

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Copyright and archive digitisation –Leonard Cheshire Disability;
supporting librarians develop copyright literacy.

Interactive learning in library inductions at University for the
Creative Arts; Electronic solutions Cardiff University.

UCLU Disability awareness campaign and students projects'
eBook accessibility audit (UK Higher Education);

Disability- higher education, libraries, teaching and learning.

Bibliography.

ALISS Quarterly Vol. 12 Number 1
October 2016
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Published by ALISS.

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ALISS Quarterly
Volume 12 no.1 October 2016

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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 innovative practice by information professionals in adapting to their changing roles in the 21st century. There are three main focuses of interest: copyright, teaching information literacy during the induction period and supported disabled users.

The first section focuses on copyright. The article by Jane Secker and Chris Morrison is based on a recent survey and focus groups which they conducted amongst UK librarians. It highlights the concerns and challenges information professionals have about moving into the field of copyright support. The article by Theresa Morley is based on her presentation given at the 2016 ALISS AGM, it provides a practical example of good practice, highlighting the methods she used for approaching the challenge of digitising archives at a national charity, the lessons learnt and future ways forward.

The second section covers innovation in teaching methods during induction. This period of the year is often stressful for librarians based in college/university settings as increasing numbers of students often coincide with limited staff numbers and time.

Coco Nijhoff, provides a description of the Interactive learning in library inductions at University for the Creative Arts while Erica Swain and Rebecca Mogg, offer insight into how IT can provide technological and collaborative solutions to improving learning at Cardiff University

Finally the issue concludes with information about Ben Watson's audit of ebooks for disability accessibility and our disability bibliography of recent articles and reports which is now being posted monthly on the ALISS website. <http://librarychampionsfordisabilityaccess.blogspot.co.uk>

We hope you enjoy the issue.

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Doing More with Less: How Information Professionals Can Survive and Thrive: Conference Report

Heather Dawson, ALISS Secretary and Jane Alderson-Rice, ALISS Committee Member.

In the current financial and policy environment, library and information professionals from all sectors are increasingly being called upon to undertake a variety of new and often diverse roles. This has been well documented in recent literature.

A 2016 study by Ithaka, *Organizing the Work of the Research Library* (Schonfeld 2013) looked specifically at the need to reorganise library management structures and working practices, to move from collecting items to engaging with communities, to take on new technical roles.

New Roles for New Times by the Association of Research Libraries (Jaguszewski and Williams 2013) examined the changing roles of liaison and subject librarians. It showed that in order to survive librarians needed to take on a range of new roles including teaching, support for research, support for digital scholarship and changing forms of communication plus copyright advice. This necessitates considerable flexibility and change.

ALISS recognises that often this adaption has taken place in an environment of austerity with fewer permanent staff and financial resources available. As working librarians, we know lack of headspace, constantly split focus and having to rush work are frequently mentioned by colleagues, and we thought of offering a discussion day to take a very honest and constructive look at workloads and expectations, and to identify working methods or survival skills that could be helpful. On 18th August 2016, we held a special one-day event which focused upon a number of commonly encountered themes. The themes were: working with larger and more heterogeneous user groups; CPD and motivation; how to cut corners without losing quality; what to measure and how to capture genuinely useful feedback. There was some debate about how best to shape the day, ending up with a consensus that a complete day of discussion might be too shapeless, and offering instead 4 short conference papers alternated with discussion time.

The papers were given by practitioners who had identified genuine efficiencies or ways of providing motivating working environments. These provided an overview and/ or a case study of possible challenges and solutions. After each paper, delegates sat in small groups to discuss the themes together to seek practical solutions, labour saving working methods and genuinely effective ways forward. At the same time, we had a Padlet wall for each theme, enabling delegates to share observations and questions with the whole room.

The first presentation, addressing the theme of working with larger and more heterogeneous user groups, was on the role of librarian as teacher. Catherine Radbourne, Subject Librarian for Nursing and Midwifery, City University London and Antonella Yarnold, Subject Librarian for Social Sciences, City University London gave some practical tips on **Using Technology to Develop our Information Literacy Teaching**. (<http://www.slideshare.net/heatherdawson/using-technology-to-engage-students-in-information-literacy-antonella-yarnold-and-catherine-radbourne>) They demonstrated some of their favourite sites: Blackboard collaborate for distance support; Thinglink to annotate images

and video. <https://www.thinglink.com/>; Kahoot to create online quizzes and games, <https://getkahoot.com/>. A key challenge faced by delegates was coping with mixed ability classes. This provoked a lot of discussion and suggestions including: creating a range of activities for different levels so more advanced students can work on their own; adapting hand-outs for different learning styles, encouraging peer to peer collaboration amongst learners; It was also agreed that advance preparation was essential, including asking academic staff about the types of students and their needs. Team teaching was also recommended to have a second person to troubleshoot. If staff are not available, it was suggested that perhaps student helpers or library interns could help.

Please see the suggestions on the Padlet wall for this theme for more Apps and software to make learning interactive, and to communicate easily with distance learners.

The presentation from Chris Powis, Head of Library and Learning Services at the University of Northampton addressed the theme of CPD and motivation. He spoke about **Developing a Research Culture** - (<http://www.slideshare.net/heatherdawson/developing-a-research-culture>) giving an inspiring overview of how the management at his institution supported a general culture of encouraging and allocating time for research at all levels amongst library staff, and the benefits of this. Many of the delegates felt a lack of confidence at beginning research. Chris was able to offer a framework of practitioner led research and guidance about relevant CPD type activities which showed a way forward. Delegates discussed the advantages of librarian research in demonstrating the value of library expertise to university senior management, the possibility of utilising general funds and methodology courses offered by their university to kick start library based projects. The difficulties of balancing time on top of their normal roles was also a major discussion topic. They also considered what to do if a culture doesn't exist including ways of building data collection into their normal roles by measuring and researching further something they are already doing or experiencing.

The paper on **When is a Team Really a Team?- Moving from Subject Librarians to Liaison Teams** - (<http://www.slideshare.net/heatherdawson/when-is-a-team-really-a-team-moving-from-subject-librarians-to-a-liaison-group>) addressed the theme of how to cut corners without losing quality - Caroline Gale, Library Liaison Manager, University of Exeter focused upon changing liaison roles. In 2015, the Library at the University of Exeter underwent a huge shift in staffing, reducing FTE by a third. Old models and structures were no longer appropriate or fit for purpose, so a new approach was needed. She detailed the shift involved for the subject librarians, looked at the new model they now have and evaluated its effectiveness. An issue discussed by the delegates was how this situation actually gave the liaison team the opportunity to reassess core roles, to focus on what really mattered. How it also offered the opportunity to share expertise and offer support amongst team members. However, it was crucial that this took place in a supportive atmosphere with staff concerned being involved in the brain storming meeting. Ownership of the process is crucial when reorganisation occurs so people don't feel powerless. Key factors in success included saving time by shifting much of the training online - reusing what was available elsewhere for free, working collaboratively as a team with interchangeable roles rather than subject specialisms so that everyone knew more

about all the tasks, absences were less of a problem and colleagues felt confident to help. Delegates discussed what would be a minimum amount of subject specialism, also the possible impact on CPD as limited resources restrict opportunities to attend conferences. It was agreed that forward planning was vital and if you are unable to attend many events due to lack of staff, it would be important to provide opportunities to cascade information to other staff in order to make the most of knowledge across your whole team.

