

ALISS Quarterly

Association of Librarians and Information professionals in the Social Sciences

Special issue: Evaluating library services and projects

Cafcass mixed methods study; xmas event report

Information Literacy

Using Adobe Connect; Facebook Live; animated videos

Disability

Disability student support at Aston University;
Leeds Beckett University Alternative Formats Service;
Disability higher education, libraries, teaching and learning
bibliography

New Library services

London Irish Library

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Editorial

Welcome to the latest edition of ALISS Quarterly. It has been published by ALISS (Association of Librarians and Information Professionals in the Social Sciences).

In December 2017 ALISS (Association of Librarians and Information Professionals in the Social Sciences) held a conference on evaluating library projects and services. It included contributions from professions based in a number of sectors who provided insight into their perspectives and the opportunities and challenges which they faced. The key content of this issue focuses upon these papers which have all been added to our website at: <https://alissnet.com/aliss-xmas-special-2017-how-do-you-know-if-it-worked-evaluating-library-projects-and-services/>

The issue also includes articles on innovation in information literacy with coverage of using Adobe Connect at the University of Sheffield; Facebook Live at the Open University and animated videos in Aberdeen City Libraries.

The next section includes our disability bibliography of recent articles and reports which is now being posted monthly on the ALISS website. <http://librarychampionsfordisabilityaccess.blogspot.co.uk>. It also has articles on dyslexia support at Aston University and the Leeds Beckett University alternative format service.

We hope you enjoy the issue.

Keep up to date with our website at <http://www.alissnet.com>. Note the new URL

And twitter channel http://twitter.com/aliss_info and by subscribing to our free electronic mailing list LIS_SOCIAL SCIENCE at <http://www.jiscmail.ac.uk/lists/LIS-SOCIALSCIENCE.html>.

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ALISS Xmas Special: “How do you know if it worked? Evaluating library projects and services” - 7th December 2017

Tom Alexander (Support Officer, The British Library)

On 7th December 2017 The Association of Librarians and Information Professionals in the Social Sciences (ALISS), held a half-day conference at Coventry University London with the title “How do you know if it worked? Evaluating library projects and services”. Three librarians, two from The London School of Economic and Political Science (LSE), and one from The Children and Family Court Advisory and Support Service (CAFCASS), gave delegates an insight into their own experience of evaluating and developing services in their respective workplaces. Each presentation was followed by a lively discussion, and there was plenty of opportunity to network with other friendly librarians at this informative event.

“Like walking into a forest”: Evaluating space design at LSE Library

Beth Clarke (Head of Digital Scholarship and Innovation, LSE)

Beth Clarke began the event with a presentation on the project to redesign the lower ground floor of the LSE Library. Beth’s presentation started with an explanation of the rationale for the project. In 2016, the library at LSE had used the LibQUAL+ tool to carry out an evaluation of library services, and several issues with the lower ground floor area were identified, including users feeling that the space was ‘dull’ and ‘clinical’, and a lack of quiet study spaces. Further research on user activities on the lower ground floor led to Beth and her team conceptualising four different ‘zones’, with each zone having its own type of user and particular activities associated with it. A summary of what was working well in the current setup, and what needed most urgent attention was also created.

All of this careful preparatory work fed into the design process, which began with an Ideation Workshop where a range of stakeholders contributed ideas. This event certainly sounded like it gave free rein to people’s imaginations, with suggestions including a theatre, a ball pool and the installation of fake grass! These ideas were whittled down and formalised in a Design Brief that emphasised warm, natural colours, flexible furniture, the creation of acoustical and physical separation for the different areas of the lower ground floor, and the improvement of the quiet study area. The resulting design gives the whole space a new feel, with a colourful new carpet, as well as colourful new modular furniture and screens. Rather than the existing parallel lines of straight desks, the proposal included new curved desks, with the aim of making the space feel less regimented. Building work began in Summer 2017 and the newly refurbished library areas opened in September 2017.

Having opened the new library spaces, Beth and her team began the next phase of evaluation, which focussed on establishing whether the project had met its objectives, what effect the changes have had on students’ experiences of using the space, and whether the project could demonstrate value for money. Feedback was gathered from

staff and students, and observers noted how the new spaces were being used. The results of this phase of evaluation were fed back to stakeholders, and also allowed library staff to think about how the library could develop in future. There were many positive student comments on how their experience of using the library has been improved by the refurbishment.

Beth's talk concluded with a summary of her team's initial findings, with the key finding being that the newly-refurbished lower ground floor area at the LSE library is popular with students, and has an increased capacity. Beth explained how work is already underway to further improve library services, for example by increasing the number of beanbags (very popular with students), laptop tables and individual silent study spaces. Beth is confident that her hard work, and the hard work of her team, will bear fruit in improved scores in the next National Student Survey and LibQUAL+ assessment exercise.

Stepping outside the library: Process reviews at LSE

Joanna Tate (Service Assessment and Development Manager, LSE)

In the next talk, Jo Tate shared her experience of taking the skills she has learned in developing lean process reviews at the library at LSE into other areas of the School. In 2013 the library undertook a series of process reviews, in the context of making some major service changes, including the implementation of a new library management system. Jo and her team created a list of processes in the library, and prioritised those that needed review, in light of the service changes. A number of 'business change champions' were assigned to review 2-3 processes each, and received training in lean processes. Processes were mapped and reviewed, and then recommendations for improvement were reported to management. The resulting changes affected library services across the board, from acquisition and shelving to enquiries and membership. There was also a positive legacy in terms of a number of tools and a process review manual developed by Jo and her team during the work, which continue to be used by the library in its ongoing process review work.

Jo and a colleague were then asked if they would undertake some a Business Process Review Project for the Student Services team at LSE. This was launched in June 2017, and included a review of the process used by students to choose courses, and the process for scheduling exams, as well as other key processes that were identified by senior managers as in need of review. Each process review followed a schedule, which began with a Scoping Meeting, and moved through various stages including a series of in-depth workshops with representatives from across LSE, process mapping and analysis of data from student surveys, before a final report with recommendations was presented to management.

Jo concluded her talk by discussing some of the lessons learned during the project, and the ways that these reviews are being taken forward. For example, they were able to adapt and improve the structure of the reviews as they went along, such as by changing the way

the workshops were facilitated. Certain elements of the reviews were not used by Jo and her team when undertaking reviews in the library, but they were found to be invaluable in the Business Process Review Project, such as the Scoping Meeting that clearly defined the start and end of the process under review, and an anonymous survey of workshop participants. A Toolkit of various presentations, documents and templates has been created to help others carry out future reviews in Student Services and the library.

Deep impact: A mixed-methods approach to evaluating a library and information service for Social Workers

Jo Wood (Librarian, CAFCASS)

Jo Wood's presentation focussed on the project she has undertaken to evaluate the library and information service at The Children and Family Court Advisory and Support Service (CAFCASS), an executive non-departmental public body accountable to the Ministry of Justice. CAFCASS looks after the interests of children involved in family proceedings, such as divorce and separation, care proceedings and adoption. The CAFCASS in-house library and information service has been running since 2009, and supports its social workers to provide the highest standards of evidence-based practice. Jo has been collecting quantitative data on the service for some time now, for example, recording the number of requests dealt with and new items catalogued, and the team receives some qualitative data in the form of anecdotal feedback from users. However, prior to this project, there was no systematic attempt to demonstrate whether the library and information service at CAFCASS has a measurable impact on the work carried out CAFCASS Social Workers, and whether this in turn has a benefit for the children and families who they are supporting.

Jo's impact study aimed to find out how the Social Workers at CAFCASS used the library to support their case work, as well as their professional development or academic study. It also sought to highlight the strengths of the library service and its value to the organisation, as well as identifying areas for improvement. An online staff survey was carried out, and some of those responding to the online survey were followed up by in-depth telephone interviews. Jo was also able to analyse data collected during the previous year to explore how many users had used the service more than once during the year, and what subject requests were being handled by the service.

The results of the study were extremely positive, showing that Social Workers at CAFCASS are making use of the library service, and the resources and services they are accessing inform their thinking and improve their confidence when dealing with complex cases. Use of the library can be also associated with positive outcomes for children in the family courts. Finally, the study has fed into various improvements in the service, including the procurement of a new Library Management System and development of a set of training materials to help users make the most of the library.

