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Association of Librarians and Information professionals in the Social Sciences

Women's History Resources

Queen's University Belfast
LSBU's Centenary of Women in Engineering

Inclusivity

Gypsy, Roma, Traveller, Showmen and Boater
Communities reading lists and Wakelets;
Reading For Wellbeing

Disability

Disability- Higher Education, Libraries, Teaching and Learning.
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Editorial

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Heather Dawson.

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).

ALISS Showcase Women's history

This issue begins with an update from a recent Aliss showcase researching women's history which took place online 28th April. This event shared the experiences and practical tips of researchers, information professionals and archivists on work during the pandemic and in the new hybrid world.

Ruth Macleod the archivist for London South Bank University spoke about the 2020 project to mark one hundred years of encouraging women into studying engineering. The slides can be viewed online on our website. <https://alissnet.com/aliss-showcase-key-resources-for-social-scientists-researching-womens-history/> and in this issue she expands on her experiences in encouraging the use of primary source archival materials during a pandemic.

Dr Deborah Wilson is a subject librarian for history at Queen's University Belfast. She spoke about her work supporting students in using history resources, with a particular focus on the challenges and opportunities of digital archives for the researcher. Her slides are also on our website and in the article in this issue she considers issues relating to how to introduce the concept of primary sources to students and how to teach using them.

Other presenters at the event offered a welcome student perspective on the use of archives. This was very refreshing for the Librarian audience as it gave insight into how students discovered and used resources/ collections and the types of help librarians could potentially offer to promote and aid usage.

Megan Ross completed a masters dissertation at QUB last year exploring women of faith working in peace building in Northern Ireland. Her slides (which can be accessed via the website) offer insight into the topic, its methodology and the resources used. The lockdown meant that her interviews with women peace builders were disrupted and had to be conducted online. In terms of the literature review she first explored the relationship between women and peacebuilding in general terms.

Next, a closer look at women of faith working in peacebuilding worldwide.

Finally, literature which gives examples of women of faith peacebuilders in Northern Ireland will then be examined, because of the pandemic the resources focused mainly on online journal article databases.

The lockdown meant that she only travelled to a nearby library. She found it difficult to locate specific resources on the topic and relied on the advice of an academic supervisor and the course lists on a Module on Religion and Peacebuilding which offered direction to examples of women, some of whom visited the class to share their story. This highlighted the importance to librarians of embedding materials in taught courses so that lecturers advise students to use them.

Other primary sources included policy documents on women and peace in NI located on the Northern Ireland Assembly website.

Secondary Sources were found in the McClay Library Short Loans Section and were drawn from reading lists and the McClay website was helpful in locating online books, articles and journals.

Catherine Ryan is a first year PhD student at Teeside university. Her PhD is investigating 'Gender, occupation and the geographical diaspora of those involved in property transfers in eighteenth-century Richmond and Teesdale in the North Riding of Yorkshire, 1736-1785'. She analysed property transactions memorialized in the North Riding Register of Deeds. This Register is archived in North Yorkshire County Record Office (NYCRO) at Northallerton which was closed during the pandemic and has only recently opened 3 days per week. Her talk provided insight into difficulties in navigating complex indexes, timetabling microfilm bookings with scarce resources, mastering secretary handwriting and overcoming record office closures. Some of the materials were available in hard copy only. Others on various microfilms. During the lockdown the office was closed and when it reopened in April 2021 sessions bookings were limited to allow social distancing this meant her work had to be tightly timetabled. Examining documents on microfilm was time consuming and could not be completed by scanning and taking home as many documents were spread over several pages and it was easy to miss items if they were not inspected closely. There was also a multiplicity of different indexing systems. Some indexed by township others by name so cross checking had to be done. A further complication was the difficulties of reading the secretary hand script which took time to master. However, initial results are fascinating. They showed that 18% of memorials featured women's names, 82% men. Wives were named on 276 despite the fact that it was not a legal requirement as women could not own property in their own right. There was also much more geographical mobility than she had expected.

Finally we heard from Catherine's supervisor, Dr Joan Heggie, a Research Fellow in History in the School of Social Sciences, Humanities & Law and a member of the Centre for Culture & Creativity. She is currently Principal Investigator on a British Academy/ Leverhulme Trust project: 'Women as capital investors in nineteenth-century Yorkshire: Evidence from the Registers of Deeds' (June 2021-May 2023).

This Research is exploring women's involvement with property using the North Riding Register of Deeds during the 18th & 19th centuries <https://www.registerofdeeds.org.uk/>. It examines mortgage and transfer of mortgage documents to establish women's role as capital lenders in the towns of Middlesbrough, Scarborough, Halifax and Hull.

Although she factored in delays and restricted access to archival records her British Academy application, the reality of being awarded the funding proved to be challenging. The North Yorkshire County Record Office (NYCRO) closed to the public in March 2020 and did not re-open until April 2021, and then with severely restricted opening hours. This directly impacted on her ability to extract the volume of information needed from the Deeds Registers in the available time frame and key elements of the methodology had to be adapted to mitigate. Transcribing from microfilm and books was originally calculated on record office opening hours however the lengthy closure followed by limited open hours made it difficult to timetable in the number of hours needed with access to a reader. Also the social distancing required made working with a researcher difficult in the record office due to lack of space and disruption to other users if they needed to shout to communicate. The result was that a large number of documents were scanned so they could be consulted at home. While the work on this was originally intensive. It enabled travelling time to be saved, working hours made more flexible and in the long run any digitised materials can also be shared with other researchers.

ALISS Showcase Environmental Sustainability

Our most recent showcase focused upon environmental sustainability. In a world with increasing concern about climate change we wanted to explore what can we do to help and encourage our colleagues and users.

Steve Parton (Liaison Librarian- Medicine and Health Sciences) and Liz Lafferty (Library Support Services Administrator). Discussed How Keele University Libraries are supporting the University's sustainability mission through collaboration. The slides can be viewed on our website:

Keele University is a leader in the sector on sustainability. The campus is acting as a living lab for experiments in renewable energy and green technology and sustainability principles are being embedded into the curriculum. It is also committed to delivering net zero carbon emissions by 2030. Steve explained the root and branch approach adopted by Keele University as described in this Youtube video: <https://youtu.be/65dj-M-Xcv0?t=29>

This has taken a devolved approach making all members of the university responsible and embedding sustainability in all aspects of the student curriculum. Sustainability extends beyond recycling to improving wellbeing. Steve described the work of a green team who have conducted audits and run campaigns. Key factors in their success have been management support, collaboration across the university and work with local community and charity groups.

Achievements include the introduction of presence detection lighting and a food waste collection system. This was really inspirational as scraps collected are fed into an anaerobic digester to turn into biofuels. The library has also been involved in campaigns to donate unwanted food and clothes to charities, clearing weeds from the environment and collecting pumpkins at Halloween.

At Christmas money has been donated to a charity in lieu of sending xmas cards with the library creating a digital card. Steve emphasised the importance of a shared vision for the whole university and senior management support. The need to use several communication channels – noticeboards, twitter. On the downside problems can arise from multi-site working, siloing between teams and variable team sizes which can make some library/ dept teams better able to take on extra work than others. There can also be issues relating to staff turnover and how to generate enthusiasm and keep going with limited financial resources and time. However, they are looking forward to expanding in the future towards wider wellbeing initiatives.

Our second presenter Martin O'Driscoll from University College Cork described the role of the library as a lever for sustainable change. The library is a pioneer of change and leads the way for the university. It was really inspiring to hear about some of the campaigns. Delegates were very impressed to hear that the library had successfully banned disposable coffee cups from the building, shut unused reading rooms and turned off ceiling lighting to save energy during the summer. The water saving campaigns were also highly impressive including using water drop signs to lead people to water stations. Other initiatives included a green wall of plants and for conferences introducing a special room with a dishwasher and supplier plates so disposable cutlery could be banned. Much of the campaigns success was attributed to senior management support as well as successful student education campaigns. These were all branded love our library and the message was reinforced constantly with signage and on social media. Covid had caused a setback as ventilation had led to the use of more heating, but it was hoped to replace these with more energy efficient models. Future plans include a roof garden and solar power and workshops in a maker space to repair clothes and other materials that might otherwise be thrown away.

Gabrielle Macbeth, Volunteer Co-ordinator at Glasgow Women's Library and a member of GWL's "Green Creative Cluster" introduced the organisation's efforts to minimise its negative impact on the environment, and the ways in which it is documenting, celebrating and sharing the work women are doing to care for the environment and climate justice. She also emphasised the need for management buy in for any green initiative to work. Also key to their approach is local community involvement, for instance in the design of their garden. Another important element is the collection of econ-feminist literature. This includes COP26 materials. Sister earth cafés were held with public readings and book lists were also compiled.

See more examples at:

<https://womenslibrary.org.uk/2019/04/25/a-space-to-create-our-ecofeminism/>

Finally Louise Speller, Map Assistant, National Library of Scotland described how they created a climate research web guide during lockdown using the existing small team without any extra resources.

<http://maps.nls.uk/guides/climate>

The materials are based on actual materials from their world famous map library

Maps can provide many insights into historic landscapes and environments, Once georeferenced, historic maps can be overlaid on their present-day location, enabling a direct comparison of change over time. Topics covered include:

- Coastal erosion and sea level rise
- Water scarcity in India
- Alternative ways of generating power
- Coal mining maps and plans
- Airport expansion over time
- Oil shale extraction and waste
- Growth of Grangemouth Oil Refinery
- Transport and road developments over time
- Case studies of three power stations
- Polar ice changes

In order to promote the collection workshops were set up online they aimed to promote the maps to new audiences educating them about the range of resources available and how to navigate the NLS catalogues to find them. They also wanted to promote moving image archives and the UK web-archive. Despite the many achievements problems encountered included the need for the library to remain politically neutral which can be difficult when considering materials such as extinction rebellion. Difficulties in finding suitable times for sessions, zoom fatigue and climate anxiety amongst potential audiences. Many felt helpless and wanted smaller practical tips for everyday life rather than recommendations on how to campaign.

Keep up to date 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-SOCIAL-SCIENCE.html>.

We hope you enjoy the issue.

