Technology Centre include a desk top magnifier, a dual monitor, digital voice recorders, ergonomic mice and keyboards, high visibility and compact keyboards, document stands and a book holder.

Challenges can be faced working in a small team and it was discussed in particular around the creation of alternative formats. Careful planning and prioritization is required around creating alternative formats in-house by scanning when they are not available via commercial e-book, publisher file, Load2Learn or Bookshare. Proofing and structuring the scanned document is also necessary. More time needs to be given to material which is 'complex' such as containing graphs and charts which require description or recreating equations.

Further challenges are also anticipated in light of the proposed changes to Disabled Student Allowance and a need to respond to potential increase in use of services and resources. Future endeavors to face and mitigate these challenges are discussed below.

I also shared some of the useful resources which have assisted me in my day to day work. These include:

Guidance and best practice from JISC, (<https://www.jisc.ac.uk/guides/meeting-the-requirements-of-learners-with-special-educational-needs>) RNIB (<http://www.rnib.org.uk/services-we-offer-advice-professionals/education-professionals>) and AbilityNet (<https://www.abilitynet.org.uk/factsheets>) around supporting students, creating accessible material, resource provision and using technology.

Alternative format repositories: Our institution has membership to RNIB Bookshare (<https://www.load2learn.org/cms/>) (previously Load2Learn at the date of our meeting) and I look forward to using the re-launched site. In 2014 Library Services took part in a pilot with the US alternative format repository Bookshare (<https://www.bookshare.org/cms>) and have gone on to purchase a book block to supplement our resource provision.

Areas in which I would like to develop and investigate in the near future include; working towards inclusivity and training staff to increase responsibility beyond a named contact and to cascade guidance to making learning resources accessible. Inclusive resources and embedded accessibility are also important areas to consider as is influencing the procurement of any future resources.

Maintaining awareness of the development of embedded accessibility tools in resources is useful. Knowing how to use the accessibility settings on the operating system such as in the Windows control panel has been useful - customizing the 'display' for the computer

user. i.e. enlarging text and icons to up to 150% or turning on narrator or high contrast in the 'ease of access panel'.

Our Library has recently started loaning iPads - a service which is available to all current students. The accessibility features (<https://support.apple.com/en-gb/HT204390>) in the iPad are impressive. RNIB have some very good videos (<http://www.rnib.org.uk/services-we-offer-advice-professionals-education-professionals/technology-education>) on how tablets can be used by low vision or no vision students and in the classroom. Additional apps can also augment the usefulness of this device.

Some online library resources such as databases and collections are incorporating tools like text to speech readers and we also have access to some audio visual resources such as Box of Broadcasts and Anatomy TV which can be useful for neurodiverse and multi-sensory learners.

Following two further discussion points around alternative formats and DSA changes, the event was rounded off with a tour of the Library's Assistive Technology Centre so the facilities and equipment could be seen in situ. The event was a great opportunity to meet new colleagues, discuss best practice, and also the challenges facing Higher Education, in an informal setting and I look forward to seeing the development of the Library Champions forums.

PROOF

Accessibility for all: engaging library staff in auditing electronic resources

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Print impairment and academic libraries

Since the introduction of the Special Educational Needs and Disability Act (2001), academic libraries have been obliged to provide accessible texts for users who find printed works a barrier. Print-impairment can occur for a range of reasons including visual impairment, specific learning difficulties and motor difficulties, and affects 10-15% of the European population (Hilderley 2013). For many students, reasonable adjustment has involved the provision of texts in alternative formats (alt-texts) on a case-by-case basis for individual students. Some parts of this process have become more streamlined with the introduction of services such as Load2Learn (now the RNIB Bookshare UK education collection, Royal National Institute of Blind People 2016): 60% of the 147 alt-format requests submitted to the University of Bradford library¹ were fulfilled within the week, with 40 supplied on the same day. However, this still leaves a long tail of requests:

- 11 (7.5%) took 7-14 days
- 5 (3.4%) took 15-21 days
- 2 (1.4%) took 22-28 days
- 8 (5.4%) took more than a month
- 3 (2.0%) took more than two months
- 29 (19.8%) were not supplied at all

These delays obviously leave the students concerned at a severe disadvantage compared to their peers. Additionally, even the most streamlined of alt-format requests do not give equality of experience for print-impaired students. As each item has to be requested individually and with a time delay, however small, literature searching for a student depending on alt-formats lacks the spontaneity and serendipity experienced by other students. Alt-format requests can also be time-consuming and often repetitive and frustrating for staff, tying up specialists' time that could be better employed in one-to-one interactions with students.