Reflections on the day

One of the first things that struck me on hearing the experiences of the speakers was the way they demonstrated that to undertake an evaluation process that is meaningful demands considerable resources of time and effort (and therefore money). The speakers did not simply pay 'lip service' to the idea of evaluation, but really sought as deep an understanding as possible, within the constraints of the resources available to them, for the particular questions which they had posed themselves.

As a newcomer to the field of librarianship, I was unaware of the LibQUAL+ tool. I found it interesting to learn a little about how this tool was being used to benchmark progress in the LSE library space redesign. I was also interested to see how the use of observers and tools such as mapping can help inform design. In Jo Wood's talk, I was impressed by how much information Jo and her team were already collecting about their service prior to launching their impact study. It is obviously easier to collect information about a service as you go along, rather than try and gather it retrospectively, and it seems to me a useful lesson that we should consider what information could be usefully collected about the services we provide as we go about our day-to-day work. If we have this information to hand, we will be much better placed when the time comes to demonstrate the value of the service we deliver.

Deep impact: a mixed-methods approach to evaluating a LIS and information service for social workers

*Jo Wood, LIS and Information Service Manager
Children and Family Court Advisory and Support Service (Cafcass)*

This presentation, delivered at the ALISS Christmas event in December 2017, explored a mixed-methods approach to conducting an impact study in a special LIS for social workers. Note: the impact study took place in 2013 and does not reflect current practice or data.

Cafcass and the LIS

The Children and Family Court Advisory and Support Service (Cafcass), established in 2001, has a statutory function to represent children and young people in family court cases. Cafcass is a non-departmental body accountable to the Ministry of Justice and employs 1,650 qualified social workers (known as Family Court Advisers or FCAs) across c.40 sites (divided into 17 service areas) in England. There are three main areas of work: Divorce and separation, care proceedings, and adoption. Cafcass' core remit is to safeguard and promote the welfare of children; give advice to the family courts; make provision for children to be represented, and provide information, advice and support to children and their families.

The Cafcass LIS and Information Service (LIS) was created in-house in 2009. The LIS has c.25,000 items in the collection: 75% of the materials are available electronically and printed materials account for the other 25%. Each year the LIS completes c.4,500 requests, sends out c.10,000 items (journal articles and books), and deals with c.1,000 subject requests. The core remit of the LIS is to support and embed evidence-informed practice across Cafcass and to also support the continued professional development needs of staff.

Why do an impact study?

In 2013 it was decided that an impact study of the LIS should take place. Detailed quantitative data had been collected since the LIS was set up, on: requests dealt with, items sent out, subject requests completed, the number of new items catalogued, the number of staff using the LIS and their location, and the ratio of LIS users to practitioners across the organisation. The qualitative feedback available was anecdotal.

Aims of the impact study

1. To find out whether and how FCAs use the LIS resources to inform their thinking about their cases and whether and how they use LIS resources to assist their front-line social work and report-writing, their CPD work or academic study
2. To highlight the strengths of the current LIS provision and its value to the organisation and to identify any capacity for improvement

Method(s)

Several methods were used: an online staff survey, in-depth telephone interviews, a statistical analysis of repeat use of the LIS and a statistical analysis of subject requests:

Method 1 - Staff Survey

The online survey, which ran for two weeks in October 2013, was open for all staff to complete. The survey explored LIS use in the organisation, focusing on the use of the service in casework, academic study and continued professional development (CPD). The survey also looked at the information-seeking habits of practitioners. 243 responses were received, which represents 19% of operational staff in the organisation

Method 2 - Telephone Interviews

The telephone interviews took place after the survey closed and were conducted in two phases. The interviews followed-up responses given in the staff survey and took the form of a semi-structured interview. The first phase followed-up negative responses in the staff survey, and examined how respondents used the LIS to inform their casework, academic studies and CPD. The second phase sought to explore how practitioners used the LIS in their casework in more detail. The interviews were undertaken by a member of staff who is not employed within the same department as the LIS service.

Method 3 - Analysis of Repeat LIS Use

The assessment of the repeat use of the LIS utilised existing statistics collected from April 2012-March 2013 to establish who had used the service on a single occasion that year and who had used the service more than once.

Method 4 - Analysis of Subject Requests

Detailed information on every subject request received by the LIS was collected from July-November 2013. Data was collected on: the service area and office of the requestor (but not their name), the subject(s) requested, what they were sent in return and if they requested any items of asked for additional subject requests from the LIS as a result of the information provided.

Results

Method 1 – Staff survey

The survey was responded to by 243 members of staff, the majority of which (61%) were FCAs; and 41% of the 243 respondents had worked for Cafcass for more than five years. There were at least two responses from each of the 17 service areas, which provided a good spread of geographical data across the organisation

Ninety per cent of respondents had used the LIS prior to the survey. Thirty-six per cent of respondents had first been made aware of the service during their induction. Most (90%) respondents indicated that they were involved with casework in some capacity. Practitioners were asked to select the areas (more than one option could be selected) of practice in which they were involved.

Of those respondents who indicated that they were involved in case work, 94% had accessed the LIS to assist them with at least one of their cases. Sixty-four per cent of all respondents reported that they used the resources received from the LIS to inform their thinking. Of these, 64% did not quote or reference the resources in their court report and 36% did quote or reference the information in their report. Almost all (99%) respondents who completed this section described the LIS as either 'Very helpful' (86%) or 'Quite helpful' (13%) in assisting them with their casework. Two respondents (1%) described the service as 'Very unhelpful'.

Almost all (96%) of those respondents that indicated they had completed a course of academic study during the period that they had been employed by Cafcass stated that the LIS was either 'Very helpful' (87%) or 'Quite helpful' (9%) in assisting them with their academic studies. The remaining 4% rated the LIS as 'Very unhelpful'. This was followed-up during the telephone interviews.

Three quarters (74%) of respondents reported that they had engaged in CPD activities whilst working for Cafcass and 83% of respondents reported that they had engaged in CPD in the last year. Ninety-seven per cent of those respondents who indicated that they had engaged in CPD activities whilst working for Cafcass described the LIS as either 'Very helpful' (80%) or 'Quite helpful' (17%) in assisting them with resources for their CPD. A very small minority (3%) described the LIS as 'Very unhelpful'. This too was followed-up during the telephone interviews.

Method 2 – Telephone interviews

Two samples of Cafcass staff were sequentially selected for interview:

- Sample 1 – Three respondents who had given a negative answer about the helpfulness of the LIS and 7 randomly selected survey respondents; and
- Sample 2 – A randomly selected sample of 10 respondents to the internet survey. They were asked more detailed questions about examples of how individual cases were influenced by LIS resources and whether courts encouraged the use of research

Sample 1 - Respondents that rated the LIS as 'Quite unhelpful' or 'Very unhelpful' were interviewed first. One respondent said the LIS was unhelpful due to there being no research at all on the topic in which they were interested, but that this was a one-off. The other respondent who had found the service unhelpful said it was because her own request had been vague.

Sample 2 – All respondents said that using the LIS increases their confidence when giving evidence or writing reports as they feel more informed, or that their advice to the Court is better grounded. Two respondents said that they believed that outcomes would have been different had they not used research to inform their thinking. Three said that, whilst the resources did not significantly inform their advice to the Court, it did give them more confidence in what they wanted to say.

Method 3 – Repeat use survey

This study used LIS statistics collected over the course of the previous year to compare the number of people that had used the LIS once with those that had used the service multiple times. Six hundred and eighty eight people used the LIS in 2012-13. Of these, 211 (31%) used the LIS once and 477 (69%) used the service more than once.

Method 4 – Subject requests survey

Two hundred and four subject requests were received between 1st July and 30th November 2013. Exactly three quarters (153) of requests were received from Family Court Advisers. The remaining 51 requests were received from students on placement, enhanced practitioners, Service Managers, Heads of Service, Newly-Qualified Social Workers and staff in national roles.

Subject requests related to 113 different subjects, ranging from research on ADHD to information on wishes and feelings in family proceedings. The most frequently requested subject was contact in private law (27 requests), followed by shared residence (11) and third was adoption versus foster care in public law, and removal from jurisdiction (10 each). Individual subjects were then grouped into broader subject areas. Contact in private law was still the most requested subject (61), followed by foster care (30) and adoption (28).

