# *ALISS* *Quarterly*

**Association of Librarians and Information professionals in the Social Sciences**

**Environmental Sustainability**

Going Green at Glasgow Women's Library

**Inclusivity**

Casting a Disability Gaze on the collections at
Shakespeare's Globe Philip Milnes-Smith, Digital Archivist

Accessible podcasting - Stephanie Nield

Dyslexia awareness: what teachers and librarians can do to help.

**Disability**

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

## Editorial

## Environmental Sustainability

### Going Green at Glasgow Women's Library
*Written by GWL's Green Creative Cluster: Gabrielle, Becca, Mary, Jenny and Caroline*

## Inclusivity

### "I have seen the dumb men throng to see him and the blind to hear him speak"
*Casting a Disability Gaze on the collections at Shakespeare's Globe Philip Milnes-Smith,*
*Digital Archivist*

### Accessible podcasting
*Stephanie Nield*

### Dyslexia awareness: what teachers and librarians can do to help.

## Disability

### Disability - Higher Education, Libraries, Teaching and Learning Bibliography.
*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).

This issue begins with an update from a recent **Aliss show case on environmental sustainability which took place in July 2022.**

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 a 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 heat 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 campaign's 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 Coordinator 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. The article in this issue develops and explains in further detail the work.

Finally **Louise Speller, Map Assistant, National Library of Scotland described how they created a climate research  web guide during lock-down 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

- <u>Growth of Grangemouth Oil Refinery</u>

- <u>Transport and road developments over time</u>

- <u>Case studies of three power stations</u>

- <u>Polar ice changes</u>

- <u>Land Use and Urbanization</u>

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 achievement's problems encountered included the need for the library to remain political 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.

The second section of this issue focuses upon inclusivity. In November 2021 Stephanie Nield spoke at an ALISS showcase on oral histories about her work with the Leonard Cheshire archive. The slides and transcript can now be viewed on her website https://archive-steph.uk/2022/03/03/aliss-oral-history-showcase/. In this issue she provides insight into her experiences of producing accessible podcasts. Archivist Dr Philip Milnes-Smith discusses how to review collections with a disability gaze, providing detail on his work with Shakespeare's Globe. Also offered are some practical insights on dyslexia awareness and issues that can be considered by information professionals to assist dyslexic students. Finally, the issue closely with the disability and higher education bibliography.

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.

Heather Dawson.
ALISS Secretary
h.dawson@lse.ac.uk

**Going Green at Glasgow Women's Library**

*GWL's Green Creative Cluster: Gabrielle, Becca, Mary, Jenny and Caroline*

*This article was first published by CILIPS Scotland in 2022 https://www.cilips.org.uk/*

Since its grassroots inception in 1991, Glasgow Women's Library (GWL) has considered its impact on the environment. From upcycling and recycling to gardening and allotmenteering, our organisation has sought to care for and connect with nature for over 30 years. You can read about some earlier projects here.

The urgency of the climate crisis has led to a ramping up of our "green" activities in recent years. This work has been led by GWL's Green Creative Cluster, a group of volunteers and staff from across the organisation, from facilities management to programming, collections and project delivery.

In this post we introduce some of the Green Cluster's work, which focuses on our own environmental impact and on ensuring that women's work in caring for the environment is documented, celebrated and shared.

## Environmental impact: minimising the negative and maximising the positive

A key strand of the Green Cluster's work is taking practical steps to minimise our negative impact on the environment and maximise the positive impact. Our objectives are to care for our environment and reduce our carbon emissions. Here, Mary and Becca talk about creating a garden and producing a Net Zero Handbook:

*From tiny seeds: growing a garden*

Four years ago we made a garden just outside GWL, transforming a litter-infested urban space into something really lovely. We have managed to fill the space with colour and interest all year long and it makes such a welcoming statement to all our visitors. The garden is certainly something local people comment on and enjoy. There's a bench and two shady plane trees nearby and we now have an outdoor space where we can relax and feel a bit more connected to nature.