Electronic resources have the capacity to offer print-impaired students a dizzying range of accessibility options, from zoom, reflow and screen-reading for those with visual impairment, auto-scroll for motor-impaired users to changes of font and background colour for those with specific learning difficulties (Hilderley 2013). However, accessibility features are often inadvertently blocked by Digital Rights Management (Kramer 2007) or over-ridden by concerns for styling and branding (George et al 2013, Turró 2008). One method of quantifying and addressing this problem is to undertake a systematic audit of the accessibility features of electronic resources (Smith 2011, ASCALA 2014).

¹ Statistics from 2014-15 academic year

Accessibility audits

In 2013, the University of Bradford library employed a graduate intern to conduct a pilot audit of the accessibility of online resources (George et al 2014). The aims of the audit were:

- To provide guidance to print-impaired students on the most accessible interfaces and browsers
- To inform purchasing decisions based on the accessibility of resources
- To share best practice with other libraries
- To lobby publishers to improve their interfaces

In the summer of 2014, a revised and expanded audit was undertaken by frontline library staff. The move to using library staff rather than students or recent graduates was driven partly by the need for a more systematic and consistent approach, and partly by pragmatic concerns of availability: over the summer vacation the library remains open and service points need to be staffed, but there are fewer face-to-face enquiries. This allows staff to engage in background tasks as long as these can be completed at the service points. Another driver was the findings of our library Graduate Trainee's project on disabled students' perceptions of the library (Mann 2013). Library staff fed back to her that, although there was a comprehensive training programme on accessibility issues, they felt that they lacked confidence and relied heavily on the designated accessibility expert, causing problems when she was not in the library.

The audit was voluntary but practically all frontline staff agreed to take part, possibly as a more exciting alternative to the ongoing task of replacing spine labels! Each staff member chose a resource from a centrally-held spreadsheet then answered a list of questions about it, scoring the presence or absence of features or grading more subjective traits such as contrast or clutter. The scores were entered into the spreadsheet which then produced overall accessibility scores plus individual scores for the accessibility of the resource for users with various types of print impairment:

- Visual impairment (zoom, contrast, reflow, read out loud, alt-text for images etc)
- Specific learning (font change, colour change, read out loud etc)
- Motor impairment (auto-scroll, keyboard-only navigation etc)
- Autistic spectrum (adverts, animations etc)

A full list of the criteria tested in the audit is in the appendix.

Reflections on the accessibility audit

Over all, the feedback received by staff undertaking the accessibility audit was positive. Staff appreciated the opportunity to engage with electronic resources in a stress-free situation, and felt more confident that they would be able to help students with enquiries. They also felt that they had gained a valuable insight into the range of barriers encountered by our students.

"As a new member of staff, I was able to learn more about the resources that are available to students and how they find and use them. The accessibility audit helped me to look at Websites and E-Resources in a different way and highlighted the problems

students could encounter whilst accessing the databases”.
(Quote from staff member who took part in the accessibility audit)

However, there were problems which anyone undertaking their own audit could consider. Firstly, the list of criteria was far too long and detailed. Having piloted the study with the Graduate Intern we decided that the question list would not need further scrutiny before staff started the audit. However, we had not considered how much more thorough library staff would be, so the list was extremely time-consuming. Some criteria were the same for every resource (for instance, there was no resource on which the tBAR did not work) so could have been excluded; also as the pilot had established that Google Chrome was overall the best browser for accessibility features we could have excluded all other browsers from the staff audit. Secondly, many of the criteria were subjective (eg colour contrast or the amount of clutter on the home page) so we should have provided more guidance to reduce inter-observer error. Staff were regularly discussing how they were grading these criteria but we could have formalised these contacts via a weekly meeting and / or an online resource such as a wiki. Finally, we did not factor in time for the vital follow-up of lobbying publishers, and this has yet to be done.