In response to the 204 initial subject requests, 338 resource lists were sent. These lists subsequently generated 756 requests for books or articles. 73 requests for subject resource lists did not result in any follow-up work for the LIS. This can partially be explained by the fact that there is often a delay between the resource lists being sent out and the requestor having time to look at the information sent and ordering items (there can be up to a month's delay, which may be influenced by case priorities and workloads).

Conclusion

The study has highlighted that the LIS is used by staff in a number of ways, including both casework and CPD, and therefore plays an important role in both improving the quality of casework and meeting the development needs of staff. In addition, the LIS also plays a significant role in supporting staff that are undertaking courses of academic study during their employment.

Ninety-seven per cent of respondents found the LIS 'Quite helpful' or 'Very helpful' across the three aspects (casework, academic study and CPD) that were surveyed. The remaining 3% of staff that rated the LIS 'Quite unhelpful' or 'Very unhelpful', were followed-up during the telephone interview process. Their negative answers were explained to not be the norm when evaluating their LIS requests and were due to factors outside of the LIS's control, such as a vague initial request or a lack of existing research on a specific subject.

Practitioners have different views as to whether they should explicitly quote and reference research in their court reports. This is borne out by the fact that a third of respondents said that they did use research overtly in court, while two-thirds did not. However, during the telephone interviews all respondents reported that they felt more confident as a result of using the LIS, and two stated that the outcome of the case may have been positively affected by the knowledge gained by the practitioner as a result of using the LIS.

What happened next?

Based on the impact study overall and comments in the free text box of the online survey, several developments have taken place since 2013: a set of training materials has been produced to aid users in making the most of the LIS; the provision of e-books has been explored; a new Library Management System has been procured and will be in place in by spring 2018.

An impact study of this scale is unlikely to take place again, but we are exploring doing a small-scale qualitative study focusing on subject requests in the next year once the new LMS is in place.

Using Adobe Connect to deliver innovative learner support

Oliver Allchin, Liam Bullingham and Emily Stock, The University of Sheffield

Introduction

The University of Sheffield has recently moved to improve its digital offer for students within learning and teaching. Lecture capture was introduced in 2016/17, and this was recently followed by the University of Sheffield Digital Media Hub to host and disseminate video content. Although helpful to all students, the move is particularly beneficial to those not predominantly based in Sheffield: distance and off-campus learners, international partners and part-time students. In this environment of change, the University Library's Faculty Engagement Team (FET) decided to develop our digital offer and increase the number of students able to access library support. This article outlines the 'Digital Delivery Project', established by FET to explore, test and implement strategies for expanding the Library's learner support online.

The Digital Delivery Project

The overarching goal of the project was to enhance FET's learning, teaching and research support offer through online channels. The first step in this process was to identify digital solutions that could help us reach the following goals:

More efficient use of staff time. FET's face-to-face information and digital literacy (IDL) teaching is concentrated at key points in the academic year. We sought platforms to allowing us more flexibility and the opportunity to develop materials which can be created in advance and then shared, embedded and disseminated at the point of need.

More flexible, richer learning experiences for students. Our teaching is often delivered through large-group lectures, which position librarians as 'content directors' (Kelly et al., 2005) and limit scope for interactivity or learner-centred pedagogy (Rabe-Hemp, Woollen, & Humiston, 2009). Due to timetabling pressures, IDL sessions are often scheduled too early/late in a programme, potentially limiting their impact or perceived relevance (Kavanagh, 2011). We were keen to explore ways in which digital delivery could empower learners to take control of their own development, and foster higher quality learning experiences through a more active approach.

Expand and extend our support. We wished to reach a greater number of learners, particularly those marginalised by in-person sessions such as distance, international and part-time learners, as well as researchers and academic staff who may be unable to attend workshops in person due to professional commitments; teaching online provides an opportunity to reach such library users (Crawford-Ferre & Wiest, 2012). We sought solutions to remove barriers created by room capacity, timing and audience location. In doing so, we also hoped to meet the expectations of our full-time on-campus students who increasingly request simple, seamless, 24-hour access to IDL support throughout their studies.

Assessing the technology

Following adoption by several academic departments, Adobe Connect was identified as a suitable platform for delivering Library teaching online; the platform addresses pedagogical needs and its use provides a consistent experience for learners, from the academic department to the Library.

Adobe Connect is designed as web conferencing software and supports virtual classrooms (Adobe Systems Incorporated, 2017) it can be used to host live webinars, hold virtual meetings, or pre-record presentations for embedding in a VLE. Its flexibility means users may record audio, webcam footage, and run live demonstrations. Adobe Connect also features several built-in tools to enable audience engagement or gather real-time feedback, including polls, questionnaires and live chat.

The platform provides a balance of reasonably advanced functionality whilst being intuitive enough for users to learn quickly with minimal need for technical support. Certain aspects of the interface were felt to be somewhat unwieldy by Library staff, with some features such as the interactive whiteboard failing to reach their potential, meaning session leaders felt less confident using them in a live setting.

Staff training

The Digital Delivery Project Group provided a training programme for Library colleagues with responsibility for skills support. Each session focussed on a different theme or technology, and provided hands-on experience of using the platform whilst also allowing attendees to consider its suitability and potential applications within their role.

For the Adobe Connect session, we created a 'sandbox' area for attendees to experience the whole process of setting up, delivering, recording and editing webinars. Working in pairs, attendees alternately delivered short live webinars whilst their partner acted as a participant, trying interactive elements such as polls and live chat. This was a valuable exercise which enabled us to build staff confidence and identify aspects of the platform which would be most useful, as well as how to troubleshoot technical issues.

Use cases

The below table illustrates how Adobe Connect was utilised to provide online delivery of two different sessions:

	'Introduction to Endnote'	'Key Tools for Engineering'
Programme	Doctoral Development Programme, Information and Digital Literacy Workshops	PhD student induction (Faculty of Engineering)
Face-to-face session format	120 minute workshop in computer lab	90 minute workshop in classroom
Online session format	60 minute webinar	
Approach used	Flipped learning, live session	Flipped learning, live session/pre-recorded session
Pre-task completed by students	Register for EndNote, watch training videos	Practise literature searching in a range of databases
Webinar benefits	Increased reach: distance learners able to attend, students from International Faculty included for the first time	Offer a mixture of face-to-face/online delivery options, students can view at the point of need
Webinar drawbacks	Lower attendance figures	
		some learners drop out, little observable interaction with recording
Adobe Connect tools used	Slides, chat box, polls	
Recording dissemination	Shared with learners, uploaded to webpages	Shared with learners
Webcam/audio	Instructor webcam/audio only	

We provided webinars across multidisciplinary training programmes and also faculty-specific teaching. In both cases, shorter contact time in the webinar was offset by asking learners to complete a pre-task. Creating pre-recorded sessions allows learners to view at their convenience, however scope for learner interaction is lost. Attendance has been lower for webinars, but this may change as they become more established. Instructors shared their webcam and audio to establish a feeling of connection and build on the relationship with learners which had been established during the pre-task email exchanges (Faloon, 2011).

Reflection, impact and challenges

Session design: We find Adobe Connect sessions work best with two staff members: one to present, while the other manages chat dialogue, polls, etc. Engagement can be enhanced by swapping presenters frequently. Incorporating interactivity helps engage learners, but we recommend making participation voluntary to allow attendees to 'lurk' depending on their learning style/preference. Flipped learning allows learners to build upon and evaluate new knowledge acquired during the pre-tasks (Bergmann & Sams, 2014) but we must gather evidence that learners are undertaking these tasks and the possible negative impact if they do not undertake the preparation.

Practical considerations: Attending the webinar 15-20 minutes early can give learners time to accustom themselves to Adobe Connect in advance, and try a 'dry run' poll. Since audio/visual problems can cause significant disruptions, we recommend asking a colleague to join the webinar to ensure they can see and hear you. Computers with in-built

webcams and microphones can be easiest to use as a headset is not required.

Ensure attendees are aware in advance when the session is being recorded, a slide may help here; Connect can hide attendees' names when sharing recordings. Evidence from academic colleagues suggests audiences are more likely to engage if they can see the presenter (even with a pre-recording) but conversely prefer to not share their own image (Holdridge, Pinfield Stordy, 2016).

Attendance: Webinars may suffer from a high dropout rate, with a relatively small percentage of learners attending on the day. The web environment also provides more opportunities for learners to become distracted and disengaged. As such, sessions need to be short but substantial enough to be worth attending. Unlike face-to-face activities, webinar recordings can be shared with students after the event, reaching those unable to attend on the day and allowing learners to revisit the content at their convenience.