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Finding women in history: user interaction with archives online and discovery services *Dr. Deborah Wilson, Subject Librarian, Queen's University Belfast*

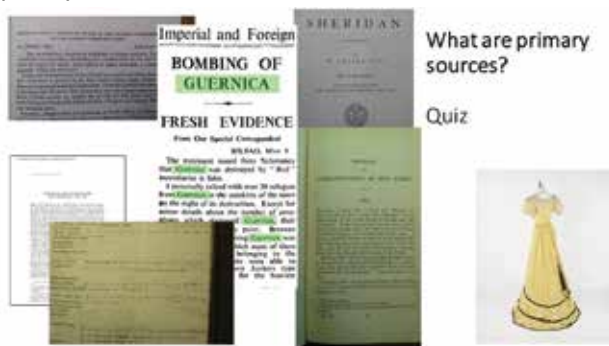
To effectively research women in history using online archives, students require an awareness of sources and context (where are the women to be found?) and a level of information literacy to evaluate and navigate digital platforms. Primary sources literacy is embedded in KS3 secondary school history teaching, so we expect students studying history at university level to be confident in working with this material.¹ However, as a subject librarian for history I have observed student confusion and lack of confidence in both finding primary sources for assignments and using digital archives. To compound this issue, it is increasingly difficult to reach students: we are aware that students do not use the full range of library services and resources and we observe that many students often do not ask for help when struggling with discovery.²

In this his short paper I will discuss how I addressed this issue, and how I managed student engagement, in my work as a Subject Librarian with undergraduate history students at Queen's University Belfast.

What are primary sources?

As a Subject Librarian, I have limited contact with students, usually taking groups in one-off sessions either face-to-face or online. This makes course time precious in terms of feedback and engagement. I was first alerted to student confusion about primary sources by queries I received at my in-person single session "Finding Primary Sources" sessions for undergraduates in 2017. To explore further, I introduced a quiz, using Microsoft Forms, into future versions of the course. The anonymous quiz was shared by link to students and fulfilled three objectives: icebreaker, orientating course participants to the material we were investigating during the session and identifying points of confusion about the material. This paper considers the responses of 58 undergraduate students.

The quiz listed a range of documents and one object and asked a simple question: is this a primary source?



¹ CCEA, 2007, *The statutory curriculum a key stage 3: rational and detail*. Online at: <https://ccea.org.uk/downloads/docs/ccea-asset/Curriculum/The%20Statutory%20Curriculum%20at%20Key%20Stage%203.pdf> (accessed 12/-5/2022)

² Roger C.Schonfeld, "Does discovery still happen in the library" in *Roles and strategies for a shifting reality* (2014). Available online at: https://www.lib.umd.edu/binaries/content/assets/public/architecturelibrary/sr_briefing_discovery_20140924_0.pdf; M.A. Hayes, F.A Henry and R. Shaw, 2021. *Librarian Futures: Charting librarian patron behaviors and relationships in the networked digital age.* [online]: Lean Library. DOI: <https://doi.org/10.4135/wp.20211103>

Answers (detailed in Appendix 1) suggest that student confusion centred around the format of primary sources. Students were confident that the manuscript and the object (dress) were primary sources and less confident about printed and published material. This leads to the question, usefully clarified with students: what defines a primary source? How does this definition translate into sources for research? Where are primary sources likely to be located?

A primary source can be defined as “[m]aterial that contains first-hand accounts of events and that was created contemporaneous to those events or later recalled by an eyewitness. These can include letters, diaries, oral histories, official records, or photographs, among other sources”.³ To further explore this definition, we can add that it is a source that has not been adapted, or filtered, from its first production. It remains how it was first intended for the time. No one has changed it or interpreted it for us. It therefore follows that material that could be regarded as secondary may, in certain circumstances, be used as primary source. So, if I was interested in how a late nineteenth-century figure was portrayed biographically by contemporaries, then a published biography from that time is a primary source. This expanded definition also places students on a surer footing when searching independently for primary sources.

Discovery

Discovery brings its own issues to the student experience at university. We know from analytics that students access much of their content away from Library websites and catalogues. The move to introduce plug-ins such as Lean Library to ensure that these students retrieve at least some content to which they have access demonstrates that the battle for scholarly discovery hearts and minds is well on the path of trying to meet students at their point of need.⁴

³ <https://dictionary.archivists.org/entry/primary-source.html>

⁴ Mathupayas Thongmak, "The Antecedents of Search Performance: Information/ Knowledge Seeking for Task Completion," *International Journal of Knowledge Management (IJKM)* 16, no.1 (2020): 21-42. <http://doi.org/10.4018/IJKM.2020010102>; Hayes, M.A., Henry, F.A. & Shaw, R., 2021. "Librarian Futures:

Historical primary sources digital archives have altered the study of history immeasurably. Vast digitised collections may be accessed from your own PC, records are more easily read thanks to features such as magnification and the original document is protected from wear and tear. However, to get the best use out of these resources, some information literacy is required. The spiralling cost of some subscriptions means that for students not all resources desired are available via their institution. The nature of digital archives can also get lost amidst the online availability: collections are curated, so availability is subjective and retrieving results via traditional keyword searching may be unreliable. Furthermore, the isolation of digital results removes all context for the researcher who could be viewing hundreds of different documents from multiple collections and archives world-wide.⁵

Information literacy and digital search skills provide a pathway through these resources, supporting students with their engagement with digital archives. Under these headings, there are five key steps to making primary sources databases work for students.

Information literacy:

1. Evaluate platforms: who is behind the site? What are their academic credentials?
How is material organised to help you navigate content?
2. Evaluate sources: provenance. Can you find the original?

Digital search skills - an archival approach to searching:

3. Search strategy: careful use of keywords (use historic terms) and dates
4. Manage your results:
 - a. Browse using dates, document types, archive etc. (fortuitous discovery).
 - b. 'Chunk' results to aid management and prevent getting lost in a sea of results
5. Provide context to your results

Charting librarian patron behaviors and relationships in the networked digital age [online]: Lean Library. DOI: <https://doi.org/10.4135/wp.20211103> ; Andrew D. Asher, Lynda M. Duke, and Suzanne Wilson, "Paths of Discovery: Comparing the Search Effectiveness of EBSCO Discovery Service, Summon, Google Scholar, and Conventional Library Resources" *College & Research Librarian*, 74 (5) (2013): 464-488.

How students find and engage with primary sources online is a growing area of research, see for example: Lara Putnam, "The Transnational and the Text-Searchable: Digitized Sources and the Shadows They Cast," American Historical Review 121, no. 2 (April 2016): 377-402; Anne Bahde, "The History Labs: Integrating Primary Source Literacy

Skills into a History Survey Course", *Journal of Archival Organization*, 11:3-4 (2013):175-204, DOI: 10.1080/15332748.2013.951254; Joanne Archer, Ann M. Hanlon and Jennie A. Levine, *Investigating Primary Source Literacy*, *The Journal of Academic Librarianship* 35, no. 5, (2009): 410-420; Doris J. Malkmus, "Primary Source Research and the Undergraduate: A Transforming Landscape", *Journal of Archival Organization*, 6:1-2, (2008) 47-70, DOI: 10.1080/15332740802235125; Bill Tally & Lauren B. Goldenberg, "Fostering Historical Thinking With Digitized Primary Sources", *Journal of Research on Technology in Education*, 38:1 (2005): 1-21, DOI: 10.1080/15391523.2005.10782447.

An archival approach that values structured browsing is at odds with an information landscape that values quick searching and instant results from a single search box. This archival approach requires students to engage with multiple unique platforms and take time to search, and search again to find a small, but valuable list of results. This approach builds student information and digital literacy as well as scholarly confidence.

The following case study usefully illustrates how this approach looks to students. For an undergraduate history module on Women, crime and punishment in Ireland, two main databases were employed both of which are best utilized via an archival approach to searching.

The Irish-Australian Transportation Database

The Irish-Australian Transportation Database may be accessed free online via the National Archives of Ireland)⁶. Not all records are extant. Although the legislative parameters of transportation Ireland are 1791 – 1857, many records were destroyed during the Irish Civil War, leaving only Transportation Registers for 1836- 1857 and petitions against sentences for 1788-1836.

Based on the structure of the registers, the databases may be searched by surname, place of trial, crime, date or sex. Browsing, rather than searching, by sex and/or place of trial yields useful results, as does the free text field: using keywords such as mother. Browsing results can be “chunked” in this way to facilitate researcher engagement and prevent information overload.

Irish-Australian Transportation Database

The screenshot displays the search interface for the Irish-Australian Transportation Database. It features an 'Advanced subcategory search' section with a search box and a 'Note' explaining the search scope. Below this are 'Filter your search' options for 'Sex' and 'Total place', and a 'Create a new search filter' section. To the right, two example search results are shown, each with a yellow header and a table of details.

Example 1:

Name of Irish-Australian Transportation Database	
Last name:	MC KEVITT
First name:	MARY
Full name:	MARY MC KEVITT
Sex:	F
Total place:	Down, Co Down
Total date:	1836-1837
Colour desc:	Yellow
Relevant info:	1 place 1836
Document ref:	DR 1836 18 28
Comments:	Child of widow with 3 young children.

Example 2:

Name of Irish-Australian Transportation Database	
Last name:	MC CAUS
First name:	ELEANOR
Full name:	ELEANOR MC CAUS
Sex:	F
Age:	51
Total place:	Down
Total date:	1836-1837
Colour desc:	Yellow
Relevant info:	Transportation 1
Document ref:	TR 2 a 15 (7)
Comments:	SPICE NOTE TO Thomas (Enslaved)

Irish-Australian Transportation Database: structured browsing I - search by crime, sex and place

⁶ <https://www.nationalarchives.ie/article/penal-transportation-records-ireland-australia-1788-1868-2/>

Advanced subcategory search

Switch to single search

Search for specific values

The search will be performed in the context of 'Irish-Australian Transportation Database' database.
To retrieve more results, you can refine your search across all databases.
Browse the inside of the subcategory without specifying a search query.

Match any field:

Filter your search

Keyword:

Enter a new keyword

Search filter 1: | |

Create a new search filter

You can filter your search results by matching specific fields in the database. To create a new filter, click the button below.