The final presentation **Proving our worth - Inspiring Learning for All: An Alternative Evaluation Model from the Heritage Sector**, (<http://www.slideshare.net/heatherdawson/inspiring-learning-for-all-an-alternative-evaluation-model-from-the-heritage-sector>) was introduced by Eleanor Payne, Education Officer at LSE Library and Archives. This paper addressed the theme of what to measure and how to capture genuinely useful feedback, and covered best practice in gathering and evaluating qualitative feedback. It explained and explored the principles of the Inspiring Learning for All framework (<http://www.artscouncil.org.uk/advice-and-guidance/inspiring-learning-all-home-page>) which is used extensively in the heritage sector to measure impact as well as plan projects and programmes. A key issue addressed was that counting may not be enough. It is increasingly necessary for libraries to collect quantitative data to prove their worth to funders, but we need to consider what we are measuring and why. Delegates discussed how students may be facing survey fatigue, whether we are over reliant on metrics and if alternative approaches such as Eleanor's and library ethnographic case studies could offer meaningful insights in certain circumstances.

The feedback from the day showed that delegates had discovered some practical labour saving technologies and working methods, as well as finding the discussion interesting. The paper on qualitative feedback was much appreciated, but we did not manage in the time available to discuss the question of whether we are getting the best from metrics - are there any brilliant survey questions, what is useful to measure, how and in what levels of detail. Some feedback suggested that it would be useful to cover this question on another occasion, taking best practice in qualitative and quantitative feedback together.

The balance of presentations and discussions received favourable feedback together with a suggestion that delegates should not stay all day on the same discussion table, but should be invited to change tables during the day if they wished.

The papers from the day and notes of the discussion (collected via Padlet) can be viewed on the ALISS website. <https://alissnet.org.uk/doing-more-with-less-how-information-professionals-can-survive-and-thrive/>

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1. Schonfeld, R. C. (2013). *Organizing the Work of the Research Library*. Ithaka. Available online at: <http://www.sr.ithaka.org/publications/organizing-the-work-of-the-research-library/>

Copyright and archive digitisation - Rewind at Leonard Cheshire Disability

Theresa Morley - Heritage Project Officer at Leonard Cheshire Disability.

Based on a presentation given at the ALISS AGM on 21st June 2016 <http://www.slideshare.net/heatherdawson/copyright-and-risk-in-the-rewind-project-theresa-morley>

The Rewind Project

Rewind is a Heritage Lottery Funded Project aiming to showcase the history of Leonard Cheshire Disability over the last 70 years through the use of photographs, films and oral histories. The project will also include reminiscence and engagement workshops with people who have lived, volunteered or worked within Leonard Cheshire Disability Services to create a living history and gather more material for the archive.

The Heritage Lottery Funding has provided an opportunity to digitise a significant collection of materials within the archive, not only for online use, but to create digitised copies of the materials that will allow the originals to be preserved for the future and for the copies to be used in exhibitions and workshops with disabled people.

The project will culminate in a brand new accessible website which pulls together stories from across 7 different Cheshire Homes from the late 1940s to the present day. Included on the site will be:

- Over 500 digitised photographs
- Archive films, sound recordings and oral histories
- New oral histories created in project engagement workshops
- The entire run of the in-house journal – The Cheshire Smile – 179 issues spanning from 1953 to 1999
- Special documents and one-off in-house publications.

As the website will be publicly available online, copyright issues have been at the forefront of the project - how can we create a website collection that maximises the archive collection whilst also respecting and adhering to copyright legislation?

Leonard Cheshire Disability – Rewind Project: <https://www.leonardcheshire.org/about-us/history/rewind>

Copyright in archives

As with most copyright legislation, archives are subject to regulations about what they can and cannot do in relation to the materials they hold. The archive collection at Leonard Cheshire Disability spans from the early 1940s and therefore means that the majority of the materials are still within their period of copyright for their individual formats (up to 70 years).

Archives are able to copy and digitise works that are still within copyright for preservation, “private study” education and accessibility reasons, and this has been a consideration within the Rewind Project - we have been able to digitise materials,

including fragile photographs and documents, to ensure that they will be useful for future generations.

Within the Rewind Project, materials were initially chosen for their suitability for the project rather than in relation to whether there would be any copyright issues with that particular item. A decision was made early in the project that not everything would be made publicly available, however items would still be digitised for preservation purposes.

The project is now at the stage of choosing which of the individual items will be included on the Rewind website, and this is where we have been looking at copyright issues more closely and following through on our Copyright Guidelines and following best practice from places such as the Wellcome Trust.

In the following article we have taken each of the main formats we are using on the website and discussed the copyright issues surrounding them, and the decisions we have taken to ensure that we can use them appropriately.

Photographs

The photographs that have been selected for the project cover a period from the early 1900s to the 1990s. In relation to copyright, the photographer, or 'author' is the copyright holder and copyright within the photographs lasts for 70 years after the author's death.

Many of the 500 photographs for the project are copyright to Leonard Cheshire Disability, however a small amount are clearly identified as having individual or corporate copyright holders. To be able to use these photos we have needed to contact the copyright holders and ask for permission to use them publicly, either in exhibitions or online. The Archivist at Leonard Cheshire Disability has been carrying out 'due diligence' searches to contact photographers or their estates to gain explicit permission to use their work.

Although making these contacts is time-consuming and resource-heavy, it can also be very valuable - we have managed to get further information about the provenance and context of some of the photographs, and have even managed to create new oral histories with some of the photographers about their memories of working in and around Cheshire Homes and Services.

In those cases where the copyright holder cannot be traced after extensive searching, we have referred to the 'Orphan Works' legislation, which allows cultural and heritage organisations to make these items accessible to people on non-commercial terms. An eligibility questionnaire from the Intellectual Property Office can be used to see whether orphan works can be used in this way within your organisation.

We have also taken the decision to include as much copyright information as we can within the metadata of the photographs, and have added copyright statements into the descriptive metadata for each photograph. For those photographs that are our copyright, we will be using the Creative Commons Licence **CC BY-NC-ND 4.0 - Attribution-NonCommercial-NoDerivatives 4.0**.

Example photographs: <https://www.flickr.com/photos/lcdarchive>

Archive Films

The copyright issues surrounding putting archive films online is far more complex than those which you have with photographs. For each film there are multiple copyright holders - director, producer, presenter, music and lyrics - and to make these available you need to have permission from across all of these.

Some of the films that have been digitised are in-house productions, and they are fairly simple to sort out in terms of copyrights and permissions, however, several others were produced by corporate organisations such as the BBC, ITV and independent producers.

The use of footage or clips from corporate organisations is highly restricted and it is important to get special permissions and licences from their 'Rights' departments. This is something that can take extra time and resources, so it is important to make sure that it is accounted for in a project plan and budget.

Again, our searches for copyright holders for several films has given us the opportunity to gain more context about some of the films that were made, and in one case even resulted in us gaining access to several films that had been created in conjunction with residents of Leonard Cheshire services that we had previously been unaware of.

The aspect of being able to digitise the films for preservation has been very important here, as there were some films that we had on cine reel that needed to be digitised before we were able to decide on their suitability for the project. Through this approach we have found some very special and valuable films of celebrations and activities that will be extremely useful in the reminiscence workshops with disabled service users.

Example films: Leonard Cheshire Disability Youtube - <http://bit.ly/2bn5WPh>

The Cheshire Smile

The in-house journal of Leonard Cheshire Disability was first produced in 1953 by residents of the first Cheshire Home - Le Court in Hampshire. In copyright law, copyright is held by the residents who drew the artwork and created the articles (unless stated otherwise), but it's clear from the publication that the magazine was vested in the Cheshire Homes. Later on the *Smile* became subsumed into the organisation as a whole and therefore the copyright lay with Leonard Cheshire Disability.