Our patch of plants doesn't only benefit people, it's a link in an urban network for pollinator insects and for birds. In summer our borage flowers are nectar factories for the bees, they replenish their nectar just two minutes after a bee has visited. The jaggy pyrocantha has masses of orange berries in the autumn for the birds.  And other plants soak up pollution from the surrounding environment. We have even extended that network to nearby Bridgeton Station, where we have planted more beautiful pollinator flowers and shrubs.

So many benefits from one little garden.

*Branching out: our roadmap to Net Zero*

The Green Cluster has been working hard to help identify and prioritise meaningful green actions. Historic buildings like GWL (a former Carnegie Library) may be beautiful but can pose some hefty challenges when it comes to environmental sustainability. In 2021 we commissioned Dress for the Weather ( http://www.dressfortheweather.co.uk/ ) to assess the building's efficiency by tracking its carbon usage and emissions.

The resulting Net Zero Handbook is a 10-year action plan for GWL to become net carbon neutral by 2030. Steps we've taken so far include having secondary glazing and LED lights fitted throughout the building to make it more energy efficient, implementing new and improved recycling procedures to decrease waste, and capturing carbon emissions from travel and freight related to our work.

While lots of positive environmental actions can be done cheaply, others are more significant investements. Launched on our 30th birthday, Women on the Wall
( https://womenslibrary.org.uk/2021/09/21/announcing-women-on-the-wall/ ) is a fundraising initiative inviting donors to nominate women, past or present, who have made a positive impact on the world. In dedicating a wall of the library (and a section of our website) to these extraordinary women we will celebrate their lives and grow our collective history while working towards our aim of a sustainable, green future.

**Caring for the environment: documenting, celebrating and sharing women's work**

The second strand of the Green Cluster's work focuses on ensuring that women's work in caring for the environment is recorded, given visibility, celebrated and shared with others. Here, Jenny, Caroline and Gabrielle discuss our green collections, public events and ways of highlighting ecofeminist work and theories:

*Documenting ecofeminism and the environment*

GWL's museum and archive collections hold a range of ecofeminist materials, from personal papers and books to colourful posters, banners and badges. The peace movement is represented by the Kathleen Miller Archive and artefacts relating to CND, Greenham Common and Faslane Peace Camp. Feminist pamphlets like The Environmental Crisis: A Communist View (1973) and Nuclear ReSisters (1981) are strikingly resonant decades later. [The work of artists such as Wilhelmina Barns-Graham and Hannah Harkes is also deeply rooted in the natural environment.
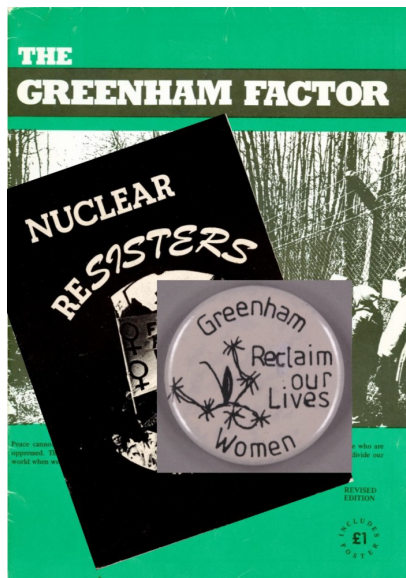
Contemporary collecting on this theme is informed by GWL's own green activism, as well as local, national and international events. Recent acquisitions include handmade Women in the Landscape posters, seeds and ephemera reflecting the importance of gardening during the coronavirus lockdown, and campaign materials generated during COP26. ( https://ehive.com/objects?accountId=8664&query=%22women+in+the+landscape %22&facet=account_name_facet%3AGlasgow+Women%27s+Library)



Besides prioritising access to these amazing materials and supporting activists to make sure these vital histories are documented we have been asking important questions about the way we collect in the museum and art sector. On Earth day ( https://womenslibrary.org.uk/event/collecting-the-climate-emergency-process-and-practice/) in April this year we teamed up with Glasgow School of Art, the University of the Arts London and artist/activist Ellie Harrison ( https://www.ellieharrison.com/)to talk about what kind of collecting practices will be needed to create a more sustainable future.