Future work

As interfaces are constantly changing, the accessibility audit will always be a work in progress. We keep a watch on developments and re-audit resources where radical changes have occurred, and staff have expressed an interest in repeating the experience regularly to keep their knowledge current. This summer we will repeat the audit with expanded terms of reference and a more collaborative outlook and also, for the first time, on a range of hardware. The library has recently purchased a Mac and an Android tablet using money from a teaching excellence award so resources will be tested on these as well as PCs. Staff will thus be able to become familiar with both electronic resources and a range of devices whilst undertaking the audit.

Of the initial aims of the project, we have been able to use the work of the audit to guide students towards the more accessible resources. Of course, the resources they need are not always on the most accessible platforms, but the knowledge that Google Chrome is generally the most accessible browser has been useful. Subject librarians are now more aware of the accessibility of electronic resources and use this to inform purchasing decisions wherever possible, though often key resources are only available on a single platform so there is little room for manoeuvre. We advise academic staff against recommending as key reading books that are not available electronically or only available in poorly accessible formats. We have shared the results of this work widely with networks such as the Open Rose (University of Sheffield 2016) and Northern Enabling Groups (Northern Collaboration 2016). The next stage is to start lobbying publishers to render their platforms more accessible.

Appendix: List of questions for accessibility audit

Answer the following questions about the Database home page

1. Is it easy to find the log-in box?

Did you find the login box straight away? Are there any other login boxes that could cause confusion (eg for personal profiles)

2. Is it easy to find the main search box?

Did you find the search box straight away? Are there any other boxes that could cause confusion?

3. Can you navigate using just the keyboard?

Use the tab and arrow keys to move around the screen - does it work in a logical order? Can you navigate to and type into the search box using just the keyboard?

4. Do the default colours offer sufficient contrast?

Is the screen easy to read?

5. Are links visible and identifiable as such?

Can you determine what is and isn't a link without clicking?

6. Are link colours clear?

Can you easily read the text of the links, even once they have been clicked?

7. Does the t-Bar colour overlay work?

This should be downloaded onto your machine². Double-click the icon on your desktop to launch the programme. It will give you a coloured overlay through which you should be able to read the screen. Right click and choose Exit or Minimise when you have finished using the programme.

8. Does the browser zoom work?

Use CTRL + to zoom in and CTRL - to zoom out. Does the text remain clear and readable?

9. Are there animations on the site?

Are there any moving images on the front page? If so, can you switch them off? If you hover over the animations or right click is there an option to suppress or disable them? Score as following: 3 for no animations, 2 for animations that are easy to switch off, 1 for animations that are difficult to switch off and 0 for animations that are impossible to switch off.

10. Is there advertising on the site?

These will normally be fairly obvious!

11. Are there any accessibility aids on the home page? For instance, built-in ways of changing colour, read out loud, zooming, changing contrast etc

Look around the home page – are any of these things mentioned?

² If the tBAR is not on your machine, go to <http://www.fx-software.co.uk/tbar.htm> and scroll down to downloads. Follow the setup wizard accepting all the defaults. Click Launch the Programme file when prompted. This will give you a coloured box to overlay text. To remove it, right click and Minimise or Exit. To launch again, double click the icon on your desktop

Answer the following questions about the Accessibility and Help pages.

- 12. Is there any mention of built-in accessibility aids? For instance, built-in ways of changing colour, read out loud, zooming, changing contrast etc**
These are mentioned very rarely, but it's worth a look!

Answer the following questions about the Results screen

- 13. Are the navigation tools consistent?**
Do the same buttons do the same things in different screens?
- 14. Are the menu bars in the same place in all screens?**
Is the menu bar the same on the results screen as on the database home page?
- 15. Do the menu bars have the same options in all screens?**
Are the menu options consistent between the results screen and the database home page?

For resources without full text content, stop here!