As part of our due diligence searches we were able to contact the associated estates of some of those residents and ask if we were able to use this work. The response was overwhelmingly positive and we have proceeded to digitise the whole journal which will be made available online. Orphan works are being cleared according to the IPO's advice mentioned previously.

The main concern for us in terms of the Cheshire Smile, were the many full-page adverts from corporations such as Barclays and British Airways. What were the copyright implications of publishing these? Would they be of value to the audience if they were published? Our final decision was to remove these adverts before online publication, not least because we had no record of the agreements that were entered into at the time, and we felt that the real value of the *Smiles* was in the actual content rather than the adverts.

Copyright Exceptions

Just like in the academic library context, there have been some copyright exceptions that we have been able to use to help us share the material used in the project more widely. A major part of Rewind has been about running reminiscence workshops with disabled people in Leonard Cheshire Disability services across the South East.

Within these workshops we have used the appropriate exceptions to the copyright legislation to ensure that copies of material were available in a suitable format, for example larger photocopies or digital scans of photographs and stories in the Cheshire Smile so that people with visual difficulties can see them more clearly. Digital copies can also be more useful for people who have difficulty with moving their hands as they can access them via assistive technologies.

Hints and tips for your own projects

- We have followed best practice from places such as the Wellcome Trust who have undertaken similar projects - their web pages are very useful.
- We are keeping a written record of our due diligence searches for copyright holders and adding to it as we proceed with the project - this is important for keeping track and for future-proofing.
- Use the due diligence searches as a way to gain context and provenance for photographs and other items - it can be much more than just asking permission to use something online.
- We have tried to use metadata to connect copyright holders and licences to individual items, and individual copyright holders will be clearly identified on the website or at exhibitions where they have allowed us to use their work.
- We have written a Take-Down Policy which will be available on the website, providing a clear procedure for anyone who wishes for their work to be removed from the website.

Further Information and Links:

- **Copyright for archivists:**
 - o <http://www.archives.org.uk/ara-in-action/publications/copyright-issues-for-archivists.html>
 - o Padfield, T. (2015) *Copyright for Archivists and Records Managers*. 5th ed. London: Facet.
- **CREATE** the RCUK Centre for Copyright and New Business Models in the Creative Economy, based at the University of Glasgow
 - o <http://www.create.ac.uk/>
- **Intellectual Property Office:**
 - o <https://www.gov.uk/topic/intellectual-property/copyright>
- **Wellcome Trust takedown policy and guidance**
 - o <http://wellcomelibrary.org/about-this-site/copyright-clearance-and-takedown>

From anxiety to empowerment: supporting librarians develop copyright literacy

Jane Secker, London School of Economics, UK.

Dr Jane Secker is the Copyright and Digital Literacy Advisor at London School of Economics and Political Science, where she coordinates a programme of training and support for staff and students. She is Chair of the CILIP Information Literacy Group and a member of the UUK / Guild HE Copyright Working Group.

Chris Morrison, University of Kent, UK c.morrison@kent.ac.uk

Chris Morrison is the Copyright and Licensing Compliance Officer at the University of Kent, responsible for copyright policy, education and advice, and a member of the UUK / Guild HE Copyright Working Group. He was previously Copyright Assurance Manager at the British Library.

Introduction

Copyright is a subject that increasingly has a major impact on the library and information profession, particularly as librarians create, preserve and provide access to digital collections. However, it is a subject that many librarians shy away from providing advice about. In higher education most universities now employ a copyright officer or nominate someone to be the copyright specialist to deal with queries of this nature. While it is highly valuable to build up expertise in the many complexities of copyright, this approach can create a gulf between library staff and the specialist copyright officer. The consequences are that many librarians feel justified in passing on their queries to their dedicated specialist and don't build up their knowledge and understanding in this field.

In this short article we present emerging findings from an exploratory study to examine librarians' experiences of copyright in their professional lives. We build on findings from a survey of librarians, information professionals and those in the cultural heritage sector carried out in 2014 (Morrison and Secker, 2015). The survey was largely quantitative, however some of the free text questions suggested that copyright could be a source of fear and anxiety. As Copyright Officers who find copyright a subject of fascination; the suggestion that our colleagues fear copyright queries was familiar, however we realised that no one had attempted to understand why this might be. Logic might tell us that because of the legal nature of the subject, some librarians might be reluctant to give advice for fear of 'getting it wrong' and being held responsible. However we were keen to discover what else might be going on. It seemed to us that understanding the source of this fear was key to knowing how to better equip librarians with the confidence to tackle copyright queries. This knowledge might also suggest better ways to design copyright training that helps people to acknowledge and confront their anxiety. Using a research method from the education field, phenomenography, seemed a valuable way to explore this issue further. Phenomenography has been used increasingly in the information literacy field, to understand users experiences related to information literacy and it seemed an ideal method to help us understand copyright literacy.

The survey findings

The Copyright Literacy Survey was undertaken in the UK in December 2014 and was completed by over 600 library and information professionals. Our findings (Morrison and Secker, 2015) compared the copyright literacy of UK librarians favourably to countries around the world (Todorova et al, 2014). The UK was more likely to have a copyright officer within a library (63% of institutions said they did compared to 29% across four other countries), and the level of confidence amongst the cohort was generally considered to be good (57% were moderately or extremely aware of copyright issues). However, there were clear areas of knowledge which librarians felt more confident about, and a whole host of topics that librarians wanted to know more about, either as part of their professional qualifications or as continuing professional development. This part of the survey revealed some of the attitudes of librarians towards copyright, suggesting that it was a subject that created anxiety, due to its complexity and a perception that copyright laws changed fairly frequently. Following this study we recommended that additional qualitative research was undertaken to explore these issues further. We were also interested in the subject of copyright education. In an earlier ALISS Quarterly article (Morrison, 2015) the value of games in copyright education was discussed. Our experiences using Copyright the Card Game in training at our respective institutions and in several workshop for librarians, was that it was a highly effective method of learning. Games have been recognized as valuable for teaching 'difficult' subjects providing a 'safe space' and allowing people to work in groups helped librarians to share their knowledge and expertise with others. We had a sense that Copyright the Card Game was effective because of its ability to alleviate some of the anxiety around copyright, but no real evidence to back this up.

Using phenomenography

Phenomenography is a research method from the field of education, which has been used increasingly in information literacy research (Yates et al, 2012). This method seemed to offer something new and different to the copyright literacy survey we had carried out. It is concerned with understanding variation in people's experience of a phenomenon. It is underpinned by the idea that people collectively experience and understand phenomena in a number of qualitatively different but interrelated ways. Through the survey, and our own work, we were aware that copyright could polarise opinions amongst librarians. While some, like us, were excited and fascinated by a new copyright conundrum, many seemed anxious, perplexed, baffled, or even viewed it as an imposition on them.

Phenomenography is a qualitative research method, which involves collecting data from participants through open questions to explore their experiences of a phenomenon. Rather than asking questions of why, it focuses on how and what they do and their feelings. It is typical to conduct individual interviews, however we were keen to try out the methodology and capture the experiences of a greater number of librarians, therefore we carried out group interviews.

Three group interviews were carried out with staff working in academic libraries. The staff were from a variety of roles and grades and unlike a focus group we were not seeking to get a consensus from the group, but to use open questions to understand the

differences in people's experiences.

Each group interview was transcribed in full and the data analysis was undertaken using approaches outlined by Akerlind (Akerlind, 2005) which involved reading and re-reading the transcripts and searching for similarities and variations in experiences.

Emerging findings

Phenomenography involves the development of what are called 'Categories of Description'. These are usually presented in an 'Outcome Space' which often suggests a hierarchy or relationship between the categories. Each category of description needs to be unique and the intention is to have as few categories as possible to describe the variation in experiences.