Search 1 (Sex: multiple)

Field name	Value
IRMA number	4004
Full name	John Coleman
Age	7
Sex	M
Organisation	Police 1874
Department	Temple, Dublin
Unit	44
Chief Officer	William Moran
Address	10000 0000
Further notes	Police, voluntary member
Authorised	19/04/1874 7:44
Accession number	18_1_1_10
Recorded under	1874 (1874-1874)
Comments	Convict in 1 article with an address and name in Dublin, 1874-1874
Entered on	Entered by Neill and Conway (2008) last updated by Neill/Conway

Search 2 (Sex: multiple)

Field name	Value
IRMA number	4004
Full name	John Coleman
Age	7
Sex	M
Organisation	Police 1874
Department	Temple, Dublin
Unit	44
Chief Officer	William Moran
Address	10000 0000
Further notes	Police, voluntary member
Authorised	19/04/1874 7:44
Accession number	18_1_1_10
Recorded under	1874 (1874-1874)
Comments	Convict in 1 article with an address and name in Dublin, 1874-1874
Entered on	Entered by Neill and Conway (2008) last updated by Neill/Conway

Irish-Australian Transportation Database: structured browsing 2 - search by keyword and sex

The Irish Newspaper Archive

Irish Newspaper Archive is a subscription database of national and regional Irish and Northern Irish newspaper titles from 1800 to the present day.⁷ The voluminous content makes retrieval dependent upon specific searches or a structured browsing approach. To find material on crime, searches may take in date, location or court. Although it is also useful to browse by sex of convict (woman, girl), it is also important to be aware that a convict's sex may not be mentioned in court report. It is especially useful to "chunk" large numbers of results by date for effective overview and to avoid information overload.

⁷ <https://www.irishnewsarchive.com>



Irish Newspaper Archive: structured browsing 1 – search by keywords including “woman”



Irish Newspaper Archive: structured browsing 2 – search by keywords focused on crime and court before browsing through results to find women.

Conclusion

Much can be done to engage students, even in single library sessions. Online quizzes are useful tools for engagement and orientation and their anonymity can help can yield insight into student perspectives that may not otherwise be shared. Library skills have a key role to play in how students navigate digital archives and in how they evaluate and interpret content retrieved. Digital platforms may look quite different from traditional structures, but the location and management of results

depends upon solid search strategies and results management. With the increasing availability of free online resources, key information literacy skills are more important than ever if students are to produce credible, high quality academic work.

Appendix I

Student responses to primary sources quiz

Question no.	Source type	Details	Student answers (correct answer highlighted)
1	Manuscript	A section of a folio from the McAdam Manuscript - Available from Special Collections, Queen's University Belfast.	Primary: 96% (56) Secondary: 4% (2)
2	Digital newspaper report	From Our Special Correspondent. "Bombing Of Guernica." Times, 6 May 1937, p. 15. The Times Digital Archive, Accessed 7 Feb. 2019.	Primary: 45% (26) Secondary: 12% (7) It depends: 43% (25)
3	Eighteenth century private journal – transcribed, printed and published.	Source: [journal entry dated Thursday January 6th, 1814] p.1 in Theresa Lewis (ed) Extracts from the journals and correspondence of Miss Berry from the year 1753 to 1852, Vol. III, (London, 1865). Available from Queen's University Belfast Library	Primary: 66% (38) Secondary: 34% (20)
4	Twentieth century political speeches. Translated, transcribed, printed and published.	Extract from a speech by Stalin at the Central Committee of the Russian Communist Party. pp. 1-2 in Jane Degras (ed) Soviet documents on foreign policy Vol. ii, 1925-1932. (New York, 1978) Available from Queen's University Belfast Library	Primary: 52% (30) Secondary: 48% (28)
5	Object	Dress (made: 1900, USA). Materials silk: velvet: cotton: beading. Available to view at: Ulster Museum, Belfast	Primary: 98% 57 Secondary: 2% 1

6	Academic journal article - published	Gray, P. (2012). Conceiving and constructing the Irish workhouse, 1836–45. <i>Irish Historical Studies</i> , 38(149), 22-35.	Primary: 3% 2 Secondary: 97% 56
7	Late 19 th published biography	Fraser Rae, W., <i>Sheridan: a biography</i> (London, 1896) Available from Queen's University Belfast Library	Primary: 19% 11 Secondary: 81% 47
8	Late 19 th published biography	Fraser Rae, W., <i>Sheridan: a biography</i> (London, 1896) Available from QUB Library	Never: 30% (17) If used as an example of how Sheridan was portrayed biographically: 40% (23) If it contained quotes from primary sources: 30% (17)

LSBU's Centenary of Women in Engineering

Ruth MacLeod

Data Curator & Archivist, London South Bank University



Engineering Lab assistant, Miss Cocks, at the Borough Polytechnic in the 1940s, ref: LSBU/7/3/1 used with permission of London South Bank University

In 2020—2021 London South Bank University celebrated 100 years of encouraging women to study engineering subjects. The project not only helped us to find a lot more about the history of the institution and some of our former students and staff, but also highlighted some common themes in re-searching women's history and brought out some fascinating stories.

The project started when Dr Claire Benson, a lecturer in chemical engineering, asked the archives if it was true that LSBU was the first university to teach women engineering. The answer to that question was no, it wasn't! But we wanted to try and find out a bit more about this local urban myth, which had a rough date of "just after WWI", so began by hunting through our exam registers to see if I could find any women listed as having studied engineering – and found one! That gave us a date of 1920-21, and so the centenary project was born. We decided that we'd draft up a series of profiles of women who were involved with engineering at LSBU, one for each decade, which could live on the website and showcase a range of careers and indeed issues women had had in the workplace.

LSBU was founded as the Borough Polytechnic and opened in 1892. Our first prospectus¹ gives our initial purpose:

¹ 1892 prospectus ref: LSBU/6/2/2

The Object of the classes is to provide sound instruction for Young Men and Women residing in and about south London; thus, promoting Industrial Skill and General Knowledge...

The Borough Polytechnic was definitely founded with an intent to educate both men and women, although the subjects and skills training offered were slightly more gendered. Women's training for trade tended to cover things like dress-making and laundry, and it was subjects like languages which were available to everyone.

In 1919 the Women's Engineering Society asked the Polytechnic if it would admit women to our full-time engineering courses. At that time the Board of Governors said no², but women who were working or had worked in engineering were to be admitted to the evening classes on the same basis as men. And so in 1920 the women's department advertised that women could study subjects in other departments, including engineering³. There was one woman in that class, the woman who kicked off this whole project! Her name was Ida Bould and - very satisfyingly - she got the highest average mark in the class. The exam register shows that there were 70 people in the class in total, which is a great, and somewhat sobering demonstration of what some of these women were up against.

Ten years later, in 1930, the Polytechnic listened to the Women's Engineering Society and started to offer Engineering for Women⁴, which was a simplified course taught separately. It is difficult to get exact figures for how many women studied this, as the annual reports and our exam registers do not give exactly the same figures and some more research is necessary to try and establish if perhaps some women took the class but not the exams.

After a year it was decided to stop segregating the classes and to teach women alongside the men, albeit with a smaller set of subjects. Also in 1930 we started offering Electricity in the Home⁵, which was essentially electrical engineering for women to enable them to deal with their own electrics at home and also to work in demonstrating electrical appliances. During the 1920s we also offered a course in Household Jobbing, which was essentially DIY for women, so there was a real increase in practical skills courses for women outside what could be seen as the traditional household skills.

We wanted to find some more information about the women who studied with us, and the only way we could do that was by going through our exam registers. Early student records haven't survived so trawling these registers was the best way of identifying some of the women. This was a fairly time consuming job, which was helped by a graduate intern and by colleagues, and we eventually pulled together a spreadsheet of women who did engineering and engineering related subjects, with relevant dates and any additional information like prizes.

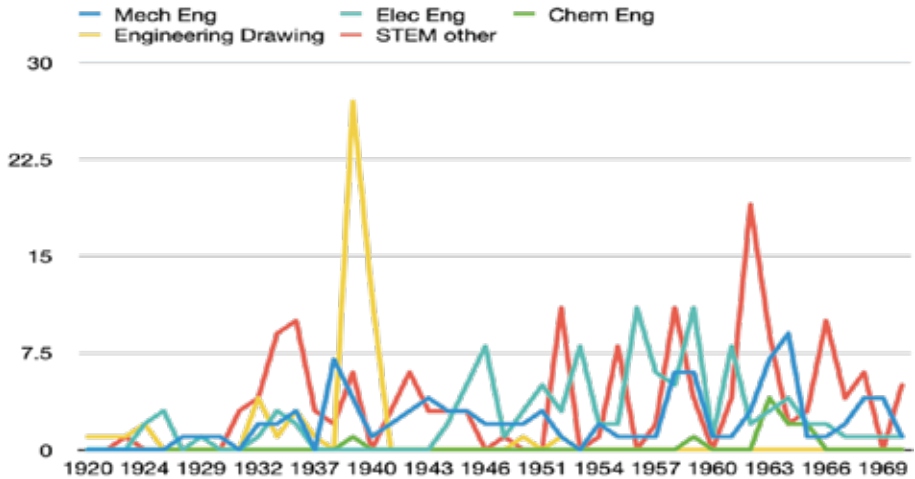
This graph shows the trends in studying for the first fifty years we taught women engineering subjects. It is very rough and only meant to be indicative of numbers - the subjects are slightly vaguely classified to make it a little easier to quantify, so some of the women who were studying television might have been a bit puzzled to realise that they are counted as Electrical Engineering. There was a high point for engineering drawing in 1939/40 - that was our "lady tracers" course, which gradually petered out as engineering drawing stopped being taken as a standalone subject. It still formed part of courses, but because the wider subject being studied was mechanical or electrical engineering then the students are counted under those instead. You can also see that some years had no women at all, which was a slightly dispiriting finding during the research.

² Governing Body minutes ref: LSBU/1/2/6

³ 1920 Prospectus ref: LSBU/6/2/6

⁴ Governing Body minutes ref: LSBU/1/2/9

⁵ 1930 prospectus ref: LSBU/6/2/8



Once we'd been through all of the registers, we then had to try and find out more about some of these women and see if we could discover anything else about their careers. The first step for trying to find out about the women was to use family history websites to try and clarify dates of birth and family details. Information on family was easier for the earlier students, as the 1901 and 1911 censuses were available. We also went through all our prospectuses to try and establish when we had women teaching engineering. When that research was concluded we drew up a shortlist of potential profiles, then picked the women we either thought were most representative, or (if I'm honest) were easiest to trace!