Answer the following questions about HTML full text

- 16. Can you navigate using just the keyboard?**
*Use the tab and arrow keys to move around the screen - does it work in a logical order?
Can you navigate to and type into the search box using just the keyboard?*
- 17. Do the default colours offer sufficient contrast?**
Is the screen easy to read?
- 18. Are links visible and identifiable as such?**
Can you determine what is and isn't a link without clicking?
- 19. Are link colours clear?**
Can you easily read the text of the links, even once they have been clicked?
- 20. Does the t-Bar colour overlay work?**
Double-click the t-Bar icon on your desktop to launch the programme. It will give you a coloured overlay through which you should be able to read the screen. Right click and choose Exit or Minimise when you have finished using the programme.
- 21. Does the browser zoom work?**
Use CTRL + to zoom in and CTRL - to zoom out. Does the text remain clear and readable?
- 22. Do images have descriptions attached?**
These can either be captions or alt-text (hover your mouse over the image to see alt-text)
- 23. Are the descriptions of images useful?**
If you could not see the image, would the description be sufficient to describe it?
- 24. Are the images described in the text?**
Would you be able to understand the content without the images?
- 25. Is any multi-media captioned?**
If there are videos, audio etc, is there a text caption saying what it is?

26. Are there transcriptions of multi-media content?

If there are videos, audio etc, is there a text description of the content?

27. Are there any accessibility aids? For instance, built-in ways of changing colour, read out loud, zooming, changing contrast, changing font etc

Look around the page – are any of these things mentioned?

Answer the following questions about online PDF full text**28. Does the browser zoom work?**

Use CTRL + to zoom in and CTRL - to zoom out. Does the text remain clear and readable?

29. Do images have descriptions attached?

These can either be captions or alt-text (hover your mouse over the image to see alt-text)

30. Does the Tbar overlay work?

Double-click the t-Bar icon on your desktop to launch the programme. It will give you a coloured overlay through which you should be able to read the screen. Right click and choose Exit or Minimise when you have finished using the programme

31. Are there any accessibility aids? For instance, built-in ways of changing colour, read out loud, zooming, changing contrast, changing font etc

Look around the page – are any of these things mentioned?

Answer the following questions about downloaded PDF full text**32. Is the text copyable?**

Highlight some text and copy it (either press CTRL+C or right click and choose copy) then paste it into a word document or text file (use CTRL+V or right click and paste)

33. Does the zoom work?

Try the zoom function in the top menu bar. If this is not visible, use menu item View-Zoom. If there is no menu, try hovering to see if one appears. If there no menu appears, try CTRL +

34. Does the colour change work?

Use menu item Edit-Preferences-Accessibility-Replace document colours. If there is no menu, try hovering to see if one appears.

35. Does the read out loud function work?

Use menu item View-Read out loud-Activate. If there is no menu, try hovering to see if one appears.

36. Does reflow work?

Use menu item View-Zoom-Reflow then zoom in. The text should reconfigure into a single column. This rarely works!

37. Does the Tbar overlay work?

Double-click the t-Bar icon on your desktop to launch the programme. It will give you a coloured overlay through which you should be able to read the screen. Right click and choose Exit or Minimise when you have finished using the programme

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Disability - higher education, libraries, teaching and learning. Bibliography- January 2016

Further editions of this bibliography can be viewed online at

<http://www.slideshare.net/heatherdawson/disability-higher-education-libraries-teaching-and-learning-bibliography-march-2016>

Social identity and discrimination

Towards the Inclusion of Students with Disabilities: Accessibility in Language Courses

Gallego, Muriel; Busch, Carey.

Innovative Higher Education, v40 n5 p387-398 Nov 2015

While there is extensive research regarding the readiness of faculty members to provide accommodations for students with disabilities in higher education, less has been reported concerning the preparation of teaching assistants in faculty-like positions. The investigation reported here focused on college-level language instruction, and it expands current understanding by incorporating the perceptions of teaching assistants. A survey of higher education institutions in the United States was conducted in order to gather impressions from language program directors, teaching assistants, and Disability Services Office staff about their perceptions of the collective effort to guarantee access to students with disabilities

Being the Wizard behind the Curtain: Teaching Experiences of Graduate Teaching Assistants with Disabilities at U.S. Universities

Damiani, Michelle L.; Harbour, Wendy S.