*Celebrating and giving visibility to women's work*

In-person and digital events such as Re-reading Greenham Common ( https://womenslibrary.org.uk/event/re-reading-greenham-common/2019-11-26/) (2019) and Greenham in Common (https://womenslibrary.org.uk/event/greenham-in-common/  ) (2021) used archival material to spark discussions, explore and cross-reference current ecofeminist interests and practices. In this work we were interested in thinking about the amazing ways that women were able to create solidarity networks (pre-internet) that acknowledged and resisted nuclear colonialism and also pioneered non-violent protest methods that are in use and valuable today for climate movements.

Our accessible literary festival Open the Door 2020 ( https://womenslibrary.org.uk/discover-our-projects/open-the-door/open-the-door-2020/ ) focused on celebrating women writers who have made extraordinary contributions to our thinking on environment and activism. We populated our twitter feed with bird song haikus and invited feminist leaders from across the globe to curate booklists that explore women and nature.

The festival also celebrated the inspiring consciousness of writer Jesse Kesson, ( https://womenslibrary.org.uk/discover-our-projects/open-the-door/open-the-door-2020/jessie-kesson-3/ )whose texts are infused with a sense shared human and natural ecologies and Kenyan Nobel peace winning activist Wangari Maathi ( https://womenslibrary.org.uk/discover-our-projects/open-the-door/open-the-door-2020/wangari-maathai/ ) who writes on the troubling legacy of colonialism in the book *The Challenge for Africa* (2010). Maathi founded the Greenbelt movement in the 70s leaving a legacy of over 50 million trees planted (and still counting) in the region.

As Glasgow found itself on the world stage hosting Cop26 in late 2021 we were determined to make sure climate justice was on the agenda in our programme. We hosted indigenous rights and environmental activist Sikowis Nobiss, ( https://womenslibrary.org.uk/2021/11/25/-decolonising-womens-rights-indigenous-perspectives/ ) co-founder of several non-profit organisations, including the Great Plains Action Society "a collective of Indigenous organizers of the Great Plains working to resist and Indigenize colonial institutions, ideologies, and behaviours" in environmental and social justice.

We also collaborated with Glasgow University's Beniba Centre ( https://www.gla.ac.uk/research/az/slavery/ ) for Slavery Studies and artist Annalee Davis ( https://annaleedavis.com/) to produce a short film, ( https://womenslibrary.org.uk/event/unsweetened-conversations-bush-tea-services/ ) displayed in our space for October, where Davis served a (bush) tea called Ancestral Voices, combining breadfruit, mint, turmeric and bay leaves, sourced from re-wilded plantation sites in Barbados, to a panel of black historians, artists and growers. The resulting discussion explored colonial memories, shared transatlantic histories, ecological crises, alternative farming practices, spirituality, living apothecaries, extractive economies, the Black Atlantic, Scottish-Caribbean connections and potential futures proving to be a vital exchange of curious minds.



Conversations; Left to right: Annalee Davis, Dr. Peggy Brunache, Ashanti Harris and the Artisan Growers, Robert and Michelle Sullivan participating in *Unsweetened Conversations*. Photo: Caroline Gausden]

*Planting ideas: sharing our work, inspirations and influences*

We frequently use our website and social media platforms to highlight our green work at GWL. This includes both the work we're doing to reduce our own carbon emissions and materials within our library and archive collections that the public can access to learn more about ecofeminism, climate change, climate justice and other issues relating to our relationship with the natural environment.

Volunteers have written and published book reviews ( https://womenslibrary.org.uk/2020/11/25/books-about-gardening-plants-seeds-and-growing/ ) as well as articles about gender and climate change, such as this great series ( https://womenslibrary.org.uk/author/sophier/ ) created in the lead up to COP26. We have also shared a series of blog posts ( https://womenslibrary.org.uk/2020/10/23/green-learning-2/ ) highlighting podcasts, articles and women who have inspired the Green Cluster. And two team members shared a fantastic Twitter thread ( https://twitter.com/womenslibrary/status/1273648608244531200 ) exploring the power of science-fiction to imagine a greener world.

If you'd like to find out more about our green work or share yours with us, please get in touch.