Our full list of profiles is available here: <https://lsbu.maxarchiveservices.co.uk/lsbu100wec/> They vary in the amount of detail given, as this kind of project always has the problem that sometimes the information we want simply is not there. Our final profiles were a combination of students and staff, sometimes staff who have also been our students, and were drawn up from a combination of archival research and talking to the women - I am very grateful to all of them for giving up time for the project. If you look at the profiles you will see that the five for the late 20th and early 21st centuries are all in their own words, so I would encourage you to read those instead of them being paraphrased here. The full list includes two Professors, 6 PhDs, one former President of the Women's Engineering Society, so we've got a very eminent group of women!

The first profile we drafted was for our first student, Ida Bould. She was born in Southwark in 1896 after her family moved to London from Derbyshire and was the youngest of 6 children, although by 1911 only 3 were still living. Her father was a millwright and engineer, and in 1901 her older brother Walter was an apprentice engineer so an interest in engineering clearly ran in the family. We don't know what happened to her after she finished her course and if she was able to work in engineering drawing. In the 1921 census when she was still studying with us, she was a tailoress at the Royal Army Clothing Depot, but was on holiday in Weymouth with Dorothy Alice Goodfellow. In 1933 she was working at the Royal Army Clothing Depot in Pimlico⁶, and by 1939 she was living in Wandsworth, working as a stock-keeper (Corsets) and living with Alice M Goodfellow, a Linen Room Superintendent in a hospital. Ida and Alice were still living together in 1957⁷, by that time they had moved to Gomshall near Guildford and it seems they later moved to Worthing as they

⁶ Westminster Archives ref: 2444/5/19

⁷ Electoral registers for Surrey, available via Ancestry

both died there in 1975. Her story is an example of one of the silences in the archives - we don't know what their relationship was, and it's difficult to find details of Ida's working life. The only reason we know where she worked in 1933 is that she is listed in a petition held in Westminster Archives, from staff at the clothing depot, and it gives no further information about her personally.

Our 1930s profile was Madeleine Nobbs, who started taking courses in the academic year 1938-1939. Madeleine later became President of the Women's Engineering Society (WES) and their journal, *The Woman Engineer*, has both a summary written by her of her career⁸ and an appreciation written after her death in 1970⁹. This means that, unlike some of our former students, we know exactly what she did after she finished her studies. When she left school Madeleine started working as a shorthand typist, which she described as "disastrous". In her article in the *Woman Engineer* she writes about thinking of the subjects she did well in at school, then reading a book on Technical Drawing which led her to tell her engineer father that she also wanted to be an engineer. His initial reluctance was eventually overcome when he met another woman engineer, and Madeleine was able to get a job as a junior in a heating contractor engineer's office. Her salary was less than half of her previous salary, but she was allowed a day a week to do a part-time day release course at the Borough Polytechnic – our registers show she won class prizes throughout her time with us. After she finished her studies she was involved in designing air raid shelters, factories and boat ventilation - although restrictions from dockyard authorities, presumably around the presence of women, meant that she wasn't allowed to inspect ship installations. She later changed firms to get a range of experience before going to her father's firm as an engineer and then a junior partner. When he died, she took over the firm and became a consultant engineer.

The third profile was for Audrey Buteux, who started taking courses at the Borough Polytechnic in 1948-49, studying Mechanical Engineering, Engineering Drawing and Workshop Technology. She was 20 years old and, somewhat unusually, recently married when she started her studies. Audrey joined the Women's Engineering Society in 1952, which helps to trace her further career as there are updates in the WES journal, *The Woman Engineer*. In Spring 1953¹⁰ she was working as a Lab Assistant in the Drawing Office at ICI and was doing an 18 month workshop training programme. Audrey was often the only woman studying in the department. Of the 6 women taking engineering subjects in 1952-53 the other 5 were all studying Electrical Engineering.

Throughout her years of study at the Borough Polytechnic, the only time Audrey was not the sole woman in her class was in her first year. She was only the second woman to gain her ONC in Mechanical Engineering at the Polytechnic, and the third would not be until 1955. The *Woman Engineer* update from members in Winter 1954¹¹ not only reported her endorsement but also that she had had a daughter. She later had more children and it seems likely that she stopped working, as there are no more updates in the Women's Engineering Society records. This highlights some of the difficulties women in engineering (and other industries) faced at that time, as society expectations were often that women would stay home with their children and childcare wasn't always available. This, in turn, led to these women leaving the industry despite promising careers. The fact that Audrey studied with us after she got married actually made it easier to trace her, as so many women change their names on marriage it can make it much harder to research them.

We have a pretty full career history for our fourth profile, Vera Brew, because she wrote it up in the *Woman Engineer* in 1970¹²

Vera was originally from Cumbria and joined the Heating and Ventilating Department of London County Council in 1954 to work as a draughtsman. Her interest in knowing more about the subject led her to evening classes at the Borough Polytechnic and she gained her Ordinary National Certificate in Mechanical Engineering in 1959.

⁸ *Women Engineer Vol 10, no 18 Autumn 1970*

⁹ *Woman Engineer Vol 10, no. 20*

¹⁰ *Women Engineer Vol 7, no 8 - Spring 1953*

¹¹ *Women Engineer Vol 7 no 15, Winter 1954*

¹² *Women Engineer Vol 10 no. 18*

Vera then changed job to be a design draughtsman in the Ministry of Public Building and Works, and alongside her new job she returned to the Borough Polytechnic to study for her HNC in Mechanical Engineering. After 8 years with the Ministry, Vera spent a year on a project working for a large project on buildings in the Persian Gulf with £5 million worth air conditioning – although still based in London. This project brought her professional engineer status, but she wanted to stick with the technical side so moved to a job at the North West Metropolitan Hospital Board as the Main Grade Engineer, which is where she was when she wrote the article.

The profile for the 1960s was a kind of archival serendipity, as when we were searching through our prospectuses for female staff we found a name which was familiar from the exam registers short list – Carol Maddex. She was our first woman lecturer in Engineering, starting work in 1963 lecturing in Mechanical Engineering¹³. She'd started studying with us in 1958 as a part time student, getting top marks in some classes and winning both class prizes and a prize from the Institute of Mechanical Engineering in 1962. We don't know what happened to Carol Maddex after she left the Polytechnic – the minutes that tell us who we hired don't tell us where departing staff were going. We know that Carol was married from searching birth, marriage and death records, although she studied and taught under her own surname rather than her husband's. Again, that made it easier to trace her career with us and identify her as the same person but did mean we struggled to find any reference to what happened to her afterwards as we can't work out what name she used.

Professor Agnes Kaposi joined us in 1977, and was the first woman to be head of department for Electrical Engineering. We initially found some information about her from our prospectuses and the minutes of when she was hired, but the bulk of her profile came from her generously giving us the time to interview her. She is an absolutely inspirational woman – she was born in Hungary and came to the UK in 1956 as a refugee and has written a book about her early life called *Yellow Star, Red Star* which covers her family's experience firstly in concentration camps, then in Soviet era Hungary. She trained in engineering at the Technical University of Budapest and on coming to the UK she worked in industry and studied for her PhD. Professor Kaposi came to LSBU from Kingston Polytechnic, to a department which sounds like it was quite old-fashioned and rather disorganised. One day a member of her new department joined her for lunch, introduced himself and assured her that it wasn't anything personal, but that he didn't believe in working women: the woman's place is in the home. That attitude seems to have been prevalent, if not quite as pronounced, across the department – many of the academics didn't necessarily take kindly to having a woman as their boss so she had to manage that alongside the more day to day elements of running a department.

By the time Professor Kaposi decided to leave South Bank, after ten years running the department, there were more than 1000 students of whom 200 were postgraduates. The research school ran projects funded by industry and the European Commission, with candidates studying for MPhil and PhD qualifications. The department had 50 full-time and over 100 part-time staff, 50 technicians and four secretaries. It may well have been the largest engineering department of the country, with possibly the largest graduate school of engineering. Her influence was such that one former member of staff that we also had the opportunity to speak to over the course of the project told us that Professor Kaposi was the reason that she applied to LSBU, and that she was inspirational. That was over 30 years after Professor Kaposi retired from us – please do read her profile for more information.

The remaining profiles were written in a Q&A format, so are only briefly summarised, but give a great overview of careers in engineering over the last 40 years - much of which is positive!

Professor Bridget Shield joined LSBU in 1986, and taught for almost 30 years at the School of the Built Environment and Architecture. She co-founded the Women in Engineering Centre at the University and was course director of the MSc in Environmental and Architectural Acoustics for many years.

¹³ The appointment is reported in the *Governing Body minutes*, ref: LSBU/1/2/14

Her profile mentions that she was the first person to ask for maternity leave when she worked at the University of Birmingham, demonstrating another key issue in women's careers, and also talks about some issues around suggesting more inclusive language in meetings when she joined the Board of the Institute of Acoustics.

Dr Sabarna Mukhopadhyay gained her PhD from LSBU in the early 90s, although she actually joined the department in the late 1980s when Agnes Kaposi was still with us – when talking about her profile she actually mentioned how inspiring and encouraging Agnes was. Sabarna ended up in Electrical Engineering slightly by chance, but was also involved with promoting engineering to women and girls. She now runs a software company in Cardiff.

Dr Claire Benson is both the initiator of the project and a chemical engineer specialising in fire. She studied forensics as an undergraduate and was a senior lecturer at LSBU although she is now based in New Zealand.

Our most recent profile was Dr Zoe De Grussa, who had only recently passed her PhD when we interviewed her. If you read her profile she says that by the time she finished her undergraduate course the first year of the degree was 50:50 which I think is encouraging! She also points to the range of skills needed in engineering and to how helpful it is to have mentors – something which can be seen throughout these profiles.

There were a number of common themes and issues around researching this area of women's history - of which our project was only a very small part. The Women's Engineering Society's centenary project goes into it in much more depth, but from our institution it's clear that seeing other women who became engineers was hugely important. Madeleine Nobbs persuaded her father to let her study engineering after he met another woman engineer, and that visibility obviously continued to be important.