Future developments

The Digital Delivery project has led to positive change, both in terms of our confidence in using new delivery methods, and in improving our offer to learners on and off-campus. Positive feedback has been consistently gathered, but we feel that more work is needed to assess the long-term impact of digital delivery. It would be beneficial to develop our understanding of how learners build knowledge in this environment and whether there are significant differences in the style and nature of remote learning experiences. Adobe Connect is likely to play a key role as part of a wider suite of digital delivery methods, but as this is a fast-moving arena we must keep up-to-date with emerging technologies and pedagogical approaches.

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How the Open University library uses Facebook Live to reach, engage and support students

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The Open University's Library Services (<http://www.open.ac.uk/library/>) has a specialist team of 7 librarians, the Live Engagement team, who design and deliver real-time online teaching using Adobe Connect. There is a programme of generic library and module-specific sessions. Whilst we reach a lot of students through these sessions, we like to try out new ways of engaging with students and hope to reach those who don't attend formal library training.

What is Facebook Live?

Facebook Live is a tool which allows you broadcast live to followers on Facebook using little more than a smartphone, laptop or tablet.

Why Facebook Live?

The Live Engagement team are frequent contributors to a university livestream event called Student Hub Live (<http://studenthublive.open.ac.uk/>) and have been engaging with it from its launch as a way of reaching students. The team have also run Facebook chats where students are invited to send their questions on particular topics. Trying out Facebook Live was a natural progression for us. We decided to build on our live broadcasting experience and try using Facebook Live to connect with students.

Facebook Live is easy to setup and at a basic level, all you need is a reasonably good smart phone, tablet or laptop with a web cam. You can enhance the experience by using a tripod and microphone but it isn't necessary.

Facebook Live has the benefit of helping to reach students who don't always know about or want to attend library training or who may have not visited the online library before. Using Facebook Live, librarians teach library skills, talk about library resources and services and engage with students in an environment many students are already familiar with.

What have we done with Facebook Live?

The first session we ran was a question and answer session in Dec 2016. It was billed as 'all you ever wanted to know about the OU Library' and it lasted 30 minutes. The session was delivered from the library's Facebook page by two librarians, one in front and one behind the camera. This was a low-budget endeavour using a smartphone, a tripod and a lapel mic which plugged into the phone to broadcast. One librarian behind the camera with a laptop, relayed questions to the presenter.

The event was heavily promoted via social media and students were encouraged to submit questions before and during the session.

Thirty minutes is quite long for a live event and there were both advantages and

disadvantages to this. Viewers had time to pop in, ask a question, have it answered then listen to a couple more questions and then leave if they wished. It meant there was a continuous stream of people during the session and not necessarily the same people from beginning to end.

Something we did more recently was a series of 'Fake News Fridays' events during May 2017 to coincide with the UK General Election. Each Friday lunchtime in May, a librarian broadcast for up to five minutes about different ways to understand and detect Fake News. The videos were also made available on YouTube and we have a 'Fake News Friday' playlist (<https://www.youtube.com/playlist?list=PL20X7gnosgT1IZ-tCV34AXAUTqSZypt>).

Promotion of Facebook Live events

If you are going to be broadcasting with Facebook Live you need to think about promotion. Let students know where and when to turn up a reasonable time in advance. The events were advertised on social media, the Library Services news page, the Open University Student Association website and on the university's virtual learning environment.

'Events' were created on Facebook, which is another way to alert the audience and also give them the chance to engage, by 'liking' the event, sharing the event or indicating interest. Any time you add something to the event, Facebook notifies anyone who has shown interest or says they want to attend and this reminds them that it's happening. For the question & answer session we created a short teaser trailer (<https://tinyurl.com/y7k2kesc>) which we shared widely. It attracted a lot of 'likes' and was an engaging way to promote the event.

Captioning

To help with accessibility we download and caption the videos created during our live sessions. We scheduled in time directly after the broadcasts to add captions using Amara, a freely available tool. These caption files can be added to the recordings on Facebook. This was a quick and easy way to make our recordings accessible to disabled students. It's also quite useful for people whose first language is not English or those who prefer to watch videos on Facebook without the sound.

What did we learn?

Test the technology before you use it and run the session in a quiet environment. We did a lot of testing in a private group on Facebook before we broadcast live. We discovered that the sound could be quite poor without a mic so we bought a cheap microphone to plug into smartphones and this helped enormously.

There is a lot of historical information about Facebook Live and it has dated very quickly. Features have been released over time and across different platforms. If you're not sure if something will work with your setup, the best thing you can do is try it yourself. Be prepared for the fact that changes and improvements to the tool may happen quite quickly.

Facebook Live sessions should be quite short – this is a completely different type of engagement whilst you may want to share a lot with people it's probably better to broadcast for shorter periods but more often than for one long session.

Choose content carefully and consider if you can link it to something quite topical. We ran the Fake news Friday sessions in the run-up to the General Election and the recordings for each session were watched over 1000 times! There has been a lot of interest in these recordings from academic colleagues who would like to use them as standalone learning objects.

The Future

We would like to experiment with different tools. For example, we are on the lookout for different tools for creating captions. We are considering other tools for captioning which may provide automatic live captioning via the browser.

The library now has a green screen which enables us to create interesting backgrounds for creating videos. Using this we can put a librarian on the moon! The team has already experimented with using a gimbal to broadcast on the move. We streamed a tour of the Open University Archive, using Georama and we'd like to see if we could do something similar with Facebook Live.

We are considering running Facebook Live sessions in December, with a Christmas theme. Facebook Live offers us another great channel to connect with students and we are hoping we will be able to do even more with it in the future.

Find us on Twitter @OU_Library or on Facebook <https://www.facebook.com/OULibrary/>

Animated videos; supporting the “Dr Google” generation at Aberdeen City Libraries

By Ruth Gould, Information Librarian, Aberdeen City Libraries

68% of adults aged 25 to 44 stated that they had used the internet to look for health related information. This follows a steady rise in recent years indicating that “Dr Google” is here to stay.

As part of an existing health and learning offer, Aberdeen City Libraries is looking at how it can help people search for and recognise trustworthy health information online.

Background

In 2015/2016, Aberdeen City Libraries refreshed their provision for supporting health and wellbeing, ensuring the activities were aligned with the aims and objectives of Scotland’s National Strategy for Public Libraries: Ambition & Opportunity (<https://scottishlibraries.org/advice-guidance/the-national-strategy-for-public-libraries>). A three pronged approach had been taken with the aim of supporting as many customers as possible to break down potential barriers to learning.

Healthy Reading Collections

Providing an accessible “evidence based” alternative to online information about common health conditions.

ACL’s own Health and wellbeing webpages

We knew people would still use the internet to search for health information so these pages are designed to provide a portal to reliable and local health information and services.

Launch of a quarterly health talk programme

Using experts and health researchers to provide members of the public with the opportunity to engage actively with health topics and research.

Following additional feedback, it was identified that there was a need to support people in not just accessing, but also in evaluating health information.

Navigating Health Information Online Workshops to Video

Our initial response to this need was to devise a simple health information workshop to highlight how to avoid some of the common pitfalls in searching for health information online. This was a traditional approach which complemented our other information literacy workshops. The workshop was trialled and reviewed resulting in this version: <http://bit.ly/NavHealth17>.

As with all of our activities, the workshops were evaluated to identify challenges and find possible solutions for improvement.

The main challenges faced were:

- Expressed interest in the class not translating into bookings.
- Staff capacity and opening hours of the libraries impinging on when classes could be run.
- Demand for additional aide memoires for those attending classes beyond workshop handouts.

Conversations with customers and partners revealed that work and family commitments prevented them from attending classes. Finding times that would fit with our limited opening hours and then providing information that would be easily accessible following a class led us to the solution of creating animated videos to support the class and act as a substitute for physical attendance.

Adding video support - a natural progression

Using animation software instead of screen-capture or straight video content was first trialled by our Europe Direct Information Centre as part of their annually funded work plan. The videos (<https://www.youtube.com/channel/UCg4tlebnQtQrAZ60mw3ZMdg>) created were inspired by the animated clips created by the European Institutions which convey complex messages in a simple, short and attractive way. Moovly (<http://www.moovly.com>) was selected after some market research as our choice of software. It has proven to be a cost effective option and with good user support. With a clear idea in mind at the outset, videos can be created relatively quickly. Updates and edits are also quick and easy to do making it more versatile in an ever changing information environment.