Our analysis is still ongoing and due to be presented at the European Conference on Information Literacy in October 2016. However, the findings suggest that for some librarians copyright can be a source of acute emotional tension. While this statement seems dramatic, it is clear from our data that many librarians feel that there is an inherent conflict in what they are seeking to achieve as a librarian and the requirements of the UK's copyright regime. Librarians want to help people and provide them with access to information, therefore they can feel conflicted personally when expected to police others' behaviour, or say no to an activity such as providing a copy of material in their collection due to copyright reasons.

Moving on from this, there are clearly some librarians who feel that copyright is a specialist subject that requires an expertise beyond what they have. They feel comfortable pointing people in the right direction of help and expertise but some librarians do not feel qualified to give advice themselves. Many comment on how they were not prepared for this while completing their library qualification and that it's such a complex subject, that they struggle to keep up to date with so to be able to offer advice to others.

Another group of librarians see their role as being one of copyright education, and some librarians feel confident giving advice about what specific areas of copyright. Areas such as open access, but also interpreting the Copyright Licensing Agency's (CLA) Higher Education Licence were mentioned as common topics that librarians will provide advice to users on. The focus here is often on providing advice to less knowledgeable colleagues with the intention of trying to change their behaviour. While many librarians don't feel comfortable policing or sanctioning other people's behaviour, some take quite a strong moral stance on their role as explaining the 'copyright rules' to others.

Finally at the highest end of our hierarchy is the experience of copyright as a collaborative process, where librarians build up their knowledge and work with users to help them interpret what the law and copyright exceptions might allow. This involves an understanding of risk, an understanding that there are not fixed rules around copyright in many areas, and that it is not their role to sanction and police others' behaviour but to work towards mutually satisfactory solutions. Librarians value the expertise of others and feel the collaborative and community approach to copyright, rather than a situation where they are directing others as the expert, is helpful.

Conclusions

We are still working on our findings, but the group interviews, carried out in January 2016 were incredibly helpful when writing a new set of guidance for libraries on copying, which is now available on the CopyrightUser website (<http://copyrightuser.org/topics/libraries/>). We hope that further analysis of the data and the formulation of the Outcome Space will help us work out not only what librarians need to know about copyright, but how best to teach them about it in a way that is empowering to them and the communities that they serve.

Librarians have important privileges in UK law which allow them to copy and provide access to material for specific purposes. We need professionals who are confident in the law, but also clear of their role in facilitating access to knowledge. The days of acting as a gatekeeper of information or copyright police officer are we hope coming to an end. But truly understanding copyright requires confidence and clarity, not fear and anxiety, something we hope we can instill across the library and information profession.

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Interactive learning in library inductions at University for the Creative Arts

Coco Nijhoff, Senior Academic Liaison Librarian, University of Westminster.

University for the Creative Arts is a multi-site arts university with 4 sites in Kent and Surrey. Enrolment is around 6,500 students. Degrees awarded are BA (hons), MA, PhD, as well as PGCE and FE level. Subjects taught include Fine Art, Photography, Journalism, Fashion, Film, Graphic Design, and others.

The Activity

Large group library inductions in a lecture theatre at the beginning of term are often considered to be one of the more challenging scenarios for delivery (Verlander and Scutt 2009). This is the case in terms of making the content memorable and also with finding ways to engage students. At University for the Creative Arts, where I held the post of Learning and Teaching Librarian until December 2014, our department encompassed Library support jointly with academic skills support. The Librarians presented inductions jointly and collaboratively with Learning Development Tutors, who are responsible for supporting students with reading, writing and critical skills. Together we designed an induction in which students in groups of 30-90 were introduced to the library and its resources, using an activity designed to engage them and elicit their participation, connecting their ideas with the content presented.

In this activity, students are split into two large groups. They are not necessarily moved but an imaginary line can be drawn in the middle of the room. Post-it notes are distributed to students - each of the two groups is given a different colour Post-it note. One group is instructed to write down on their Post-it note any positive past experience doing research, from any point in their lives. The second group is instructed to write down any negative past experience doing research. As students individually begin to write their experiences on Post-it notes, they are encouraged to discuss the topic with peers who are sitting nearby.

Discuss past research experience	
	
<p>Group 1</p> <p>Describe a good research experience What was it? What made it a good experience?</p> <p>On your post-it write 1 thing that makes research good</p>	<p>Group 2</p> <p>Describe a bad research experience What was it? What made it difficult?</p> <p>On your post-it write 1 thing that makes research difficult</p>

*Fig. 1
Powerpoint slide with instructions for students*

During the exercise, the Librarian and/or Learning Development Tutor moves through the room to chat with students and encourage those who are not participating or who might need help. As students complete their writing, Post-it notes are collected. The exercise should take no more than ten minutes in total.

As the notes are collected, a second Librarian or Learning Development Tutor, stationed at the front of the room, begins to post the completed notes on easels or the wall - one easel or area for "good experiences" and a second area for "bad experiences". If there is time, the notes can be grouped into common themes.

Next the Librarian reads the Post-its aloud (depending on the size of the group, this might be done by two or three people) and reports back what has been shared, addressing commonalities and themes which have been raised. Very often there are several notes which state the same experience, but may be worded differently. Students tend to be engaged during the reporting back of the notes, as they have a stake in the content, having made a contribution to what they are hearing. They are keen to hear their own statements presented in the context of the exercise, as well as what others have contributed.

Common examples which have emerged from executing this exercise include:

Good research experiences:

- I searched library catalogue and found books I needed
- I found a book easily by searching the online catalogue
- I found interview subjects by asking my tutor
- Looking for someone with no online presence, asked someone for her email address and found her

Bad research experiences:

- Books were all checked out
- Not enough books in the library
- I can't find what I need
- I don't like reading

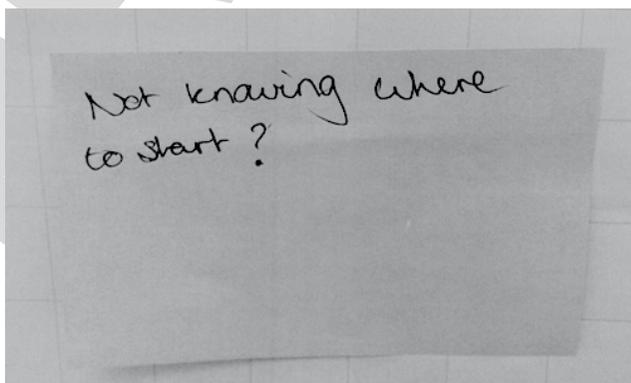


Fig 2.
Example of a student's
"bad research
experience"

The activity serves as a lead-in to a Powerpoint presentation and live demonstration of library resources. Students' written comments from the Post-it note exercise are woven into the content of the talk, including how the library and its resources can address any problems and needs which have been raised. The Librarian doing the presentation must be willing to improvise enough to include these comments. Students' contributions and ideas are linked to the Librarian's presentation, creating a more effective and engaging session overall.

Learning Theories

This activity encompasses the work of a number of educational theorists. Firstly, Black and Wiliams' method of "formative assessment" is used (Black et al. 2004). An assessment, according to this definition, is an activity carried out by teachers and experienced by students where information is exchanged in the classroom and can be used as feedback to modify the learning experience. It is an entirely different method of meeting students' needs than the traditional linear lecture method of teaching. The key element is to design and plan classroom activities to give students the opportunity to express their thinking and then provide feedback to help develop it, and to be sure that students are active participants in the lessons. In our library activity, we presented a question with no "right" answer, eliciting personal responses from students; we then formulated a way to provide feedback to students to connect their experiences to the content of the lesson, i.e. a library orientation.