Innovative Higher Education, v40 n5 p399-413 Nov 2015.

This study investigated the teaching experiences of graduate students with disabilities, using 12 semi-structured in-person and phone interviews. We selected participants using stratified random sampling representing diverse disabilities, degree programs, and regions of the United States. Findings suggest that students engage in complex self-accommodation influenced by their dual roles as students and employees.

Funding for disabled students

The Narrow Way

Cameron, Harriet.

Times Higher Education, 17/12/2015, Issue 2234, p24-24, 2/3p

The author argues that the British government's market-oriented approach for widening

higher education participation is too focused on value for money and will harm students with specific learning difficulties (SpLD), such as dyslexia.

Into Higher Education 2016-

<http://www.disabilityrightsuk.org/news/2016/january/higher-education-2016-now-available>

Produced for students by Disability Rights UK aims to answer common questions such as whether colleges or universities will be accessible, how to choose a course and what support will be available. It also covers the student finance system and has up-to-date information on tuition fees, repayment methods and the support that will be in place for 2016 entry.

Research Students

Implementation of Protocols to Enable Doctoral Training in Physical and Computational Chemistry of a Blind Graduate Student

Minkara, Mona S.; Weaver, Michael N.; Gorske, Jim.

Journal of Chemical Education, v92 n8 p1280-1283 Aug 2015. (EJ1073059)

There exists a sparse representation of blind and low-vision students in science, technology, engineering and mathematics (STEM) fields. This is due in part to these individuals being discouraged from pursuing STEM degrees as well as a lack of appropriate adaptive resources in upper level STEM courses and research.

Autism

Educational Experiences and Needs of Higher Education Students with Autism Spectrum Disorder.

Cai, Ru; Richdale, Amanda.

Journal of Autism & Developmental Disorders, Jan2016, Vol. 46 Issue 1, p31-41, 11p, 2 Charts; DOI: 10.1007/s10803-015-2535-1

Examines the experiences and support needs of 23 students with ASD enrolled in two universities and four colleges, and 15 family members were explored in 15 semi-structured focus groups. Thematic analysis identified five themes: core ASD features, co-morbid conditions, transition, disclosure, and services and support. Most students felt educationally but not socially supported; most families felt support was poor in both areas. Transition from secondary school was often unplanned, and disclosure of diagnosis usually occurred after enrolment, often following a significant problem. Many parents provided substantial student support. Thus disclosure of ASD diagnosis and meeting the individual needs of these students are important considerations as higher education enrolments increase

Quality of Life for Transition-Age Youth with Autism or Intellectual Disability.

Biggs, Elizabeth; Carter, Erik.

Journal of Autism & Developmental Disorders, Jan 2016, Vol. 46 Issue 1, p190-204, 15p, 5 Charts; DOI: 10.1007/s10803-015-2563-x

Examines the subjective health and well-being of 389 transition-age youth with autism or intellectual disability using the parent proxy version of the KIDSCREEN-27 in the USA. Parents reported well-being of youth with autism and youth with intellectual disability lower than a normative sample in the domains of Physical Well-being, Psychological Well-being, and Social Support and Peers.

On-line learning and accessibility

Evaluating E-Resources for Accessibility: A Conference Report on the Association of College and Research Libraries (ACRL)

Rodriguez, Michael.

(2015) Journal of Electronic Resources Librarianship, 27:3, 210-211.

Conference reports links through to papers includes e book accessibility

Improving Accessibility for Students with Visual Disabilities in the Technology-Rich Classroom

Taylor, Michael A.

PS, Political Science & Politics 49.1 (Jan 2016): 122-127.

Before the semester began, I was notified that a student with a visual disability was enrolled in my research methods course. Although I have experience with providing disability accommodation in my classes, this would be the first time I taught a visually disabled student. I quickly discovered that portions of the course were inaccessible to this student and that I was unprepared to provide an equivalent learning experience. The principles of Universal Design in Instruction (UDI) provide guidance for developing curriculum that maximizes accessibility and usability of course content for all learners, including those with disabilities. This article examines the development of political science courses through the lens of UDI.

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