We had faced the issue of capacity before with staff training. One solution to that has been to create short video training modules. Some key advantages have been:

- The training can be kept short (under 30 minutes) meaning that the training can be fitted around day to day routines. Therefore all staff can undertake the training.
- The videos can be revisited as a refresher.
- Short focussed videos have helped with information overload.

These staff courses include a video, exercises, and an option of additional 1:1 support via phone/ email. Ultimately we've found it to be a resource efficient way of training our staff who work across various sites. The ability to update the information in the videos where needed without having to start over again from scratch has been very useful.

It was therefore a fairly natural progression to use this experience to develop the "Navigating Health Information Online" suite of videos (<http://bit.ly/NavHealthVideos>) These videos in addition to our live workshops, handouts and recommended website links (<http://www.livebinders.com/play/play?id=1606803>) provide a new dimension to our learning offer which we would not have considered before. Creating videos for supporting information literacy is not new and the benefits are clear. With video, the learner can set the pace by pausing, replaying and skipping to the parts that are of most use to them at

that particular moment. Combined with a live workshop, videos also have the benefit of allowing customers to revisit and check sections that they may have missed or forgotten.

Decisions on the format of the videos beyond animation

For versatility it was important that the videos should be short and concise. We were clear from the outset that no video should be over 3 minutes long. This was based on advice given to us about the optimum length for videos on social media. Working within a public library setting social media plays a key role in our general marketing strategy. Creating optimum content is therefore always desirable.

The time limit would not work for all instructional videos but it certainly helps to focus the mind on key messages. It is advisable to try and keep key messages or topics to separate videos to aid clarity. This is why we created the three videos; “Top tips to help find trustworthy health information online”, “Where to find health research online” and “Online tools for understanding health research” rather than just the one video.

Accessibility of our services and resources is important to us. We are conscious of the lack of narration on these videos and this is something we will be looking to add in time. This should increase the accessibility of the videos and cater better for customers with aural learning style preferences.

Assessing the Impact

It is still very early days to evaluate the impact of the videos. They have been shared with our health and wellbeing customer focus group and we are in the process of promoting the videos through our various networks. So far feedback received has all been positive.

The videos provide another route into our health and learning offer and hopefully an alternative to “Dr Google”. They have already expanded our reach and are raising the profile of what the library service offers to the local community. Anyone can link to the videos if they wish. I would be more than happy to discuss anything mentioned in this article with anyone who is interested. You can get in contact via healthinfo@aberdeency.gov.uk.

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Working together to improve information literacy provision for dyslexic students at Aston University.

Richard Hopkins, Information Specialist

Helen Davies, Dyslexia Specialist

Rich: As an information specialist at Aston University one of my main roles is to provide workshops and sessions based around information literacy and information searching for students of all levels. These can take place in a lecture environment but are more likely to be facilitated in our two workshops within the library. Whilst the workshops are separate, and can seat around 36, we can also pull the moveable wall back and form one larger room. Each room is equipped with 36 individual laptops for student use and our workshops will typically involve practical tasks and student participation.

Helen: I am specialist teacher assessor who undertakes diagnostic assessments with students and delivers a programme of specialist teaching support. My role is not restricted to teaching students with a diagnosed Specific Learning Difficulty i.e. dyslexia, dyspraxia, ADHD. I provide training University-wide on how to develop inclusive teaching and learning approaches and resources for all students. There are other student groups who face challenges adapting to the academic expectations of Higher Education: - International students for whom English is an Additional Language, Mature students returning to academic study, students who gained entry through a non-traditional route such as BTEC, Apprenticeship students who are studying in their workplaces and are for the most part distance learners etc.

I. Introduction

Earlier this year we got in touch with Helen and invited her to deliver a dyslexia awareness training session for both the information specialist and library enquiries team. This first meeting involved a talk and presentation from Helen on the key points surrounding dyslexic students and the problems that they might face within the library. The two main issues identified were weak verbal short term memory and difficulty with organising and structuring information.

Perhaps what most surprised us as a team was just how many of these problems we recognised in ourselves and our students. In fact, many of the problems raised by Helen could be applicable for the majority of students that we come into contact with whether classed as dyslexic or not. Good practice characteristics for workshop design highlighted by the session included:

Structured - The progression between tasks should be logical, in small steps, with the links between those steps made explicit.

Multisensory - Sessions should be interactive and include

- Modelling - Learning from others
- Overlearning- Repetition and re-enforcement

Metacognitive - Students need to have an opportunity to think about what they are learning and how they learn best.

2. Workshop design

Sitting down as a group after the presentation we looked at how we could apply what we had learned to the construction of our workshops. We felt reasonably happy with the layout and format of our slides but did feel that some of the problems Helen had identified could impact on some of the tasks and activities that we often include in our sessions, such as;

Keyword generation tasks

- Difficulty with focusing on either details or big picture to detriment of other
- Poor word attack skills

Practical information searching tasks

- Trouble following multiple step directions
- Poor time management skills
- Difficulty copying information accurately/note making

The next step involved Helen attending some of our sessions and taking part in some of the tasks in which we involve students. It was a pleasant surprise to find out that we were already doing a few of the things that Helen would normally have suggested without really being aware of it.

Helen; “The most troublesome aspects of dyslexia are: i) difficulties with memory, retaining and retrieving information and with ii) sequencing and structuring information. As a result, dyslexic learners have difficulty remembering instructions, are slower to process and act upon information, and have challenges with organisation. I had these difficulties in mind during the workshop observation, along with some of the guiding principles of specialist dyslexia teaching. I got the impression from the workshop that the team were engaging with these principles already, even if they did not realise they were.

The design of the workshop and materials were well structured. There was a cumulative, step-by-step approach to preparing a search strategy which involved: generating key words -using a mind map - developing keywords on a concept chart - combining key words for Boolean searching - composing a search statement. There was a multi-sensory element as well, with verbal explanations turned into visual reminders or aids. The PowerPoint slides contained variety of diagrams, a pyramid and a Venn, and colour codes. The handout was a concept chart which proved to be a helpful organisational tool and memory aid. In terms of the delivery of the information skills, the expert modelled how to use Library SmartSearch and other relevant databases to support the learners in their search for resources. He guided them skilfully through the concept chart activity, which he used as a scaffold to enable them to construct their own search strategy.

There were a number of challenges a dyslexic learner would have faced in the workshop. There was a risk of memory overload because the workshop was packed with content. Less is usually more for dyslexic learners; although, it is important that high expectations are maintained. Take Boolean thinking as an example, having to combine key words using the high frequency words ‘And’ and ‘Or’ will present a challenge to some dyslexic learners

who do not recognise, omit or substitute these words when reading; however, dyslexic learners like to know what the rules are and how to use them, even if they find these difficult to apply in the first instance. I would add that it is essential to allow enough 'think' time so that students can absorb learning points and formulate questions or answers, and enough 'rehearsal' time for skills practice."

3. Further outcomes

As well as amending our workshops to address issues highlighted above our meeting led onto a number of other collaborations including;

3.1 Focus groups

The enquiries team members were particularly interested in how dyslexic students were responding to the printed promotional material distributed by the library within induction and throughout the year. Liaising with Helen they were able to set up a small focus group with dyslexic and visually impaired students to discuss the material and as a result the colours used in the font and backgrounds of several key leaflets. A strong contrast between font and background was advised by the students and then implemented by the enquiries team.

3.2 Drop-ins

Helen organised a series of drop-in sessions and events for students based in the library workshops. The rooms are familiar to students and along with the Learning Development Centre on the first floor will help consolidate the library as a centre for student support in the minds of learners.

As part of the drop-in series I agreed to present a pared down version of our generic information literacy session, concentrating solely on the process of accessing the library catalogue and doing a search for both physical and electronic items. This session would normally cover keyword generation and at least dip into our libguides pages and other available databases but cutting it down allowed for flexibility in the pace and mode of delivery.

3.3 Learning objects

Our meeting with Helen came at a fortuitous time for us as we are beginning to work with Camtasia to create short screencasts on a range of subjects both practical (how to use an online reading list) to theoretical (keyword generation, critical evaluation of online sources). The driver behind the creation of these learning objects has been the introduction of our new Aston Online courses but such screencasts would be of great use to a wide range of students including, but not limited to, those with dyslexia.