Research into our students is time consuming, partially due to the nature of the records we hold - exam registers don't tell us much outside of marks! There are gaps in staff records, and often full names were not recorded in staff lists. Instead staff were referred to by surname and initial, sometimes without a title, which is encouragingly egalitarian in some respects but slightly frustrating from a research perspective! Governing body minutes tell us when someone was hired, and often have snippets telling us who also interviewed and some information about the job candidates, but they don't mention when staff resigned unless they were very senior, and in more recent years staff appointments are not reported to the Governing Body so future researchers may not be able to do the same kind of project.

Changes of name could be difficult to follow, particularly where our women had more commonly occurring surnames. Our project budget didn't necessarily cover getting certificate copies to see if we had the right person, so sometimes we had to consider some interesting sounding students as re-search dead ends. It can also be difficult to trace careers, the Woman Engineer was incredibly valuable for this, but many women were not members and we have no idea of where they may have gone on to work - or even if they were able to work in engineering at all. The closure periods around census records meant that we could get great information for some of the very early students, but not for later ones.

Possibly the most encouraging theme was how important mentorship was for many of our women, and how many of them were clearly very good at their chosen career. More than one woman that we spoke to about their time at LSBU (not just those we profiled) mentioned Professor Agnes Kaposi as an inspiration, and searching the journal of the Women's Engineering Society has certainly demonstrated how helpful mentorship and positive role models has been for many women. It's also clear that a department where a man felt comfortable telling his boss, or possibly his boss's boss, that women should be at home, isn't necessarily one where female students would have been encouraged.

As a group of women working on this project, and personally as a non-engineer, perhaps the most inspiring story to come from the project was again about Professor Kaposi. It was noted that Professor Kaposi hired a lot of women, many of whom said they applied to her department because they thought they'd have a fair interview. She said she hired them because they were the best.

Resources for LGBT History month: Oral History Archives

As recommended by ALISS Committee members!

This list was inspired by a recent event:

Finding queer south Asian voices in the archives

<https://www.bl.uk/events/finding-queer-south-asian-voices-in-the-archives>.

For LGBT history month the British library showcased a number of south Asian voices from the archives. It asked members of the community to select items that reflected their experiences

Showcased resources

Zahid Dar interviewed by William Todd in 1985

British Library C456/19

This was chosen for its relevance in considering Black and gay identities.

Zahid talks about difficulties for Asians 'in coming out.'

DJ Ritu

An interview which forms part of the Speak out London oral history archive at London Metropolitan archives

<https://www.speakoutlondon.org.uk/oral-histories/d-j-ritu>

It covers the formation of Shakti – the first South Asian Lesbian and Gay group.

Aqueela Alam interviewed by Allegra Damji

British Library Hall Carpenter archive C456/39/01-02

This example was chosen because of its discussion of activism and the way in which an academic institution (North London Polytechnic) approached the introduction of multiculturalism. The speaker felt that it placed an emphasis on the few black students to represent all minorities and a burden on them to 'put things right' and speak for everyone.

Pushaun Choudhary interviewed by Matthew Linfoot as part of the Millennium Memory Bank British Library C900/05083

Discusses coming out in the Asian community in the 1990s. His relationship with his family and the wider gay scene.

LGBT oral history resources

The Hall-Carpenter Oral History Project

British Library SHELFMARK: C456

features over 100 interviews conducted from 1985 until the early 1990s with gay and lesbian people in Britain. It is available for consultation at the British Library as the interviews were conducted during the height of AIDS. Many contain testimony to the experience of those living with HIV/AIDS

<http://cadensa.bl.uk/uhtbin/cgiirsi/x/0/0/5?searchdata1=CKEY1321162&library=ALL>

HIV/AIDS Testimonies is a collection of life story interviews with people with HIV and AIDS recorded by researchers Wendy Rickard and Babs Gibson. 30 interviews are available dating 1995-2000.

<http://cadensa.bl.uk/uhtbin/cgiirsi/x/0/0/5?searchdata1=CKEY1314773&library=ALL>

Brighton transformed

Funded by the Heritage Lottery Fund, Brighton Trans*formed records, in their own words, the lives and experiences of Brighton & Hove's Transgender community. Covering individuals from teenagers to the over 80s.

<https://brightontransformed.com/>

Library of Congress guide

To key resources in its own collection plus links to other major US Archives

<https://guides.loc.gov/lgbtq-studies/format/audio>

The ACT UP Oral History Project

a collection of over 180 interviews with surviving members of the AIDS Coalition to Unleash Power, New York.

<https://actuporalhistory.org/about>

LGBTQ Religious Archives Network--Oral Histories

Contains more than 40 early leaders of LGBTQ+ religious movements. From USA

<https://lgbtqreligiousarchives.org/oral-histories>

Princeton LGBTQIA Oral History Project

The Princeton LGBTQIA Oral History Project was launched in the summer of 2017 and it documents the experiences of being LGBTQIA (out and not out) at Princeton, and their perceptions of the climate for LGBTQIA people at Princeton at different periods of time.

<https://www.gsrc.princeton.edu/lgbtqia-oral-history-project>

Reading For Wellbeing

*Helen Lawrence
Community Reading Facilitator
Reading for Wellbeing (County Durham)*

In 2019, author Ann Cleeves issued an intriguing conference challenge to regional authorities... If she personally funded two reading project workers to encourage the use of reading as a tool to improve wellbeing, would the local authorities match it? Skip ahead to 2022 and the final stages of the pilot year for the Reading for Wellbeing project in the north east of England. Ann chose this region as a way of giving something back to the community in which she lives and works and the home of 'Vera'. The challenge she set in 2019 was met by Durham, Teesside, North Tyneside, Northumberland and Gateshead councils who employed nine project workers.

I have worked on the project in County Durham. Each locality had a different strategy so the project has developed differently in each area, but as you might expect, we are like-minded - passionate about reading and sharing the joy and pleasure it can bring.

Reading for Wellbeing is a completely new take on encouraging people to read: the project does not start with a reading list or set of books. Our focus is on the individual person and what they will enjoy reading; if someone is going to relax and enjoy the experience of reading, the hook needs to be a book that they will enjoy— it isn't homework, and shouldn't feel like a chore even if it is a new habit. Getting to know participants has involved many hours of chatting to people to glean enough information to suggest a book. The most difficult aspect of this work was building up trust. People were friendly but very hesitant, wondering what my ulterior motive was? Cost is a huge factor: people were wary that I was trying to sell them something, would I lure them in with free books then suddenly start charging them in some way? It took time to build up this trust and I had to prove myself.

A fascinating sideline of this work is the opportunities for open conversations about Libraries - having worked in academic and public Libraries for twenty years, this is a golden opportunity to delve into the reasons why people don't use Libraries and has been a key element of understanding the demographic and improving engagement. Lots of people I have met have a complicated relationship with Libraries... several haven't been to the Library for years (decades in some cases) as they fear owing a gigantic fine on a book they failed to return. Many reported feeling completely overwhelmed by the shelves when they didn't know what they wanted or where to look. This was predominant in those with mental health challenges. Feeling they didn't have access to books was a key reason that many people gave up reading and replaced it with something else - when discussing the decline of a reading habit, many would say that their phone has replaced reading.

The geographical location for my work in Durham was chosen before I was appointed: it was selected as it is an area of high socio-economic deprivation. I was very fortunate to make strong links with a community organisation and it was from this central point that the project has grown. Having the backing of trusted community stalwarts and being welcomed into the fold was the breakthrough that I needed. I started attending a weekly community meal, where families can eat for free. I turned up with a box of books and became a familiar face - "the book woman". People started to request books that they fancied reading and books they had previously enjoyed to reread. As I have seen in my years working in Libraries, the importance of being a trusted face that someone can chat to cannot be underestimated.

I weave in books and reading and everyone knows that is why I am there but I am someone to chat to and that is so important to people who are otherwise socially isolated. I have been attending a weekly mental health support group, bringing books with me and spending time getting to know the participants better. My presence in the group has led to a real focus on reading; several were lapsed readers but have picked up the habit again after our conversations. They now enjoy book chat every week, recommending titles to each other and encouraging each other to read. Reading now plays a central role in their wellbeing: they read or listen to an audiobook during bouts of insomnia, to help them relax in times of stress and to help them develop hobbies such as photography: I have worked alongside the tutor on their Therapeutic Photography course to provide books to support their learning and development. Most of the participants had never experienced the pleasure of looking through a book of photographs before, and found it both inspiring for their studies and very relaxing and enjoyable. I have also attended a social group for families of children with additional needs: I have been able to give books to families to read together and also given books to parents who are in challenging situations and have welcomed the support and books to allow them to reconnect with an old reading habit.

I have purposefully targeted people who are not already regular library users: I really wanted to reach those people who feel the Library isn't for them (for myriad reasons) and also provide books to people who do not have the means or the impetus to buy books. Initially I used Library books and paperbacks donated by Ann Cleeves' publisher. But I was fortunate enough to connect with a local organisation that collect and redistribute old Library books and charity shop excess; this proved to be a turning point for the project as it allowed me to gift the books to adults and families. They don't have to return it, they don't need to worry about it being damaged or lost, they can just keep it. I have found huge job satisfaction handing out books where before there were no books at all. In the 2022 economic climate when people are worrying about putting food on the table or putting the heating on there is no spare cash for books - because of Reading for Wellbeing, they have new or excellent quality secondhand books for free.

Covid has loomed large over this pilot year: in the first three months, the community groups I was attempting to forge links with were not meeting in person. It was late January when I was able to get the project started, meeting with people face to face. This was at a time when people were just starting to emerge and come back to groups.

Evaluation for this project is being carried out by a professional team at Newcastle University. As with so many aspects of Library work, many of the benefits to the lives of participants who have engaged with this project are intangible and very difficult to record or evaluate. For me this has been an amazing opportunity to bring the joy of reading to people that I don't believe would otherwise have been reading. I have seen how much they have benefitted from their interactions with the project and it is work that I am very proud to be a part of.

A personal journey to raise positive awareness about Gypsy, Roma, Traveller, Showmen and Boater Communities through reading lists and Wakelets.