Using a formative assessment model involves changing the classroom from an environment where students are passive recipients of knowledge offered by the teacher to one where they are active learners who take responsibility for their own learning. Using this model requires a degree of risk on the part of the teacher and the willingness to relinquish control in the classroom. The benefits are the positive outcomes of sharing the responsibility with students.

Another theory we make reference to is Bloom's taxonomy of learning domains (Krathwohl, Bloom and Masia 1973). Bloom outlines three areas of focus for educational design: the cognitive, the psychomotor and the affective domains. For our interactive induction activity, the affective realm is addressed as it deals with the students' emotional realm, including motivations, attitudes, and feelings. A student's reaction to an experience in the classroom, ranging from simple acceptance to a more firm commitment, and whether they will feel fully engaged, based on their values, is embodied by Bloom's affective domain. The library activity enables students to choose something from their own experience, reflect and discuss with peers, capitalising on this idea.

In Paolo Freire and Ira Shor's influential, philosophically based "dialogical" method of teaching, we again see a model where knowledge is not the sole possession of the teacher (Shor and Freire 1987). Teachers and students work together in a democratic way involving "dialogues", reflecting on their respective realities as they make and remake them together. Insofar as we are all "communicative beings who communicate to each other as we become more able to transform our reality" we are able to know what we know, Freire says, and then act critically. The classroom becomes a kind of laboratory

for transformation in this model, where the teacher brings forth material, or so-called “objects to be known”, and along with the students it is put on a metaphorical table between the two subjects of knowing. They meet around it and through it for mutual inquiry.

In our library induction exercise, the “dialogue” begins with the librarian and tutor making reference to past research experience, which is the object. The students then bring forth their ideas in a social exercise, in discussion with each other, creating the first level of social transformation. The dialogue between the students seals the relationship between the subjects who “know and try to know” further. Later, when the ideas generated by the students are presented and discussed in the session, particularly in the context of the repurposed library content, the students have shaped the meaning of the session. This creates a further level of transformation. A final point in this model stresses relearning on the part of the teacher through dialogue, demonstrating further the transformative process and showing another advantage of the democratic processes of the dialogic method.

Lastly, Kolb’s ‘cycle of learning’ theory includes immediate or concrete experiences as a basis for learning (Kolb 2014), and Neil Mercer’s work around “classroom talk” addresses the construction of shared meaning through talk and discussion (Mercer 2010). These theories are also embodied in the interactive induction where the session is designed to elicit ideas from students and then reused in the Librarian’s presentation.

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Thank you to my colleague, Nicola Whittingham, Learning Development Tutor at University for the Creative Arts.

Electronic solutions for smarter, more collaborative information literacy teaching at Cardiff University

Erica Swain and Rebecca Mogg, University Library Service, Cardiff University.

The University Library Service (ULS) operates in a climate of static subject librarian numbers against ever-increasing student intakes. Our drive to increase higher-level IL input into student curricula, where subject librarian expertise is particularly called upon, is leading us to seek ways to 'automate' some of the more basic and repetitive IL teaching we offer, in order to free up our time. Constraints also offer up opportunities however, and we see the current climate as a chance to 'do more with less' and to enhance the student experience at Cardiff. Supporting this move by providing evidence of its success is key to our approach.

A systematic review of literature from around the world was undertaken at Cardiff in 2015, to measure the effectiveness of online versus face-to-face information literacy teaching. Papers from evaluations in HE institutions over the last 20 years were analysed to discover that student satisfaction and knowledge retention are indeed comparable between the two formats¹. This gave us confidence to trial an online induction of our own, designed to replace face-to-face teaching, and to evaluate it to measure its success in our own specific environment.

The online induction was created using the free online Emaze presentation software, by a team of five ULS subject librarian staff. The wider group of subject librarians were consulted as to content, and current students were asked for comments on the question of 'what you wish you had known about the library as a new first year'. The tutorial was designed to be visually engaging and interactive, incorporating photographs, links to our library web pages and in-house videos we have created². It is intended to be as generic as possible so as to be relevant to taught students in all disciplines, but also to have the capacity to be re-purposed by any subject librarian who wishes to customise it further. A separate version for distance learners, and a version in Welsh, have also been produced. The tutorial is hosted on Learning Central, the University's Blackboard Virtual Learning Environment, together with a quiz which can be employed to track student completion of the tutorial.

Subject librarians are encouraged to offer the online induction as an alternative to the more traditional face-to-face library inductions. 70% of taught programmes incorporated the online induction during the first year of release, with 23% using it without any form of face-to-face induction, and we hope to improve on that figure this year. The benefits were particularly realised in Schools such as Medicine and Biosciences, which deal with very large cohorts and offer well-developed information literacy programmes through all the years of study, requiring intensive subject librarian input to deliver. Subject Librarians for these Schools embedded the Learning Central induction content into a School-based module and required the students to undertake the quiz to track completion.

¹ Weightman, A. L., Morris, D., Strange, H., Hallam, G. and Farnell, D. J. J. (2016). *A Systematic Review of Information Literacy Programs for Taught Students in Universities: Online and Face-to-face Methods lead to Equivalent Outcomes* (Unpublished).

² The tutorial can be viewed at <http://tinyurl.com/z4zkcmd>

We were keen to ensure that this move to online delivery was rigorously evaluated to ensure there was no detriment to student learning. In addition to developing a general online survey to garner student feedback from across the campus, an opportunity was secured in the School of Dentistry to carry out a formal evaluation of the online induction, to measure its effectiveness compared to face-to-face training.

In autumn 2015 the new first year intake in the School of Dentistry was asked to complete a short, anonymous pre-test of attitudes and of confidence levels in relation to using library services (and approaching library staff!) and also of pre-existing knowledge about the library. The cohort was then randomly split into two groups, one of which followed the self-paced online induction in an IT room, while the other was given a face-to-face library induction (using the online induction slides as the basis of the content, to ensure the material covered was the same). Five days later the full cohort completed an anonymous post-test designed to measure any change in attitudes and confidence levels relating to library use, and any change in knowledge levels relating to library services.

Results indicated that, as found by the earlier systematic review, student attitudes and knowledge improve comparably following either format of induction, with students in the face-to-face induction group performing only marginally better on knowledge questions than those in the online group. Attitudes to the library registered parallel improvements in both cases too, the only exception being where students were asked whether they preferred to learn from a librarian in a classroom setting, or by following an online tutorial by themselves. Those in the online group showed an increased response in the post-test towards preferring the online format, while those in the face-to-face group leaned in the post-test towards preferring face-to-face teaching. Our conclusion was that students tend to prefer the format which they receive, suggesting that they are likely to be satisfied with whichever type of teaching - face-to-face or online - we provide for them. A journal article reporting on these findings in more detail is currently in preparation³.

Following the successful evaluation of our online induction we have been encouraged to develop further resources in this format. The online induction itself has been updated for Autumn 2016 and we are now about to roll out a suite of five online tutorials designed to teach our postgraduate students how to use the EndNote reference management software. These have been developed using the free Xerte online tutorial creation tool, by ULS EndNote specialists and a Learning Technologist employed by the University. For many years ULS staff have been engaged in delivering many repetitive and time-consuming face-to-face EndNote workshops throughout the academic year for the University's Doctoral Academy Programme. It has been agreed this year that an online-only alternative will be trialled, with a small number of follow-up 'Q&A' sessions for postgraduate research students to attend after completing the online materials, should they require further support. The tutorials will also have the benefit of being available to subject librarians for use with other groups as appropriate. Successful piloting has already taken place with a small group of PhD students, prior to launch of the materials, and a full evaluation of their effectiveness will be undertaken during the year.