As well as agreeing to help voice some of the screencasts, Helen's presentation also really helped emphasise the importance of micro teaching; of creating small, short chunks of information. Each strand of that object (audio, visual, text transcript etc) needs to stand alone and Helen's expertise will be invaluable in helping to create these.

4. Conclusion

Although we were re-assured that these meetings did not provide any startling revelations they did allow us to hone both our teaching styles and support materials and hopefully provide a better service to dyslexic learners and students in general. As Helen notes “the message of the training session was not that [we] had to completely overhaul [our] practice, but that small adjustments to the design and delivery of the workshops could help [our] practice become more responsive to learner diversity.”

Going forward Helen has asked several questions of our team;

- Are there opportunities for overlearning skills in subsequent information skills workshops? (Given that repetition and reinforcement are essential for the acquisition, maintenance and generalisation of skills).
- How do you as Information Skills Specialists currently build in opportunities to overlearn skills?
- Do you have a spiral curriculum? Is this possible in your teaching context?

Whilst the majority of our workshops are standalone sessions this continuity is something we can perhaps pursue and build on in the sessions that we are working on with Helen. Certainly, the most welcome outcome of this meeting has been the opportunity to work with and create contacts within the Student Enabling team, engendering a spirit of collaboration that will hopefully continue.

Removing barriers for students with print disabilities: A case study of Leeds Beckett University Library's Alternative Formats Service

*Vicky Dobson, Senior Information Services Librarian
Leeds Beckett University*

Background

Students with print disabilities have difficulty accessing printed text. This is most often due to a visual impairment or a specific learning difficulty (SpLD) which affects their ability to read printed text, or a physical impairment which affects their ability to manipulate printed material. Academic information is often provided in the form of printed books, which presents a barrier to these students in accessing the information they need for their studies.

E-books can help to address this if they are accessible and compatible with assistive software, for example for reading text aloud. However e-book accessibility is variable. Representatives from Leeds Beckett Library were part of an award winning national project team which audited the accessibility of e-books provided to the UK Higher Education sector with the aim of guiding improvements (NAG 2017, eBook Accessibility Audit Project Team 2016). The team continues to work with providers to support accessibility developments, but there is a long way to go before all e-books are fully accessible. In addition, titles are not always available as e-books.

Leeds Beckett University's Alternative Formats service

Leeds Beckett University has over 28,000 students, including over 1,500 with a print disability. The University is based across two campuses - one in Leeds City Centre and one in Headingley. Leeds Beckett University library offers an Alternative Formats service which provides reading list titles for students with print disabilities in an accessible format, i.e. a digital version which can be navigated and read using assistive technology.

The usage of this service continues to increase. In the academic year 2015/16 358 files were provided, which increased to 1,176 files in 2016/17. This is accounted for by an increase in the number of users of the service from 23 to 37, as well as increase in the average number of files requested for each user from 16 to 32.

The Alternative Formats service is only available to eligible students who are assessed as needing it by the University's Disability Advice team (Leeds Beckett University, 2017). When the Disability Advice team determine that a student is eligible for the service, this is added into their Reasonable Adjustment Plan (RAP) - an individualised document detailing the tailored additional support they require, which is shared with relevant staff across the University.

The Library has a dedicated Learning Support Officer (Disability and Dyslexia) (Leeds Beckett University Library, 2017), who receives a copy of every Reasonable Adjustment Plan. Where eligibility for the Alternative Formats service is indicated, the Learning Support Officer begins the process of requesting the student's reading lists from their

academic team. This can be time consuming, especially when it involves chasing up non-responding academic team staff, which can delay the student getting access to their library resources on time, disadvantaging them in relation to other students.

When reading lists are received by the Library Disability Support team, the next step is to obtain the listed items in an accessible format. The Alternative Formats service operates a dual service model. For students who cannot access printed text at all, the service aims to obtain all of their reading list items in an accessible format. For those with disabilities who can access printed text to some extent, the service aims to obtain reading list items categorised as 'Essential' or 'Required' by the module tutor, but not those suggested for wider reading.

The Alternative Formats service provides books in different ways, depending on availability and the needs of the individual student. If the book is available as an e-book which the student is able to use, the Library Disability Support team would send the student the link to access the e-book. Where an accessible digital version is not available, the next option would be to check availability on the RNIB Bookshare UK Education Collection (RNIB, 2017a) - an online repository of books in accessible formats, available to download by registered institutions for students with print disabilities provided the institution owns a copy of the book.

Many publishers have engaged very positively with the service and donate their files to the RNIB Bookshare collection to make them available to print-disabled learners. RNIB Bookshare work with over 340 publishers, and those marked with an asterisk on RNIB's list of publisher partners (RNIB, 2017b) upload files directly to RNIB Bookshare meaning print-disabled learners can access the resources they need more quickly.

RNIB Bookshare has also launched a new 'Direct publisher feed' system, through which publishers can send files, either individually or in bulk, directly from their content management system to RNIB Bookshare. This process also allows publishers to automatically send newly published titles to RNIB Bookshare. Publishers with a direct automated upload feed include British Film Institute (BFI), Macmillan, Manchester University Press, Palgrave Macmillan, Pearson, SAGE and St Martin's Press. Other publishers are lined up to follow soon (RNIB, 2017b, 2017d).

If a book published by one of RNIB Bookshare's existing 'Publisher Partners' is not available immediately to download, it can be requested from them through RNIB Bookshare (RNIB, 2017c), and once obtained it will be added to the collection, with the advantage that it will then be available for other applicable print-disabled learners. RNIB Bookshare are typically able to fulfil 80% of these requests and the turnaround time is typically six weeks (RNIB, 2017d). However, in our experience at Leeds Beckett University, if we request a file via RNIB Bookshare from a major publisher already working with them, we often receive it within two to three days (Thornton, 2016). As of November 2017 we have 223 closed requests within RNIB Bookshare.

The number of books available through RNIB Bookshare is continually increasing. As of November 2017 around 55,000 files are available. RNIB Bookshare has made the process of supplying accessible books to print-disabled students at Leeds Beckett University vastly

easier, faster and more efficient. The percentage of titles required in an alternative format which we were able to obtain via RNIB Bookshare increased from 12% in 2015/16 to 25% in 2016/17.

Unfortunately some publishers do not engage with RNIB Bookshare (RNIB, 2017e). For these publishers it is necessary to contact them directly in order to obtain a reading list title in an accessible format for each print-disabled student. This is inefficient for both the requesting institution and the publisher, who will have to deal with multiple requests.

Nonetheless, several of these publishers are very helpful and responsive, and provide an accessible version of the book quickly. This is great as it means that the student can access the resources they need when they need them, meaning they are less disadvantaged in relation to their non print-disabled peers.

Other publishers take a very long time to reply or may even never reply at all. Some require the student to sign a form confirming their agreement to terms and conditions before they will supply each file. This can cause several issues. Firstly, as sometimes occurs when the publisher's permissions department is based overseas, the terms and conditions they want the student to agree to may not be applicable under UK law. Another issue is that the agreements can be very long and complex with lots of legal jargon. Considering the students need books in an accessible format because they have a print disability, reading and processing a complex legal agreement is often difficult for them.

Other publishers make certain restrictive stipulations, for example that the file can only be supplied to one named student and must be deleted when their studies have finished. This means it must be requested again next time it is needed for another student, which is inefficient for both the publisher and the requesting institution.

If publishers are unable to supply a requested title in an accessible format, the Library Disability Support team may manually scan the book to produce an accessible version, if the student particularly wants to read it and it is reasonably short.

"The organisation producing the accessible format may do so under the remit of the Copyright and Rights in Performances (Disability) Regulations 2014 without specifically requiring permission from the publisher." (RNIB, 2017d).

Leeds Beckett University has 'volunteer' status with RNIB Bookshare, so in these cases we would then share the scanned book with them, making it available to other print-disabled learners (RNIB, 2017f). As of November 2017 there are 86 titles live on RNIB Bookshare which were created in-house by Leeds Beckett University.

Files obtained via the Alternative Formats service are shared securely with students via their institutional Google Drive account.

Praise a publisher

As outlined above, the accessibility of eBooks produced by publishers, their willingness to engage with RNIB Bookshare and their responsiveness and helpfulness when dealing with requests for items in accessible formats makes a huge difference to accessibility for students. Ultimately, these factors determine whether print-disabled students can

access the information they need for their studies, or whether they are disadvantaged in comparison to their peers.