Samantha Heeson, Librarian, Data Analyst and Inclusion Champion at Leeds Beckett University

Background: Diversifying reading lists

In 2018, a small group of colleagues from diverse backgrounds, including myself, succeeded in resurrecting the local equality and diversity group in the library at Leeds Beckett University (LBU). (J. Bayjoo, A. Campbell, K. Carney, N. Gordon, personal communications, 2018) A limited number of others also joined the group, which first met in September 2018 and intermittently thereafter, at first on campus and then online while staff were working remotely due to the pandemic.

Our original group were keen to address a probable lack of wider representation of the global majority in the library's collection of learning resources and in February 2020, a small project was approved to develop an online toolkit to kickstart diversifying reading lists at the University. This resulted in the development of a series of pages on the library website to support academics with identifying more inclusive materials, which covered: an introduction to the diversifying reading lists toolkit; reading list best practice; diverse research; student recommendations; searching for inclusive resources; Black, Asian and Minority Ethnic (BAME) publishers and book lists; and an exemplar reading list for BAME resources by subject area; and went live in July 2020. (Leeds Beckett University, Library and Student Services, n.d.a) (Campbell, n.d.)

We were also members of various equality fora at the University and working with the members of the Gender Forum and the Faith, Belief and No Belief Forum, as well as the University's Equality, Diversity and Inclusion Manager, we produced two more exemplar reading lists: "100 inspiring works by and about women" for International Women's Day on 8th March 2021 and "Believe It or Not! Celebrating and challenging belief (and non-religious belief) systems in contemporary life" in anticipation of Inter Faith Week in November 2021. (Carney & Gordon, n.d.) (Heeson, n.d.a)

Reading List: Gypsy, Traveller, Roma, Showmen and Boater Communities

I was also inspired to create the reading list: "Gypsy, Traveller, Roma, Showmen and Boater Communities" for Gypsy, Roma and Traveller History Month (GRTHM) in June 2021, being a member of the Gypsies, Travellers, Roma, Showmen and Boaters into Higher Education network (GTRSBintoHE). (Heeson, n.d.b) (Buckinghamshire New University, n.d.a)

Through the reading list, I aimed to: raise awareness of the communities amongst academics, students and professional services; present an authentic and positive image of the people from the communities and some of their needs; bring together some of the excellent resources for learning and research, plus other information sources, that are available in the UK and further afield; and demonstrate that it is not a difficult exercise, as, technically, it was outside of my normal remit as a data analyst librarian within the library.

Some of my considerations for the reading list were that it needed to: include LBU resources and suit our subject areas; reference other libraries and museums' GTRSB collections; reflect the communities and their achievements, cultures, histories, plus the issues they face; mention other services with relevant information that could be of use to students and colleagues, as well as the communities and their service providers; and ultimately, showcase community produced information and resources, and community led organisations.

The reading list is divided into sections and sub-sections, which are reflected in its linked table of contents, starting with:

- 'Community Voices' - community produced short films and documentaries; radio broadcasts and podcasts; and articles and archives;
- 'Community History, Awareness Days and Events' - the Porrajmos and the Holocaust; Romani Resistance Day; Gypsy, Roma and Traveller History Month; Roma Genocide Remembrance Day; and World Fun Fair Month;
- 'Community Organisations' - local, national and international groups led by and for Gypsies, Roma and Travellers; Showmen; Boaters; plus All-Party Parliamentary Groups; and cultural awareness training providers;
- 'Higher Education' - access and participation information including the Office for Students briefing on GRT communities; the GTRSB into HE Pledge; GTRSB initiatives and research from a range of institutions; and higher education data.

This is followed by LBU subject specific content about the communities:

- 'Schools and Education' - inclusion information and teaching resources, for example, good practice guides; research; community based educational advisory organisations;
- 'Children's Literature and Story Telling' - stories for and by children from the communities;
- 'Cultural Studies and Humanities' - the cultures and histories of the communities through archives and showcases; and other information resources;
- 'Health and Social Care' - inclusion information such as guides, information packs and toolkits; and research articles, projects and reports;
- 'Human Geography, Planning and Housing' - information about community accommodation and services including negotiated stopping; site design, allocation and planning provision;
- 'Law and Criminal Justice' - books and research articles on the prejudice in these systems;
- 'Marketing, Public Relations and Journalism' - reports on challenging prejudice in the media;
- 'Social Studies' - information about the communities covering anti-gypsyism; lived experience; identity; inclusion; and activism;
- 'The Arts' - community digital archives; art, architecture and engineering; and performing arts.

The penultimate section of the reading list is for community related archives, collections and exhibitions at other 'Libraries, Museums and Societies' on a local, regional, national and international level.

The final section covers 'Social Media' such as Twitter and Instagram accounts, mostly for community led organisations, many of which are mentioned in the previous sections of the reading list, plus links to related Wakelets, which are detailed below.

Items are added to the reading list through its bookmarking functionality, which pulls metadata from the library discovery system or a web page and is inserted into the relevant section of the reading list. The process is a little awkward and the data often needs editing to make it more meaningful to users. I added a short description for each section and resource to guide users to pertinent information, as little seems to be known about the communities by the wider population. The descriptions of individual items are adapted from the resources themselves. The reading list was created in Talis Aspire's online resource list management platform, which also has functionality to select items by type, such as article, audio-visual, book and website; filter by physical or online resource; or to search for a specific term.

The reading list contains many useful resources. Nevertheless, its nature as a reading list means it is very text heavy and it is a lot of work to maintain, especially when information is evolving regularly. It is currently publicly accessible, as the information is also helpful beyond LBU and has the potential to be used widely. However, it could become private to LBU users if library policy were to change.



Wakelet: Gypsies, Travellers, Roma, Showmen and Boater Communities

A range of social media is used by LBU's library to promote its collections and activities, and highlight related matters, especially around equality, diversity and inclusion. One of those is Wakelet, which is a free online platform for saving, organising and sharing web page links and multimedia content. (Leeds Beckett University, Library and Student Services, n.d.b)

Due to the aforementioned disadvantages of a reading list, I also created a Wakelet, with the aim of ensuring the collection of GTRSB related information remained publicly available, as well as assessing whether it would be easier to maintain and more appealing to a wider range of users, especially as Wakelets are more readily accessible and highly visual. (Heeson, n.d.c)

It was the first time I had used Wakelet, but it was relatively easy to do. It required signing up for an account on the Wakelet website, which did not need much information. For autonomy, I made it a personal account. A new collection was started by choosing a layout and pasting in web links or uploading files through a relatively simple form. A 'mood board' layout was selected, which resulted in slightly random placement and no sections. In most cases, an image and text were pulled through from the content, or were added manually if not. The text and images for a number of items would have benefitted from some tweaking, but there was not time to do that.

The “Gypsies, Travellers, Roma, Showmen and Boater Communities” Wakelet has much the same content as the reading list, although not everything lends itself to a Wakelet, for example, resources behind subscription paywalls are only available to LBU users, but it is also possible to directly upload multimedia content, which the reading list system does not accommodate. It is also easier to set up a Wakelet and add content to it than the reading list.



Wakelet: World Fun Fair Month

World Fun Fair Month (WFFM) was celebrated for the first time in September 2021. It was established by Future 4 Fairgrounds, a group of six Showmen ladies, to “celebrate the past, raise awareness for the present and protect the future” of travelling fun fairs. (Future 4 Fairgrounds, n.d.)

As I am of Showmen heritage, i.e. part of my family are fairground people, I wanted to contribute something to the initiative and thought a Wakelet would be a great way to do so. With the blessing of Future 4 Fairgrounds and permission to use some of their artwork, I went on to do so.

The “World Fun Fair Month” Wakelet includes some of the Showmen specific materials from the GTRSB Wakelet, plus a few more that build on that content. (Heeson, n.d.d)

It has a ‘media’ or list layout, which means headings can also be added, enabling the collection to have sections, which cover information about:

- World Fun Fair Month;
- Future 4 Fairgrounds;
- Videos featuring Showmen talking about things that matter to them;
- Books and learning resources, including the children’s book “The Show Must Go On” and its accompanying learning resources which were co-written and illustrated by Showmen and Romani community members; (Pearson, 2021)
- Professional bodies that represent and work with Showmen around the world;
- Health and safety information and organisations;
- News sources;
- Archives and museums, such as The National Fairground and Circus Archive; (University of Sheffield, n.d.)

- The Showmen's Mental Health Awareness Charity, a community led organisation that promotes good health and wellbeing amongst Showmen; (Showmen's Mental Health Awareness Charity, n.d.)
- Education information and resources from the GTRSBintoHE network. (Buckinghamshire New University, n.d.b)



The initial entries for the reading list and Wakelets were based on resources of which I was already aware, due to my family background, plus searches of LBU's collections and research repository using terminology that was familiar to me, as well as materials that came to light through the GTRSBintoHE network and related social media accounts. (Leeds Beckett University, Library and Students Services, n.d.c, n.d.d) (Heeson, n.d.e)

Reception: Positive multi-sector feedback

I shared the reading list and Wakelets with the members of the GTRSBintoHE network on several occasions. Positive feedback was received, as well as suggestions for more content. Many particularly liked the Wakelets, due to the engaging visual nature. (GTRSBintoHE network, personal communications, 2021) Future 4 Fairgrounds were extremely happy with the WFFM Wakelet and have promoted it through their social media accounts and continue to suggest new content. (Future 4 Fairgrounds, personal communications, 2021-2022) I was invited to speak about the list and Wakelets at the GTRSBintoHE network's GRTHM, WFFM and Pledge conferences in June, September and October 2021. (Heeson, 2021a, 2021b, 2021c) Academics within the network also make use of them and promote them when speaking at conferences and events. (GTRSBintoHE network, personal communications, 2022)

LBU library colleagues were impressed by the level of detail and structure that I had given the reading list and the Equality, Diversity and Inclusion team requested a blog piece for the University website to promote them and GRTHM. (A. Campbell, K. Carney, N. Gordon, personal communications, 2021-2022) (Heeson, 2021d) It was also selected as Talis Aspire's 'reading list of the month' in June 2022. (E. Dodd, personal communications, March & May, 2022) (Talis Aspire, personal communications, June 30, 2022)

June 2022 was also GRTHM, during which I presented on all three resources, at the request of the Chartered Institute of Library and Information Professionals Yorkshire and Humberside, as part of

their event “Gypsies, Travellers, Roma, Showmen and Boaters: collections and cultures”. (Heeson, 2022) This led to more suggestions for content from community members who were in attendance, as well as the invitation to write this article for ALISS Quarterly. (Conference attendees, personal communications, June, 2022) (H. Dawson, personal communications, June, 2022)

Conclusion: Not just a personal journey

It would seem that the reading list and Wakelets have achieved my aims, as set out at the beginning, and they have triggered further action within the communities and by our allies. I also hope that through raising awareness amongst people less familiar with the communities that I have changed misperceptions and preconceptions.