³ Farnell, D. J. J., Swain, E. and Weightman, A. L. (2016). *An experimental study of online versus face-to-face student induction at a University Library: both formats are equally effective and well received* (Unpublished).

More widely within the University, ULS staff have been working in collaboration with other divisions in Academic and Student Support Services to develop a package of new resources aimed at taught postgraduates (who in feedback exercises have identified a gap in provision for their cohorts), to be released later this year. The library is providing input into a suite of tutorials on academic writing and developing resources on managing one's online presence for employability.

Going beyond our own institution - and our own higher education sector - we have also been able to offer online information literacy training to our incoming students. A pre-existing MOOC (Massive Open Online Course) on Reviewing Health Evidence has been redeveloped to be offered to all successful applicants to healthcare courses at the University, to enable them to undertake self-paced preparatory training during the summer holiday in advance of their enrolment on their degree programme at Cardiff.

Furthermore, through links with local secondary schools, ULS has had an opportunity to contribute to the content of the Advanced Welsh Baccalaureate curriculum (an optional "Skills Challenge" qualification which students can undertake alongside other level 3 qualifications such as A levels). Online materials covering finding good quality information online and critical thinking have been developed in consultation with school teachers. This has been a valuable opportunity to input into information literacy development in secondary education in Wales, developing students' awareness and skills before they reach University level.

Meanwhile, we have recognised a need to underpin these initiatives with upskilling and enhanced provision of resources for our library staff. Camera equipment has been purchased to facilitate video production and our online Information Literacy Resource Bank - containing links to a wide range of new and updated learning objects which can be repurposed, plus the new 2016 edition of Cardiff's Handbook for Information Literacy Teaching - is soon to be relaunched. Creative Commons licences will cover most of the materials, enabling them to be re-used freely elsewhere.

From fairly modest beginnings with our online induction, we hope to roll out online teaching more widely at Cardiff to cover further areas of routine teaching. Evaluation of our initiatives is key to underpinning our case to increase online provision, as are the support and development opportunities we have put in place for our information literacy innovators.

‘Seeing things from the other side: UCLU Disability awareness campaign and students projects’ ?

Moira Wright , Digital Literacy Officer, UCL Information Services Division.

In 2014 Michele Farmer, UCL’s full time Disability IT Support Analyst came up with the idea for developing some projects and put in a bid with help from Steve Rowett (Digital Education Developments Team Leader) and was allocated some money to run a project for disabled students. The idea was to give students a chance to develop resources that they felt would be useful to disabled and non-disabled users whilst gaining new skills, work experience and a bit of pocket money.

Four students were recruited by Michele working on a variety of outputs and ideas. Mark Shaw worked on a film that compared different referencing tools which is helpful to all students. Two others, Richard Kendall and Lewis Hopper, worked on a series of informational films that told users about the various support systems available to disabled users as well as a short film on Repetitive Strain Injury (RSI) from a personal perspective. James Prime worked on resources for blind users. We are extremely impressed with the students’ efforts. Check out the links below to view the films they produced. These projects were delivered with support from UCL Digital Education Developments who helped Michele to access some additional funding through the UCL ChangeMaker Digital Literacy programme.

At UCL there are a number of services and support structures available to disabled students including the Student Enabling IT Suite (SEnIT) which is a dedicated IT workroom with improved access for students with disabilities or long term medical issues. The suite has been equipped with adapted facilities such as ergonomic seating, height-adjustable desks, adaptive pointing devices and contoured keyboards, and voice activated software. The SEnIT suite is in the Wilkins Building right in the heart of the UCL estate and next to the soon to be opened refurbished refectory. For those not in the know - UCL is currently undergoing a massive refurbishment and expansion programme and the new SEnIT suite has been part of that.

UCL, like a lot of universities, has an estate that has evolved over many years and the conversion of some buildings had made them difficult or even impossible for some students to access. This is further complicated by listed building status and planning controls. UCL’s current building and refurbishment programme has provided an opportunity to put this right and ‘design accessibility in the new builds and in the refits that we’re doing’ according to Rex Knight, Operations Director, UCL. This comment came after Rex the UCLU ‘Try It’ campaign which was designed to raise awareness about what it is like to be a disabled student at UCL. The ‘Try It’ campaign was run in February 2015 and organised by UCLU. The campaign was run to help educate people about the sorts of barriers society puts in place for disabled people by presenting 3 challenges for participants that represented what it is like to navigate around UCL as a disabled person:

'Educate Yourself Challenge' where people with disabilities were presenting on the equipment and services they may use to help overcome these barriers.

'Give it a Go Challenge' - 45min scenario based challenge with tasks to undertake which represent what it is like to navigate UCL as a disabled person

'A Day in the Life Challenge' - commit a full or half day as a disabled person and become an access challenge champion - a day of your life experiencing some of the daily challenges disabled people face.

What seemed to really resonate with those that took part in the campaign is just how difficult everyday things can be for those with disabilities can be - as these people found even the most mundane object can become a barrier if you are a wheelchair user:

'It was really hard; you cannot see all the problems you have in a wheelchair. For example, some usual things like doors are really a problem'.

'...so it would normally be a five minute walk and it took us twenty-five minutes return. There are so many obstacles in the way. Just getting through the doors was tricky enough'.

'I needed to have quite strong arms to open the doors and at the same time trying to get the wheelchair in the lift'

'It was really hard; you cannot see all the problems you have in a wheelchair'.

UCL President and Provost Michael Arthur took the 'Try It' challenge and commented ... *'we have to think about all of our buildings individually. We have to very systematic about it. It will be expensive, but we are in the middle of a major change to the estate so I'd like to make sure that every piece of refurbishment and new building has got the appropriate access'.*

UCL Vice-Provost Operations, Rex Knight commented *'...we really must take disability into account and design accessibility in the new builds and in the refits we are doing...like electronic doors.....those kind of small changes which actually benefit everybody and make a big difference to somebody in a wheelchair'.*

UCL is also leading the development of the recently launched the world's first Global Disability Innovation Hub which aims to bring together the world's best academics, disability experts and designers to improve the lives of the world's one billion disabled people through technology, co-design and innovation. The Hub emerged from work at UCL, led by Catherine Holloway (UCL Interaction Centre) into finding practical uses for the latest research on disability and innovation – one example of the work being supported by UCL is the development of an app that allows wheelchair users to plan accessible routes. You can read more about it here on the Global Disability Innovation Hub website. <https://www.disabilityinnovation.com/>

Links:

Student videos:

Mark Shaw – comparison and demos of reference programs.

Overview of Reference Manager software

<https://www.ucl.ac.uk/stream/embed/media/19d67d9b5be7>

Richard Kendall and Lewis Hopper – students' views on support and services for disabled users at UCL.

Initial experiences of UCL

<https://www.ucl.ac.uk/stream/embed/media/7295cfd747eb>

How has UCL responded to your needs both academically and outside university?

<https://www.ucl.ac.uk/stream/embed/media/e9741a957181>

What facilities are made available at UCL and do these meet the needs of students?

<https://www.ucl.ac.uk/stream/embed/media/228c4db21464>

What advice would you give to a prospective student with a disability starting at UCL?

<https://www.ucl.ac.uk/stream/embed/media/c72126c13e72>

Some courses offered by UCL include physically demanding activities. How have these been dealt with?

<https://www.ucl.ac.uk/stream/embed/media/a01d790d5863>

Are you aware of the places round campus where you can access confidential support?

<https://www.ucl.ac.uk/stream/embed/media/0cb6753f9b6d>

Did you feel there was any difference in treatment between you and other students during your time at UCL?