In an attempt to identify and thank the publishers who do accessibility well, Alistair McNaught - Subject Specialist (Accessibility and Inclusion) at Jisc, sought input from library and disability staff via mailing lists about their experiences with different publishers. This initiative was also intended to highlight examples of good practice in terms of accessibility in the hope of inspiring other publishers to perform equally well. The results are published in a post on the Jisc blog (Jisc accessibility and inclusion, 2017). Publishers such as Sage, Oxford University Press, Cambridge University Press, Taylor and Francis, Open University Press / McGraw-Hill education and Palgrave Macmillan were highly praised. Also honourably mentioned were Kortext, Jessica Kingsley and McGraw Hill. Key themes emerging from the positive feedback were responsiveness i.e. fast responses to requests for books in an accessible format, engagement with RNIB Bookshare, and willingness to listen and learn - attempting to understand and address accessibility issues. As Alistair writes in the blog post:

“Delivering files that are 100% accessible to 100% of people 100% of the time is unrealistic. What matters is that a supplier is actively engaged and that their product improvement plans includes accessibility” (Jisc accessibility and inclusion, 2017).

To build on this work, Alistair will be circulating a new feedback form (McNaught, 2017) to relevant mailing lists, which will have an increased focus on specific areas in which providers could improve their accessibility.

Conclusion

Print-disabled students need books in accessible formats to avoid being disadvantaged in relation to their peers. Leeds Beckett University offers an Alternative Formats service to support our print-disabled students, providing books as e-books, obtaining them in an accessible format either via RNIB Bookshare or directly from the publisher, or manually scanning them to produce an accessible version. Publishers can help with this by engaging with RNIB Bookshare, making their accessible format request service fast and simple to use, and prioritising the accessibility of e-book files so they are accessible to print-disabled students at source.

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Royal National Institute of Blind People (RNIB) (2017f) University Partners [Online]. London: RNIB. Available from: <<https://www.rnibbookshare.org/cms/partners/university-partners>> [Accessed 26 September 2017].

Thornton, R. (2016) Report on RNIB Bookshare For the Yorkshire Copyright Group [Online]. Available from: <<https://docs.google.com/document/d/1IYeQUg3VQFYStaBKd p8XjXlXy4uFdIrljccJsaRVkK-g/edit?usp=sharing>> [Accessed 8 November 2017].

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

Heather Dawson

Stigma

Kallman, Davi.(2017).

Integrating disability: boomerang effects when using positive media exemplars to reduce disability prejudice.

International Journal of Disability, Development & Education

64 (6), 644-662, DOI: 10.1080/1034912X.2017.1316012

Abstract: Individuals with disabilities comprise the largest minority group in the world, yet they are the most underrepresented minority group in higher education, the job market and entertainment media such as literature. This population is often underrepresented because of the overlapping physical, attitudinal and policy barriers that prevent them from participating fully in society. Despite their large numbers, individuals with disabilities not only encounter personalised prejudice, but also experience institutionalised prejudice. In an effort to reduce negative attitudes toward individuals with disabilities, this study examined the effects of positive disability exemplars on people's attitudes. A comparison between implicit and explicit measures of prejudice found that implicit bias of able-bodied students was more entrenched than explicit biases.

Teaching and Learning

Koca-Atabey, Mujde(2017).

Re-visiting the role of disability coordinators:the changing needs of disabled students and current support strategies from a UK university. *European journal of special needs education* 32; (1) (2017), 137-145

<https://doi.org/10.1080/08856257.2016.1254969>

Abstract: This study aimed to investigate the system designed to support disabled university students from the perspective of disability coordinators. The research on this topic specifically is limited. Disability coordinators from a particular UK university were interviewed to better understand the support system from their own perspective. Interpretative Phenomenological Analysis (IPA) was conducted to reveal themes related to supporting students. IPA is a tool to understand participants' social and emotional world. The final themes were: interest in and internal motivation regarding disability issues; flexibility and disability; personal experiences of disability; good practices; and finally, time and disability. The theme time and disability appeared as a separate theme but also was embedded within the whole analysis. In addition, the results indicated that the support issue is dynamic in nature and that student needs continuously change as new needs emerge. The demographic characteristics of disabled university students have changed over time. Students are also increasingly more competent at using technology. Consequently, disability coordinators should be more active and provide faster solutions to meet higher expectations. The results and policy implications of this study are discussed with reference to the impact of time, change and context

Moriña, A.; Morgado, B. (2018)

University surroundings and infrastructures that are accessible and inclusive for all: listening to students with disabilities. *Journal of Further & Higher Education*. 42, (1) , 13-23. DOI: 10.1080/0309877X.2016.1188900.

Abstract: The main topic of this article is architectural barriers and infrastructures as identified by university students with disabilities. The data presented is part of a much wider research project, sponsored by Spain's Ministry of Economy and Competition. A biographical-narrative methodology was used for this study. The results presented have been classified based on one of five barrier types: urban (barriers that are outside the actual university campus), transport (public transportation and personal vehicles), building (obstacles inside university buildings), environmental (those elements within the classroom, including furniture, excessive noise or inadequate temperatures) and communication (these are divided into signposting and barriers when accessing information). Lastly, a variety of questions are considered in the conclusions which indicate that universities still need a certain degree of adaptation and readjustment to really be accessible and inclusive, in keeping with the principles of universal design

Seale, Jane (2017). From the voice of a 'socratic gadfly': a call for more academic activism in the researching of disability in postsecondary education *European journal of special needs education* 32 (1), 153-169

In this article, I use the lens of voices and silences to frame my review of research in the field of disability and postsecondary education. I argue that we need to view research in this field as a necessarily political act that seeks to turn voices of silence into voices of change. Researchers therefore need to rethink their role in order to understand how they can use and direct their political voices. In order to persuade researchers to heed my call for more academic activism, adopt the role of a 'socratic gadfly' to identify six political areas of research where I argue that voices and silences need more critical examination. In discussing these six areas, I hope to illuminate the implications for 'genuinely investigative' research in the future

Hannam-Swain, S. (2017, November 28) [web log posting]

Understanding the additional labour of a disabled PhD student Retrieved from : <http://blogs.lse.ac.uk/impactofsocialsciences/2017/11/28/understanding-the-additional-labour-of-a-disabled-phd-student/>

For those with little experience of disability, it can be easy to believe that disabled students are provided with all the support they require for their studies. Stephanie Hannam-Swain offers a personal insight into life as a disabled PhD student, highlighting the many issues and potential complications around aspects of disability policy. Disabled students also face the difficult decision of how much to disclose about their impairment and how this is likely to affect them. Issues such as these are considered "secondary" to a main impairment, and are often necessarily concealed or ignored as students work to the same timescales and expectations of suitable output as everyone else.

ADHD

Jansen, Dorien; Petry, Katja; (2017)

Functioning and participation problems of students with ADHD in higher education: which reasonable accommodations are effective? *European journal of special needs education* 32; (1). 35-53

Abstract: Students with ADHD struggle in higher education as a result of various functioning and participation problems. However, there are remaining gaps in the literature. First, it remains unclear how often and during which teaching and evaluation methods problems arise. Second, we do not yet know which reasonable accommodations are most effective to deal with the functioning. And third, we do not know which accommodations are most effective to address participation problems of students with ADHD in higher education. This study addresses these three gaps in literature. In total, 86 students with ADHD, 42 student counsellors and 86 students without a disability participated in a survey-based study. The results show that students with ADHD most frequently experience problems with sustaining and focusing attention and it is demonstrated that most problems arise during classical teaching or evaluation methods. Finally, the perception of the effectiveness of reasonable accommodations is strongly dependent on which problems students experience in higher education. These findings suggest that it is important to consider both personal and environmental characteristics when selecting and implementing reasonable accommodations

Assistive Technology

Accessibility on Ingenta Connect (2017) Ingenta Connect newsletter, Autumn. <http://www.ingenta.com/ingenta-connect-library-newsletter-autumn-fall-2017/accessibility-next-stage/>

Ingenta Connect has just been audited against WCAG / JISC standards. How did it do?