On a personal note, the feedback and encouragement I have received has given me more confidence that I can safely share my family background and champion the communities, and that the hard work to make a difference is worth it. Thank you to all of those people who have supported me along the way!

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Disability, Higher Education, Teaching and Learning Bibliography April- June 2022

Stigma

Fuentes, V.; Pérez-Padilla, J.; de la Fuente, Y.; Aranda, M. (2022)

Creation and validation of the Questionnaire on Attitudes towards Disability in Higher Education (QAD-HE) in Latin America

Higher education research & development 41 (5), 1514-1527

Abstract: This study presents a tool developed in Spanish to measure teachers' and students' attitudes towards physical and sensory disability in the context of higher education in Latin America. The effects on attitudes towards contact with people with disabilities, and training on that topic, were also studied. The research involved 718 participants (563 students and 155 teachers). Exploratory and confirmatory factor analyses showed a bifactorial structure, with the 27 items grouped into two dimensions: egalitarian attitudes and prejudiced attitudes. Internal consistency was excellent ($\alpha > .90$). The Questionnaire on Attitudes towards Disability in Higher Education (QAD-HE) shows appropriate psychometric properties and can be applied in various Spanish-speaking countries due to the language and culture adaptation process carried out. The results demonstrated that teachers with previous contact with and knowledge about disabilities had positive attitudes towards students.

Hsiao, Y. (2022).

The impact of interaction with adults with disabilities on preservice general education students' attitudes towards disability and inclusion.

International journal of disability, development, and education 69 (4), 1373-1388

Abstract: The purpose of this study was to investigate how the interaction project (i.e., Peer Lunch Club Project) influenced preservice general education students' attitudes towards disability and inclusion. Students enrolled in an introductory special education course were provided opportunities to socially interact with adults with disabilities. A total of 25 students who gave their voluntary consent to take part in this study completed a pre- and post- activity assessment and wrote a reflection on their experiences about interacting with adults with disabilities at the end of the project. Data were analysed through both quantitative and qualitative methods. The statistical analysis of a paired samples *t*-test showed significant changes in students' attitudes towards disability, and the qualitative results from their reflections showed how their attitudes towards disability and inclusion had changed after interacting with adults with disabilities. In general, they felt more comfortable with future prospects involving interactions with individuals with disabilities and that these experiences could be applied to their teaching career wherein it can improve their relationships with students with disabilities. Overall, the project could be considered as a successful social interaction project and experience for preservice general education students.

Murphy, M.; Dowell, J.; Smith, D. (2022)

Factors associated with declaration of disability in medical students and junior doctors, and the association of declared disability with academic performance: observational study using data from the UK Medical Education Database, 2002–2018 (UKMED54)

BMJ Open 12 (4)

Abstract: Medical education and training
Original research

Factors associated with declaration of disability in medical students and junior doctors, and the association of declared disability with academic performance: observational study using data from the UK Medical Education Database, 2002–2018 (UKMED54)

Abstract

Objectives: To examine factors associated with declaration of disability by medical students and doctors, and the association of declared disability with academic performance.

Design: Observational study using record-linked data collected between 2002 and 2018.

Setting: UK Medical Education Database is a repository of data relating to training of medical students and doctors. Disability and other data are record-linked.

Participants: All students starting at a UK medical school between 2002 and 2018 (n=135 930).

Main outcome measures: Declared disability was categorised by the Higher Education Statistics Authority. Outcomes related to undergraduate academic performance included scores in the educational performance measure (EPM), prescribing safety assessment and situational judgement test. Performance in postgraduate examinations was studied, as well as prior attainment in school examinations and aptitude tests.

Results: Specific learning disability (SLD) was the most commonly declared disability (3.5% compared with the next most commonly declared disability at 1.0% of n=129 345 all cases in the study), and during the period covered by the data, SLD declarations increased from 1.4% (n=6440 for students starting in 2002) to 4.6% (n=8625 for students starting in 2018). In a logistic regression, the following factors predicted recording of SLD on entry to medical school ((exp(B)±95% CI), p<0.0001 unless otherwise stated): attendance at a fee-paying school (2.306±0.178), graduate status (1.806±0.205), participation of local areas quintile (1.089±0.030), age (1.034±0.012). First year medical students were less likely to declare SLD if they were from a non-white ethnic background (Asian/Asian British 0.324±0.034, black/black British 0.571±0.102, mixed 0.731±0.108, other ethnic groups 0.566±0.120), female (0.913±0.059; p=0.007) or from a low index of multiple deprivation quintile (0.963±0.029); p=0.017. In univariate analysis with Bonferroni corrections applied for multiple tests, no significant difference was observed in the recording of SLD according to socioeconomic class ($\chi^2=5.637$, p=1), whether or not a student's parents had a higher education ($\chi^2=0.140$, p=1), or whether or not a student had received a United Kingdom Clinical Aptitude Test (UKCAT) bursary ($\chi^2=7.661$, p=0.068). Students who declared SLD at some point in medical school (n=4830) had lower EPM normalised deviate values (-0.390) than those who did not (-0.119) (F=189.872, p<0.001). Those for whom SLD was recorded were as likely to complete the course successfully as those who did not declare disability (93.0% successful completion by those for whom SLD declared from year 1 (n=2480), 92.2% by those for whom SLD declared after year 1 (n=2350), 91.6% by those for whom SD not declared at any point (n=85 180)) ($\chi^2=6.905$, p=0.032). Of 3580 first year students who declared SLD, 43.1% had not sat the UKCAT Special Educational Needs aptitude test (which gives extra time for those with special educational needs), while 28% of 2400 registrants for whom SLD was recorded as medical students did not declare it at General Medical Council registration.

Conclusions: Substantial increases in declaration of SLD may reflect changes in the social and legal environment during the period of the study. Those who declare SLD are just as likely to gain a primary medical qualification as those who do not. For some individuals, disability declaration appears to depend on context, based on differences in numbers declaring SLD before, during and after medical school. Preservice teachers in their preparation for implementing AT. [ABSTRACT FROM AUTHOR]

Moriña, A; Carnerero, F (2022)

Conceptions of disability at education: a systematic review

International journal of disability, development, and education 69 (3), 1032-1046

Abstract:

This study explores conceptions of disability in education. Available evidence published in the scientific literature over the last ten years is reviewed, according to the inclusion and exclusion criteria established. A total of 561 studies were found, of which 18 were included in this article. The topics are classified following a thematic analysis that include: (1) conceptions of disability among teachers and students in different educational stages and influence of conceptions of disability on attitudes and actions for inclusive education; (2) impact of training on conceptions of disability. This systematic review reveals that most of the studies coincide in identifying conceptions linked to the deficit or medical model, finding that these prompt negative attitudes that do not facilitate the development of inclusive education. However, as other studies point out, conceptions are dynamic, not static, and can be transformed through disability and/or inclusive education training.

Teaching and Learning

Herrick, S. J.; Lu, W.; Bullock, D. (2022)

Postsecondary students with disabilities: predictors of adaptation to college.

Journal of college student retention: research, theory & practice, 24(2), 603-624, DOI: 10.1177/1521025120941011

Abstract:

This study examined the relationship between acceptance of disability, perceived stigma of students on a college campus and adaptation to college for students with disabilities. One hundred forty-five surveys were collected from student participants via the disability support services offices at sixteen colleges or universities in the northeast and mid-west United States. The results of a hierarchical multiple regression analysis revealed two statistically significant relationships, students with a higher level of acceptance of disability were more adapted to college, and higher GPA was associated with less adaptation to college. The exploratory test of mediation revealed that the relationship between acceptance of disability and adaptation to college was significantly mediated by perception of stigma on a college campus. The implications for higher education support services and recommendations for future research are discussed. [ABSTRACT FROM AUTHOR]

Newman, I. (2022).

COVID-lockdown in English higher education March–June 2020. Were disabled students' needs forgotten?

Perspectives: policy & practice in higher education, 26 (3),85-95, DOI: 10.1080/13603108.2021.2000516

Abstract:

The COVID-19 pandemic forced HE Providers (HEPs) to radically transition traditional teaching and assessment to 100% remote delivery. UK Governments' policies widening HE participation have yielded a significant minority of disabled students (15%). This study investigated English HEPs (n = 133) transition advice to academics regarding these students' needs. Of 104 respondents, 16% provided new advice regarding remote teaching for disabled students, 22% regarding remote assessment; only 2 mentioned they had conducted Equality Impact Assessments (EIAs) about the changes. Disabled students' needs appear forgotten. Four response models were identified: Keep Calm and Carry On, Meet an Existential Threat, All Hands to the Pumps, An Opportunity for Change. Emergent good practice examples are given. Most English HEPs should urgently conduct EIAs under their legal Anticipatory Public Sector Equality Duty. The whole sector needs to better institutionalise delivering to disabled students' needs through effective inclusivity policy implementation, and educating academics and academic management.

[ABSTRACT FROM AUTHOR]

Reyes, J.; Meneses, J.; Melián, E. (2022).

A systematic review of academic interventions for students with disabilities in online higher education.