<https://www.ucl.ac.uk/stream/embed/media/1f411c809721>

Richard Kendall and Lewis Hopper – advice on prevention and care of workstation related injuries.

Dealing with Repetitive Strain injury (RSI) and related nerve damage

<https://www.ucl.ac.uk/stream/embed/media/c12bebedde2>

James Prime – Guide to using JAWS with Excel for blind users and for trainers.

<http://www.ucl.ac.uk/isd/how-to/accessibility-disabilityit/jaws-and-excel-commands>

UCLU Try It campaign Feb 2015

<http://uclu.org/tryit>

UCL: Access Denied - an uncompromising view of the UCL estate and accessibility from UCLU

<https://www.youtube.com/watch?v=Y8RiAEdWF4c&feature=youtu.be>

Global Disability Innovation Hub

<https://www.disabilityinnovation.com/>

UCL ChangeMakers

<https://www.ucl.ac.uk/changemakers>

A serendipitous meeting of minds: the background to the eBook accessibility audit (UK Higher Education)

Ben Watson, University of Kent.

Introduction

Obtaining materials in alternative formats can be a costly¹ and extremely time-consuming exercise. Where an electronically accessible resource cannot be found, a catalogue of interventions is precipitated in order to deliver an alternative format (see Figure 1). The easiest way to resolve this would be to depend on existing mainstream methods of delivery (e.g. standard commercial eBook platform) to offer inclusive access to all of our users at once. Sadly, there are currently no guarantees that the eBook platforms we subscribe to deliver a consistent standard of accessibility and even where such features exist they are not always well promoted.

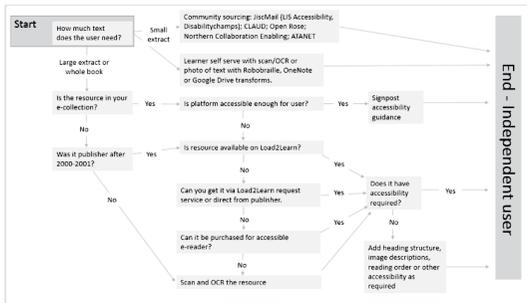


Figure 1 Flow diagram showing some recommended alternative format workflows. From Alistair McNaught, Jisc.

The imperative to ensure mainstream accessible approaches to eBook delivery is reinforced by the changes to the way in which the Disabled Students Allowance (DSA) is to be funded for 2016/2017. The changes place a great deal of extra responsibility for meeting the needs of students with disabilities onto institutions directly (the view being that universities should absorb the cost of standard support for disabled students and further develop inclusive approaches to support for learning and teaching).

The eBook accessibility audit, which launched in August 2016 (a joint project of UK Higher Education Institution (HEI) disability and library services), supports a mainstreaming approach by seeking to introduce a benchmark for accessibility in eBook platforms. This will allow us, for the first time, to measure basic accessibility functionality and guide platform improvement towards the goal of implementing a meaningful minimum standard of accessibility for mainstream platforms.

Background

At the University of Kent, we had been researching accessible information processes and our enquiries led us to undertake a trip to Leeds Beckett University to understand alternative formats processes from Learning Support Officer (Disability and Dyslexia), Susan Smith. As we discussed alternative formats processes and frustrations around the lack of a quality assurance accessibility framework for eBook platforms, we hatched a plan to research and develop a basic standard to measure accessibility through the promotion

¹ A breakdown of the costs of obtaining resource in alternative formats has been published by Andy McMahan at the University of Dundee e.g. cost for manual scanning = £0.96 per page

of a simple and reliable benchmark.

The main vehicle for developing the audit and testing processes was the newly formed LIS-Accessibility mailing list (a community stakeholder group with some 200 members representing library and disability staff from most UK universities). The LIS-Accessibility mailing list represented a highly relevant audience to crowdsource a sector response to provide publishers with a clear usable dataset to demonstrate the need for development - a need that was consolidated by regional purchasing consortia involvement.

The recruitment of the team² was very serendipitous, with the group ultimately pulled together through Alistair McNaught's extensive knowledge of existing networks and projects facilitating timely communications. Fundamental to it all was a common vision:

To make eBooks more reliably accessible to all and develop a common measure to describe this accessibility.

Further research, forum posts, and many, many, many Skype calls later we had evolved an action plan, strategy, set of questions (the audit itself), help documents, administrative processes, publicity and communications. We also acquired invaluable feedback, critique and support from the Publisher's Association and a range of publishers.

The process

The process we identified was that university volunteers and publishers would complete a questionnaire about the accessibility of a selection of eBook platforms focussing on things that directly impacted on user experience and could be checked easily by non-specialists (such as text display, navigation, text to speech, image description, accessibility guidance). The audit considered only eBooks supplied to the education sector in the United Kingdom (rather than books for mainstream commercial consumption e.g. popular fiction).

We aimed to have each of the major platforms/suppliers audited by two HEIs and the supplier themselves. The involvement of the supplier was critical because they may have little control over the delivery environment. Publishers assessing their own products gave them a vested interest in the process as well as the opportunity to identify differences between the inherent accessibility provided and the delivered accessibility experienced by the reader. It is impossible to resolve the weak links in the supply system (some of which may exist in the HEI themselves – for example out of date browsers) without identifying first where they occur.

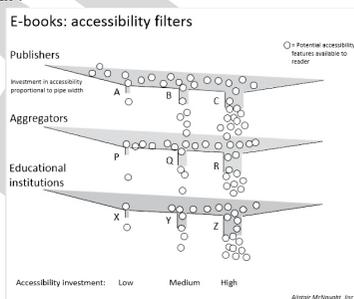


Figure 2
Visualising the different areas of the supply train where accessibility features can be lost. We felt it was important for suppliers to do their own audit as a triangulation to help them contextualise these risks.

² Vicky Dobson (Leeds Beckett), Gopal Dutta (Manchester Metropolitan University), Alistair McNaught (Jisc), Ruth Macmullen (York St Johns), Susan Smith (Leeds Beckett), Ben Watson (University of Kent).

The key thing the audit was trying to achieve was to make the accessibility features of any platform as transparent as possible. We were already aware of the high commitment to accessibility from many publishers but - from the library and end-user perspective - there were two areas of variability:

- The accessibility features provided vary - both across delivery platforms and across the different publisher titles within a delivery platform.
- Even when accessibility is well supported, the accessibility information can be hard to find.

We hoped that the results would help publishers who had already invested in accessibility to gain benefits in the marketplace and those who hadn't to make a business case for doing so.

We anticipated four positive opportunities for universities and publishers:

- the accessibility investment publishers have made will be publicly and objectively available to potential purchasers/licensees to aid procurement decision making.
- any discrepancies between features provided and the perception of users will become clear. This can help to promote accessibility features more effectively.
- any undermining of accessibility investments by other parts of the supply chain (e.g. the resource discovery layer or a third-party interface) would be identified.
- highlight areas for future accessibility investment.

We felt that the audit is a great opportunity for Higher Education as a sector to specify what accessibility means to us and standardise thinking in this area in order to set some clear targets for publishers. To support this, we are also developing a strategy network (constituted by university library directors) to maximize the potential to influence procurement decision-making and place accessibility at the heart of policies in a way that will have real teeth in the sector.

What happens next?

EA Draffan and Abi James of the University of Southampton have kindly offered their services to help with interpreting the project data. It will then be published centrally and presented in such a way that it can be interrogated according to the needs of the widest possible range of learners.

The project is not intended to be a stick to beat publishers with but a joint venture to achieve what is a vested interest for all stakeholders: as many readers as possible getting as good an experience as possible. It is an opportunity to focus on accessibility priorities, using our users' experiences as a catalyst, to inform platform development and sector procurement decision-making.