McNaught, A. (2017, December 21) [web log] *E-book audit 2018 – auditing accessibility guidance* Retrieved from <https://accessibility.jiscinvolve.org/wp/2017/12/21/e-book2018/>

Abstract: As the last days of 2017 draw in, Alistair McNaught looks at plans for the 2018 e-book accessibility audit. This will be simpler than the 2016 version but – we believe – more effective. In this season of peace and goodwill to all, we're looking for an audit that is more inclusive in every way. We'd be delighted if you would like to be involved.

TechShare Pro 2017- presentations

Retrieved from : <https://abilitynet.org.uk/techsharepro#morningAbstract> TechShare Pro 2017 was organised by AbilityNet and the Royal National Institute of Blind People (RNIB). The event took place at IBM South Bank in London on Thursday 23 November 2017 and was sponsored by Barclays, IBM, Microsoft, OrCam and Storm Technologies. Online presentations displaying new All technology from the AbilityNet website

W3C Web Accessibility Initiative (WAI) (2017) (Video) Accessibility – W3C for an overview ALISS Quarterly 13 (2) Jan 2018

of the why, what, and how of web accessibility.

Retrieved from <https://www.w3.org/WAI/videos/standards-and-benefits.html>

Weigelt-Marom, Hayley; Weintraub, Naomi. (2018).

Keyboarding versus handwriting speed of higher education students with and without learning disabilities: Does touch-typing assist in narrowing the gap? *Computers & Education*, Vol. 117, February, 132-140

Abstract:

Keyboarding has become an essential writing mode. Yet, many do not keyboard as fast as they handwrite, perhaps due to lack of efficient keyboarding skills. The current study examined the immediate and long-term effect of a touch-typing program on narrowing the gap between keyboarding and handwriting speed among higher education students. The study included 17 normally achieving students and 25 students with specific learning disabilities (i.e., reading and/or writing disabilities). Results showed that at the end of the program, handwriting remained a faster writing mode than keyboarding. This condition changed over time, and at the delayed post-test (approximately 3 months following the completion of the program), keyboarding became faster than handwriting. However, this change was significant only within the group of students with specific learning disabilities. These results stress the importance of efficient and automatic keyboarding for writing among the general population and particularly among students with specific learning disabilities.

Autism

Cage, E., Di Monaco, J. & Newell, V. J (2017).

Journal of autism and development disorders

First online October, (2017). 1-12. <https://doi.org/10.1007/s10803-017-3342-7>

Abstract: Mental health difficulties are highly prevalent in individuals on the autism spectrum. The current study examined how experiences and perceptions of autism acceptance could impact on the mental health of autistic adults. 111 adults on the autism spectrum completed an online survey examining their experiences of autism acceptance, along with symptoms of depression, anxiety and stress. Regression analyses showed that autism acceptance from external sources and personal acceptance significantly predicted depression. Acceptance from others also significantly predicted stress but acceptance did not predict anxiety. Further analyses suggested that experiences of “camouflaging” could relate to higher rates of depression. The current study highlights the importance of considering how autism acceptance could contribute to mental health in autism.

Blind Students.

Souter,H. (2017, December 6) [web log posting] Injustice in the exam system has to be addressed or visually impaired students will continue to suffer Retrieved from <https://www.rnib.org.uk/insight-online/unjust-exam-system-visually-impaired-students-suffer>

Abstract: Hannah Souter, a visually impaired young person, reflects on her experience of external exams and offers a solution to help make the system equal.

Deaf Students.

Taylor, E.; Callahan, E.; Pinta, K.; Yeatts, L.; Winiecki, D. (2017)Increasing academic performance of Deaf students at Alpha University:a case study
Performance Improvement 56 (8), 16-26
<http://onlinelibrary.wiley.com/doi/10.1002/pfi.21720/full>

Abstract: In partial fulfillment of the requirements for OPWL529-Needs Assessment in the Boise State University master of science degree in Organizational Performance and Workplace Learning, a team of the first four authors completed a needs assessment focusing on learning accomplishments of hearing impaired students at Alpha University. This case study report describes the needs assessment process and results.

From Books In Boxes: The Evolution of the London Irish Library

James Ryan

This article has been re-formatted from an original blog post which can be found here (<https://punkleabharlannai1990.wordpress.com/2017/05/15/from-books-in-boxes-the-evolution-of-the-london-irish-library/>) and will detail how this modest project grew from books in boxes to a fully functioning volunteer led collection with over 10,000 publications including journals, periodicals and audio-visual materials.

The origins of the London Irish Library grew out of a phone call that Gary Dunne our Arts Director, received from the Foley family living in North London. After the unfortunate passing of Christopher, the patriarch of the family, his family generously offered to donate his unique collection to the London Irish Centre. A former Irish Labour T.D. Michael Mc Carthy was visiting the centre just after the donations had arrived. He was excited and impressed by the potential of this collection and put out a call to every TD, senator and publishing house in Ireland to donate books to this new Irish Library in London. This call to arms proved hugely successful, as soon the collection grew from a few hundred titles to over 10,000 in the space of a few months.

This is where my journey began, and like many Irish people living in London, I decided to visit the London Irish Centre. I stumbled upon this unique project when the centre's Volunteer Co-ordinator mentioned they had received a donation of books (little did I know of the scale of donations!). After this, I met with Gary Dunne who outlined his vision for creating a specialist community based library. The mammoth task of organising 10,000 books, journals periodicals and audio-visual materials was my initial role in this project. Possessing no professional background in librarianship, except for the countless hours I spent in the library throughout my University degree, I developed a D.I.Y. approach to the work at hand.

The excitement of not knowing what was in each box motivated me greatly. However, as I trawled through the plethora of boxes, the more I found myself getting distracted by the works of James Joyce, Samuel Beckett, and W.B. Yeats or by obscure titles such as 'Forgotten Revolution' which detailed the establishment of a Soviet in my home town of Limerick in 1919. At this early stage, I decided to document our progress for the sake of posterity as I knew even at this stage that this project was something special.

It became quite clear that we needed a few more volunteers to assist in this project and it was not until we recruited John Dunne a former librarian alongside other very capable volunteers like Will, Claire, Ben and Pat, that we began to make rapid progress. John suggested that we get the shelving up as soon as possible as this would make it easier for us to organise and understand the full scope of our collection. This eureka moment paved the way for the next stage of this project

The KOHA software company in Dublin generously donated their cataloguing software. I would like to thank Charles Quain for his patience, advice, and training he provided. Once we were comfortable with using KOHA we began to catalogue our collection.


The process involves scanning the barcode of the book (if it has one!), the information can then be imported from either the databases of Trinity College Dublin, The British Library, or Library of Congress. This entry will normally have an assigned Dewey Decimal Classification number which we then write in pencil on the first or second page of the book. We then put our own unique barcode in the book, spine label it, and finally put on the shelf.

It was now beginning to look like a library! With a team of seven volunteers working in tandem, we were given a six-month deadline to have the library ready for the grand opening. This goal motivated us to push on with the cataloguing and shelving of the collection, and as a group, we dedicated at least three days a week to achieve this. As it moved closer to D-day all hands were on deck and I think we were all feeling the pressure. Fortunately for me, Claire, Will, Ben, and John were always there to lighten the mood which was crucial during this hectic period.

Hannah Pender, Events Officer at L.I.C., and Gary Dunne did a tremendous job in organising the grand opening. This included the revamp of the library which was repainted in striking white and green colours. A plaque dedicated to Christopher Foley, the man responsible for the birth of this project, was hung outside the library. Hannah and Gary's contacts proved to be crucial in bringing together many prominent figures from the Irish arts community such as the Irish Ambassador Dan Mulhall, the Ceann Comhairle Sean O' Fearghaill, among others who eloquently espoused the importance of this library in promoting Irish Arts, Language and Culture to the community in London. Members of the Foley family were present and gave an emotional and inspiring speech about Christopher Foley's love for Irish literature. I would like to thank the Foley family as this library would not have been possible without their invaluable contribution and donation.

After the speeches had commenced, people started filling into the library to see what all this fuss was about! Suddenly it felt like I was working again (except with a glass of wine in my hand!) as people were roaming around the library, I informed them of our unique collection and recommended various authors and books I thought would be of interest. Looking back on that night I have a huge sense of pride and joy and, in a way, relief that we managed to open the library and list this venture as one of my proudest achievements. I would like to thank the library team, Will, John, Claire, Mary, Ben, William and Pat for sacrificing their time to make this library more than just a dream, but a reality.

This project has proved to be a catalyst in my development as a professional librarian as I am currently studying for an M.A. in Library and Information Science at City University London.



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