**"I have seen the dumb men throng to see him and the blind to hear him speak":
Casting a Disability Gaze on the collections at Shakespeare's Globe**
*Philip Milnes-Smith, Digital Archivist*

Like other libraries and archives, the Collections team at Shakespeare's Globe has been thinking about the challenges facing us when serving people with diverse identities. In terms of facilitating access to users with disabilities, fundamental thinking needs to be done, extending beyond how we write our catalogues and finding aids.

## Disability Gaze

The non-disabled gaze can deliberately not see the lives of disabled people, their needs and concerns, and those looking can believe that nothing is being missed by doing so. However, I want to direct my Disability Gaze to the organisation and its records, and the cultural heritage it draws upon. If I imagine the possibility of impairment and disability, rather than pre-supposing non-impairment and non-disability, what will I find?

## The Records

The majority of my role relates to our performance recordings, recordings that will be archived, but which have an immediate business use in supporting disability access to performances through loans to audio-describers, captioners, BSL interpreters, visual and sonic story creators, and those who prepare the pre-show welcome speeches at relaxed performances.  A sample of these accessible performances has been recorded over the years, but only a tiny minority of these recordings are themselves accessible in terms of offering a surrogate to the live experience for people with, for example, vision or hearing difficulties.

Disability is also present in other records.  Show reports, for example, identify the number of wheelchair-using patrons, note accessible performances, and customer interactions with front of house staff with praise or concerns about provision.  Interviews with cast members have also sometimes referenced disability – e.g. the enhanced interactivity of a relaxed performance or the experience of integrating sign language into a production.

This has implications for archival description:  how can users know these records exist if the catalogue does not mention disability?

## The Production

Below this surface level of the records, are the productions the theatre has put on during its history.  As information professionals mediating access to the archives for these productions, how informed are we? If we were to put together a subject guide as a finding aid, would we even know what issues might need to be addressed?

How have directors and ensembles presented disability to their audiences? Were non-disabled actors 'cripping up'? Were stereotypes challenged or reinforced about, for example, a disfigured appearance being a manifestation of malevolence and evil intent? How much consideration has been given to the ableist language in the play, and the impact that might still have on contemporary hearers?

Are actors with disabilities being cast? If so, how helpful to (or problematic for) disabled patrons was the direction? Are those with evident physical differences included as if disability were an unremarkable aspect of human diversity, or only when a point is being made about the character? Is the inclusion meaningful to the drama, rooted in the text and revelatory of, for example, inter-character relationships? Is the disabled actor being used to heighten comedy and pathos? How much power did the disabled actors have to shape what the audience saw in the light of their lived experience?

How does the audience understand, for example, the creation of a disabled character by a disabled performer? Does the audience know whether it is the character using crutches or a wheelchair, rather than the actor? When Kathryn Hunter plays Richard III or King Lear, she is not just being Kathryn Hunter, so where does the body end and the acting begin? Conversely, does the audience realise that a performer has a disability such as dyslexia or ADHD? Would it make a difference to know which performers have invisible disabilities?

How did the audience react to the productions? Is there a difference between the recorded experiences of the newspaper critic, the academic, the average punter, and the audience member with a disability[1]? What impact might that need to have on collecting policies?

**The Play**

In thinking about the layer below the production, I want to start with an example of new writing: Howard Brenton's Dr Scroggy's War. Here the play is centred on disablement and consequently we could be looking for disability in records such as the prompt book, wardrobe bible and even the programme as well as the performance recordings. However, we need to understand our collections enough to realise that the focus here is on the heroic plastic surgeon. His patients are portrayed as pitiably in need of 'normalisation' at least as much to protect the non-disabled from seeing them as the war had left them, as for their own benefit.

With the early modern corpus, disability has been seen as an anachronistic concept, but it takes a wilful determination not to see disability in the plays – not just in, say, metaphor but in embodied characterisation. We know that some writers for the early modern stage were able to write roles with specific actors in mind – and that physicality could be considered (e.g. thin John Sincler playing, e.g. Andrew Aguecheek, Cassius, Slender and Starveling)[2]. It has been suggested that companies might have had available an impaired actor to play one-legged parts[3]. Similarly, Jonson's Volpone includes a character who was termed a dwarf, perhaps suggesting that an actor with that difference was available to the company in 1606. Although the artificial fool of the stage is distinguished from the natural fool, language choices suggest that there were overlapping societal assumptions and stigmatisations that mean disability can't be discounted[4].