European journal of special needs education, 37(4) 569-586, DOI: 10.1080/08856257.2021.1911525

Abstract: The development of new educational environments based on the use of ICT has enabled the possibility to improve access and involvement for students with disabilities at the university level. Hence, this systematic review attempts to synthesise the main findings of previous interventions aimed to promote the inclusion of these students in Online Higher Education, as well as to analyse their contribution on the students' academic success, by considering the principles of both Universal Instructional Design and Universal Design for Learning. A systematic search was conducted in four databases (WOS, Scopus, ERIC, and ProQuest) following the PRISMA-P statement. This search yielded 16 articles according to the defined criteria. Four thematic categories were identified throughout a thematic synthesis: Accessibility, support, socialisation, and academic success. The findings show that both accessibility and support are important factors for promoting the disabled students' academic success in Online Higher Education but also highlight the need to apply the Universal Design in the whole system. Furthermore, the issues of academic support, inclusive pedagogical practices, and socialisation should be deeply analysed to inquire about their contribution to the students with disabilities' academic success. Lastly, the limitations of this study and future implication for research are discussed. [ABSTRACT FROM AUTHOR]

Students with disabilities need earlier support to enter HE.

Education journal., Issue 495, 15

Abstract: The article reports that students with disabilities need earlier support to enter in the higher education in the United Kingdom. It also mentioned the recommendations from the Universities and Colleges Admissions Service (UCAS) and the Disabled Students Commission after detailed analysis of the record. And comments on this matter from Clare Marchant, the Chief Executive of UCAS are presented.

Vidarte, A.; Reina Zambrano, J.; Mattheis, A. (2022)

Access and equity for students with dis/abilities in Colombian higher education. / Acceso y equidad para estudiantes con dis/capacidad en la educación superior colombiana. By:

Education policy analysis archives,

30 (59-65), 1-22, DOI: 10.14507/epaa.30.6044

Abstract: Efforts to increase access to higher education in Colombia have resulted in increased enrollment across the country and an expansion of the postsecondary education sector. National legislation such as the 1994 Ley 115 guarantees individuals with disabilities the right to an inclusive public education, and in 2011, Colombia also adopted and ratified the Convention on the Rights of Persons with Disabilities. Many sociopolitical and pedagogical obstacles remain, however, that make it difficult for students with disabilities to access higher education. In Colombia, only 1.7% of students with disabilities graduate from a university setting (Fundación Saldarriaga-Concha, 2018). This article draws from data collected for a larger mixed methods study exploring the influence of different social identities on students' experiences at a private university system in Colombia; here we focus specifically on the experiences of students with disabilities. We were guided by critical disabilities studies in education (DSE) as a theoretical framework for conceptualizing disability in educational settings and explored how the experiences of dis/abled students at Dos Santos University reflect institutional policy commitments. Data from first-person narratives illustrate that students with disabilities face discrimination inside educational spaces that reflect broader limited societal understandings of dis/ability, but that students still persisted. Participants documented the strategies they use to successfully access postsecondary opportunity, and an analysis of their experiences illuminates ways that universities can reduce obstacles in this process. [ABSTRACT FROM AUTHOR]

Ware, S.; Zankowicz, K.; Sims, S. (2022)

The Call for Disability Justice in Museum Education

Journal of museum education 47 (2), 130-137

Abstract: This issue of The Journal of Museum Education starts a conversation about how to move beyond accessibility toward anti-ableist museum education, and what such practices could look, sound, or feel like. It documents some of the work being done to establish a path forward for Mad2 and disability justice in museums. The articles in this issue document, amplify, and center the practices, voices, and perspectives of Mad and disabled people doing this work, embodying the demand "nothing about us without us." A majority of our articles are written by or include an author who identifies as disabled.

Accessibility

Digital Accessibility Maturity Model

<https://www.abilitynet.org.uk/news-blogs/download-our-free-digital-accessibility-maturity-model>

Abstract: Launched at TechShare Pro in November 2021, AbilityNet's Digital Accessibility Maturity Model (DAMM) is a free, open-source toolkit that helps you identify where your organisation is with digital accessibility, what you want to achieve and what to prioritise. It doesn't test your websites or apps, but looks instead at your organisation and asks questions about five key components of accessibility maturity - vision, leadership, capability, processes and procurement.

How to host an accessible online meeting

<https://abilitynet.org.uk/news-blogs/how-host-accessible-online-meeting>

Park, J; Bagwell, A.; Bryant, D.; Bryant, B (2022)

Integrating assistive technology into a teacher preparation program.

Teacher education & special education, 45 (2), 141-159, DOI:

10.1177/08884064211001447

Abstract:

Assistive technology (AT), a major source of adapted educational services, has been accepted as a valuable tool for students with disabilities in schools. Teacher readiness is a key factor in determining a student's successful inclusion, but many general and special education teachers are not fully prepared to implement AT in schools. In this study, special and general education preservice teachers received introductory instruction on AT, including lecture, demonstration of AT devices, discussion, and hands-on experience, at the Assistive and Instructional Technology (AIT) Lab. After the AIT Lab orientation, preservice teachers in both special and general education responded with higher scores regarding their preparedness to implement AT and more positive perspectives toward AT. The results showed that the AIT orientation was particularly beneficial to general education

Autism

Irvine, B.; MacLeod, A. (2022)

What are the challenges and successes reported by autistic students at university?

Good autism practice 23, (1), .49-59

Abstract: 78 papers are reviewed in which autistic students give their first-hand accounts of life at university. It identifies which aspects are a challenge and the

benefits and successes reported by some of the students. From their accounts, recommendations are made as to what universities can do to enhance the life of autistic students and, in doing so, improve the experience for all.

Shepherd, J. (2022).

Beyond tick-box transitions? Experiences of autistic students moving from special to further education.

International journal of inclusive education 26 (9), 878-892

Abstract: This paper reports on a qualitative, longitudinal case study conducted in England that explored the transition experiences of autistic students with intellectual disabilities (ID) as they left special school to go to colleges of further education (FE). Sequential interviews with six young people, their parents/carers and educators were developed to address an important knowledge gap in relation to progression to post-16 education for differently abled learners. Transition is theorised through both the lens of the social model of disability and the three typologies of induction, development and becoming. Combining these enables a focus on flexible systems and adaptive environments as well as an openness to the variability of autistic students. While the research found evidence of transition planning, it also identified gaps in critical processes, limited understanding of autistic students' capacity to manage change and normative expectations around independence. Parents reported a largely 'tick-box' approach to transition that was further reflected in a lack of preparation for social transition. The paper highlights responsibilities of institutions to make adaptations to transition processes in order to enable autistic students to better navigate change.

Mental Health

Billings, Katie R.; Young, Kathryn M (2021).

How cultural capital shapes mental health care seeking in college.

Sociological perspectives. 65(4) 637-660. DOI:

10.1177/07311214211042856.

Abstract:

First-generation and working-class undergraduates not only experience mental health problems at higher rates than their more affluent peers, but are also less likely to seek treatment. We administered a mixed-methods survey to undergraduates at two institutions to investigate the relationship between cultural capital and mental health decision-making. Using two measures of cultural capital, we find that students with high cultural capital are more likely to seek mental health treatment than those with limited cultural capital. Additionally, analysis of our qualitative results reveals that while students with limited cultural capital make treatment decisions through a collectivistic lens (considering other people's needs and opinions), those with high cultural capital tend to view treatment decisions through an individualistic lens (considering their own needs and opinions). These lenses capture both the barriers and facilitators to mental health care that students cite to explain their decision-making. Understanding how cultural capital shapes orientations to mental health care is necessary to facilitate help-seeking for students from all social class backgrounds. [ABSTRACT FROM AUTHOR]

Davies, E.; Read, J.; Shevlin, M. (2021)

The impact of adverse childhood experiences and recent life events on anxiety and quality of life in university students.

Higher education 84(1), 211-224; DOI: 10.1007/s10734-021-00774-9

Abstract: Adverse childhood experiences (ACEs) have been repeatedly associated with a wide range of physical and mental health issues. Research has indicated high levels of anxiety and depression among university students, and a few studies have documented the relationship between ACEs and anxiety in the university student population. This study surveyed first year students at a university located in the most ethnically diverse district in England, with the second highest poverty rate. Eight hundred and fifty-eight responded; a response rate of 12%. The survey included questions about adverse childhood events, recent life stressors, current deprivation, quality of life, positive physical health and positive mental health, and used the Generalized Anxiety Disorder Scale, a standardised measure. Thirty-seven percent of the responding students met the diagnosis for generalised anxiety disorder. In a multivariate multiple regression model, life stressors and childhood adversities were significantly associated with higher levels of anxiety and lower levels of physical and mental health. Only childhood adversities significantly predicted lower levels of quality of life. The findings highlight the importance of considering adverse childhood experiences in enhancing the wellbeing of the student population. Given the demographics of the student population at the University of East London, the high rates of ACEs and anxiety are likely to partially reflect poverty and racism. The implications of the findings for trauma informed policies and practices in universities are discussed. [ABSTRACT FROM AUTHOR]

Hirshbein, L. (2021)

Racism and mental health: historical perspectives on the limits of Good intentions.

Society. 58(6)493-499. DOI: 10.1007/s12115-021-00627-2.

Abstract: During the 1970–1971 academic year, scholars, researchers, and activists gathered at Syracuse University to discuss the problems of racism and mental health against a backdrop of police brutality and political protest. Black and White experts discussed the problems of individual and structural racism, the effects of racism on the mental health of children, the tension between assimilation and integration, the need to reform the American Psychiatric Association and the National Institute of Mental Health regarding race issues, and the complex issue of white supremacy. Many of the discussions from fifty years before remain highly relevant as the same problems remain. This paper examines the context and content of the Syracuse conference with some reflection on what changed—and what did not. While leaders within the mental health establishment expressed intentions to address racism, shifts in methods and priorities for mental health care left intact or exacerbated many of the issues addressed a half century ago. [ABSTRACT FROM AUTHOR]

Tomlin, E. (2022)

Using Acudetox for stress reduction in college students: a brief intervention strategy for college counselors.

Journal of creativity in mental health. 17(2), 188-199. DOI: 10.1080/15401383.2020.1848677.

Abstract: This aim of this quantitative study was to explore the effect of a brief intervention of NADA protocol acudetox on perceived symptoms of stress in college students. This was a pretest-posttest, within subjects design. Participants (n = 23) received an acudetox intervention and completed the Acudetox Treatment Record (ATR) Pretest, Posttest, and Follow-up, to assess retention of treatment effects. Data were analyzed using a repeated measures ANOVA. Results indicated a statistically significant relationship between the intervention and decreased perceived symptoms of stress. [ABSTRACT FROM AUTHOR]



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