Huw Alexander from Sage commented that the project represents an 'exciting opportunity to highlight the significant accessibility investments the industry has made over recent years. Considerable strides have been made to improve and support accessibility throughout the sector and this valuable initiative will allow us to continue to learn and develop together'.

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Disability - higher education, libraries, teaching and learning bibliography

Further information can be viewed on our website at:
<http://librarychampionsfordisabilityaccess.blogspot.co.uk/>

Identity and stigma

Inclusive education in higher education? By: Morgado, Beatriz;

Cortés-Vega, M^a Dolores; López-Gavira, Rosario; Álvarez, Encarna; Moriña, Anabel. *Journal of Research in Special Educational Needs*. Aug2016 Supplement, Vol. 16, p639-642. 4p. 1 Chart. DOI: 10.1111/1471-3802.12323.

Abstract: The present study provides partial findings from research currently underway at the University of Seville: 'Hurdles & Help as Perceived by University Students Disabilities'. (Directed by Dr. Anabel Moriña, project funding: MICINN, I+D+I, ref. EDU 2010-16264). How does the university, as an institution, open doors and/or put hurdles in the way of students with special needs? The present study adopts a qualitative methodological approach. More specifically, biographic-narrative methods are employed to give shape to a series of life stories. A wide range of data gathering techniques were used, including discussion groups, in-depth interviews, classroom observation sessions, photographs, biograms, etc. Data analysis was carried out in two phases. In the first, the focus was on individual life stories. The second phase involved applying comparative data analysis methods to transcriptions of documents generated using aforementioned methods, in line with Miles and Huberman (1994). Maxqda 10 data analysis software was the tool of choice. Results will be discussed with the following questions as a backdrop: Is the University inclusive? We will analyse institutional barriers and aids, as perceived by the students themselves. Architectural and structural hurdles affecting access to university classrooms, infrastructures and other spaces will be assessed here. Finally, we will take a closer look at student expectations with respect to their conception of the ideal university. Is the University an institution that opens or closes its doors to students with disabilities? Based on the analysis in the previous section, a number of conclusions can be reached. The first and foremost is the fact that the students coincided in their opinions, independently of the disability they might have and the courses studied, both when identifying help and barriers. Having said that, the number of barriers identified surpassed the help.

A qualitative study of the lived experiences of disabled post-transition students in higher education institutions in Northern Ireland

Redpath, Jennifer; Kearney, Patricia; Nicholl, Peter; Mulvenna, Maurice; Wallace, Jonathan; Martin, Studies in higher education VOL 38; NUMB 9 (2013) pp.1334-1350

Abstract: This article provides a systematic analysis of 13 in-depth interviews of disabled students from universities in Northern Ireland. Undertaken as part of the Uni4U initiative, the findings presented describe barriers experienced by students with disabilities to participation in higher education. The students provided comments

concerning their current service provisions, barriers they have experienced and suggestions for improvements to the service. Examination of the findings leads us to three recommendations: first, that a network of communication should exist that encourages dialogue between all parties with an interest in the well-being of the student, with the student at the heart of these discussions and involved in all decisions; second, that attention must be paid to staff development especially with regard to mental health issues; and, finally, that in the long term, the aim of institutions should be to move away from individual 'reasonable adjustments' to inclusive education for all.

Housing and transport: access issues for disabled international students in British universities

Soorenian, Armine

Disability & society VOL 28; NUMB 8 (2013) pp. 1118-1131

Abstract: This article explores two disabled people's 'Seven Needs' to independent living, those of 'housing' and 'transport' issues, in relation to disabled international students in British universities. Firstly, students' living arrangements, including issues related to the suitability of university accommodation to their disability-related needs, have been identified. Secondly, the choice and accessibility of transport used is examined. A range of barriers that this group of students encounter based on their double or multiple identities as 'disabled', 'international' and sometimes 'mature' or 'postgraduate' students has thus been identified and discussed. The article highlights the barriers that are reinforced and exacerbated by the interplay of students' different identities, proposing ways of removing these difficulties.

Policy

Disability cuts lead to universal lecture capture policy.

Times Higher Education, 7/28/2016, Issue 2265, p12-12, 2/3p

The article informs that under new rules lecturers at De Montfort University will be required to record first-year and postgraduate taught lectures, with all undergraduate lectures to be recorded from 2017-2018 to help their institution in meeting disabled students education obligations.

Equality and Human Rights Commission's response to the report of the House of Lords Select Committee on the Equality Act 2010 and Disability: the impact on disabled people

URL: <https://www.equalityhumanrights.com/sites/default/files/ehrc-response-to-lords-select-committee-equality-act-and-disability-july-2016.pdf> . Shows a lack of progress on disability rights.

Assistive technology/accessibility

Exceptions for disability

Guide on copyright exceptions for accessible copying from Coprightuser website.

<http://copyrightuser.org/topics/disability/>

James, Abi, Draffan, E.A. and Wald, Mike (2016) Learning through videos: are disabled students using good note-taking strategies? In, Miesenberger, Klaus, Buhler, Christian and Penaz, Petr (eds.) Computers Helping People with Special Needs; 15th International Conference, ICCHP 2016 Linz, Austria, July 13–15, 2016 Proceedings, Part I. Cham, CH, Springer, 461-467. (Lecture Notes in Computer Science, 9758).

Abstract: The importance of note-taking in face to face teaching and learning situations is well understood in terms of successful outcomes for the majority of students. Outcomes from interactions with online learning and the use of videos as a way of revising has been less well researched, in particular with disabled students. This paper aims to introduce the notion that not all disabled students who could use technology to support note taking necessarily find it effective although they prefer to listen and watch videos. A small survey provides an indication that students may not necessarily be making the best use of their technologies or have access to alternative ways of viewing online learning materials.

Where there are options to view videos using lecture capture systems; time constraints and the quality of the videos prove to be further barriers, rather than providing a successful outcome. Despite the possibility of multi-modal/multichannel approaches there also remains very little research on the subject in particular when using more recent Massive Open Online Courses (MOOCs). There are, however, indications that with the increased use of transcriptions and graphical tools, these options could offer good note-taking strategies as part of a more inclusive approach for all students. (doi:10.1007/978-3-319-41264-1_63).

Autism

Human-Centered Design with Autistic University Students: Interface, Interaction and Information Preferences

Fabri, Marc; Andrews, Penny C. S.

Lecture notes in computer science VOL 9747; pp.157-166

Abstract: This paper reports on a study aimed at creating an online support toolkit for young autistic people to navigate the transition from school to university, thereby empowering this group in developing their full potential. It is part of the Autism&Uni project, a European-funded initiative to widen access to Higher Education for students on the autism spectrum. Our particular focus is on the Human-Computer Interaction elements of the toolkit, namely the visual design of the interface, the nature of interactions and navigation, and the information architecture.

Open access: <http://www.autism-uni.org/wp-content/uploads/2015/10/1763-Fabri-Andrews-Autism-SUBMITTED.pdf>

Hearing impairment

Deaf Students' Reading and Writing in College: Fluency, Coherence, and Comprehension.

By: Albertini, John A.; Marschark, Marc; Kincheloe, Pamela J.

Journal of Deaf Studies & Deaf Education, Jul2016, Vol. 21
Issue 3, p303-309, 7p; DOI: 10.1093/deafed/env052
<http://jdsde.oxfordjournals.org/>

Visual Impairments

A Blind students guide to choosing a university.

Short article on Guardian website

<https://www.theguardian.com/education/2016/aug/05/a-blind-students-guide-to-choosing-a-university>

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