[1] Rumbold, Kate 2010 The Intangible Heritage of 'Shakespeare', 428 in Davis,K et al. (eds.) 2010 Capturing the Essence of Performance: The Challenges of Intangible Heritage
[2] Van Es, Bert 2013 Shakespeare in Company, Oxford, 94-95
[3] Schaap Williams, Katherine 2021 Unfixable Forms: Disability, Performance and the Early Modern English Theater, Cornell University Press, 84-85
[4] Equestri, Alice 2022 Literature and Intellectual Disability in Early Modern England, Routledge, 129

In addition, a whole sub-genre existed of plays with characters who feign disability[5]. To take a Shakespearean example, Simpcox in Henry VI Part 2 pretends to have been miraculously healed of blindness to trick the gullible king and is rightfully unmasked as a con-artist. In a culture that continues to believe that disabled people are shirkers shamming to trick the striving taxpayers, this scene is not unproblematic, however a director chooses to stage it.

At a more abstract level, Shakespeare's corpus is dependent on the Folio text, which was framed by its editors in ableist terms as offering the texts as "cur'd, and perfect of their limbs" having previously been published in editions "maimed, and deformed by the frauds and stealthes of injurious impostors"[6].

## How many collections might be Disability Collections?

Disability history is everyone's history. If it is not necessarily perceived to be so, this may be because of unconscious cultural biases in favour of non-impairment and non-disability. The 'sieve' of significance can appear to show that disabled people have never made a contribution of enough magnitude to be remembered. If someone made a contribution, they were obviously not disabled[7] - in other words, even if a disabled individual had once existed who had been remembered, they were exceptional and unrepresentative. When, sometimes, it has allowed through people whose impairments may even be acknowledged (e.g. Churchill's 'black dog'), the framing of disability is unused (because of the ableist connotations of deficit, lack, impotence, and incapacity). The Richard III Society, for example, was convinced that Shakespeare's presentation of their hero as having a physical difference was a hostile, propagandist slur. The archaeological evidence for Richard III, and the early modern stage corpus could be read as evidence that the past was full of the disabled people we have been conditioned not to see. To reverse the idea that disabled people couldn't possibly be in our collections because they were deservedly forgotten, perhaps they have been undeservedly forgotten because they are not well-identified in our collections.

I encourage readers to think about how disability is overlooked in their collections, and not just for the benefit of users with disabilities. Disabled people are fully human, have always existed, and matter.

---

[5] Row-Heyveld, Lindsey 2021 Dissembling Disability in Early Modern English Drama, Palgrave Macmillan, passim
[6] Love, Genevieve 2020 Early Modern Theatre and the Figure of Disability, 134
[7] Freeman Loftis, Sonya 2021 Shakespeare and Disability Studies, Oxford, 31-36

# Accessible Podcasting

*Stephanie Nield*

## Introduction to the Resonate podcast

Thanks to the National Lottery Heritage Fund and Foyle Foundation, from 2019-2021 I led a project called 'Resonate', digitising the sound collections at the Leonard Cheshire Archive. Leonard Cheshire is a disability charity based in the UK, founded in 1948 by Group Captain Leonard Cheshire VC OM to provide homes for disabled people that needed them. Today, Leonard Cheshire continues to provide services for disabled people and campaigns for the rights of disabled people to live the lives they choose. The project digitised 256 sound recordings, the earliest dating back to the 1950s. The subjects cover the impact of the Second World War, the disability movement in the UK and the development of disability charities globally.

As there were so many digitised files, the main challenge we had was how to share these recordings with the public in an engaging way. One of the activities we decided upon was to create a podcast. This would allow us to share them with some context and make their content relevant to today's world. It also provided a training opportunity for our team of digital volunteers. Primarily, the podcast needed to be accessible to disabled people.

Because of this, we initially agreed with the funder to host our podcast on YouTube. At first this may seem a strange decision, but to make a podcast accessible the most vital thing is to provide a transcript and most podcast apps (and all of the free ones) do not have the capacity to present a transcript and a podcast episode in the same place. In YouTube, a SRT file can be created and uploaded to any film to create captions – in effect a transcript and the recording in one place.

## How we created our podcast

Our parent organisation used Office 365 and SharePoint, so most of the apps and software we used to create the podcast were either free or already provided through Microsoft 365. There are other applications that can be used, but at the time our activities were restricted due to the pandemic, so we decided to make the most of what we already had access to.

We recorded the soundtrack of the podcasts using our headsets; you can also get lapel microphones, which give a much clearer sound, relatively cheaply from online retailers like Amazon or equivalent. We recorded interviews with people using the Teams app and extracted the soundtrack from the video using software called VLC media player, before editing the recording in the software Audacity. Both are open source and can be downloaded online. We experimented with captions and editing video in the Microsoft 365 app Stream, which worked quite well, especially for use on Leonard Cheshire's SharePoint based intranet.

For each episode on YouTube, we created a short, captioned film using PowerPoint and exporting it to a WMV file for upload to YouTube. The PowerPoint template we used was from Leonard Cheshire's brand toolkit, which had already been created accessibly. As stated before, a SRT file (which creates captions) can be uploaded, but YouTube will also create auto captions after upload, which you can download and edit in the Notepad app, just remember to switch them on so they come up automatically when the video plays.

We kept the podcast recording short as well – the way I approached it was as long as a tea break, so around 15 minutes – though that is a matter of personal preference as some podcasts go on much longer. However, it is good to have some structure to keep listeners' attention. Also, the length of time it takes to edit a podcast and transcript cannot be underestimated. It took us a week of our time to create the podcast from scratch each episode.

The source material we had affected the subjects we decided upon for each episode. The first 3 episodes documented the project. The first episode was an introduction and gives the rationale behind the way the project was planned. The second podcast was volunteer led. A selection of volunteers received podcasting training and produced a short clip, playing a snippet from an oral history recording that resonated with them and giving their thoughts and some historical context. This was then edited together by the Project Officer, Michael Ruddy in Audacity. The third episode was an evaluation of the project and its achievements alongside an interview with one of our volunteers talking about the impact of volunteering in a pandemic.

We agreed with the funder to do 3 episodes, but they were so well received that we decided to do another 3, using clips from our digitised sound collection and interviews. The first was on disability history, focusing on the first Leonard Cheshire Archivist, Le Court resident and Cheshire Smile magazine Editor Frank Spath in conversation with academic Dr Laura Crawford who had carried out disability history research using the archive. The second was Christmas themed, talking about moments from the charity's history with a Christmas theme (guided by what we had digitised from our sound collection). The third was on the life, marriage and work of Group Captain Lord Leonard Cheshire and his wife, Lady Sue Ryder, CMG, OBE using clips of both humanitarians taken from our sound collection and an interview with the chairman of Ryder-Cheshire Australia, a charity both founded together to support the Raphael settlement in India.

Moving to recording interviews using Teams or Zoom was a necessity due to the pandemic, but also turned out to be more accessible – especially for people living in other countries. Both Teams and Zoom have accessibility features e.g. an automated transcript and captions, which can be downloaded separately as a document and is very useful for creating a transcript. This does need to be turned on in the app's settings to work.

If an interviewee uses a third party live captioner, they can also access Teams and Zoom to provide live captions. It is best to discuss with interviewees their access requirements first, but our rule of thumb was always to use headphones and a mic for each call, speak slowly so our words could be picked up by the captions in real time, and to remove any backgrounds in video calls. Backgrounds are read out by any screen reading software and can get very annoying for the individual using it.

## Distribution

After we published our first podcast episode on YouTube and we learned a bit more about the process, we learned that the key to getting an audience for a podcast is distribution, i.e. putting it in as many places as possible so it gets picked up by listeners. To do this, it needs to be hosted somewhere, and we discovered the app Anchor, which is free and will distribute your podcast to different apps automatically e.g. Spotify and iTunes. If you want to start raising money using your podcast, the Anchor app will allow you to set this up too.

To get around not being able to include a transcript on Anchor, we created a page on our heritage website for the podcast, where there are links to YouTube, Anchor and the transcript.

The analytics on these apps are useful. We know from Anchor that our podcast has been played 459 times since it began in July 2020. On YouTube, to date it has got 758 views in total. It was great to discover that most of our listeners are female and aged 23-44. What a great surprise as we thought only older generations who know about our founder during WWII would find it interesting. Somebody on iTunes gave us a five-star review too, which I was thrilled about!

## Conclusion

Producing a podcast was an effective way to increase engagement with the outputs of the Resonate project. It was part of a suite of events, including two webinars, and online exhibition and a physical exhibition once pandemic restrictions were lifted. It increased our audience beyond the UK, with listeners regularly tuning in from the USA, Germany, Australia and Singapore.

We were limited in what we could achieve in a short period of time but producing a transcript and a captioned film for each episode was the most affective way to make the podcast accessible. Not only does it help people with disabilities, but also those for whom English is not a first language. It also makes it easier to find content in the podcast by searching a document, rather than having to listen to a recording multiple times.

## Further Information

- More ways to make a podcast accessible can be found on this blog by Sage Levene on the Podcast Movement blog https://podcastmovement.com/featured/how-to-create-an-accessible-podcast/
- Listen and watch the Resonate podcast on YouTube on this playlist https://youtube.com/playlist?list=PLG-Fmr6qz2u6Ahif3nevEixSy9c8vaFTn
- The Resonate podcast can be listened to on the Anchor, Spotify, iTunes and most other podcast apps on a smart phone. It is also accessible on the web from the Leonard Cheshire Archive's heritage website, where a transcript can be downloaded https://rewind.leonardcheshire.org/category/podcast/
- Find out more about Zoom's accessibility features here https://explore.zoom.us/en/accessibility/

**Dyslexia awareness: what teachers and librarians can do to help.**

Dyslexia is a specific learning difference that impacts upon the processes involved with fluent reading and writing. It is estimated that dyslexia affect approximately 1 in 10 people. Therefore, it is important that libraries do all they can to help

In terms of the classroom, teachers can make adjustments which can improve the motivation of dyslexic students. You can audit the teaching environment specifically checking physical workspaces, lighting, ventilation, and equipment to assess if they are conducive spaces in which dyslexic students can learn. If students can read and write comfortably, they will feel less stressed and in a better position to learn. Key issues here for some dyslexic learners may be the elimination of visual glare through the provision of blinds and adjustable lighting, plus quiet spaces free from distraction so the ability to concentrate and remember is optimised. You should also audit and check learning materials, such as PowerPoint slides and handouts, to see if they meet accessibility standards in terms of font sizes, colours, and contrasts. The British Dsylexia Association has a useful style guide for checking https://www.bdadyslexia.org.uk/advice/employers/creaing-a-dyslexia-friendly-workplace/dyslexia-friendly-style-guide

In terms of content. The planning of lessons can also have an impact on the motivation of dyslexic students. Lecturers need to include a variety of activities suitable to all learning styles (auditory, visual, and kinaesthetic) so that all the students feel able to be involved. If a class is based purely on reading long written texts, which have not been supplied in advance, dyslexic students may struggle to cope and then become disengaged in these situations, providing video materials and podcasts as an alternative can help lighten the load. Offering slides in advance so students can prepare by re-reading and checking spellings is also helpful. In the class, varying activities so that not all rely on reading, increases variety and interest as well as encouraging dyslexic students to participate. Simple ideas include: asking students to move around the room and pin up post it notes to group together theorists' ideas. This has helped kinaesthetic learners. Mind mapping links between theories enables visual learners to see more clearly the connections. Using these different methods provides the multisensory reinforcement required by dyslexic students. When they see themselves making progress it often motivates them to continue. Lecturers also need to build in plenty of spaces for reflection in the structuring of these activities. This is key for dyslexic students who need to break learning down into manageable sections, review and reflect in order for information to enter their longer-term memory.

In addition to managing the content, teachers also need to work on creating a conducive classroom atmosphere for learning in which all the students are involved. Bad past experiences may make dyslexic students reluctant to participate if they feel they will appear different and slower. They may not want to answer questions in class for fear of appearing stupid. They may not engage fully in group work with other students in case they are ridiculed. Teachers can be more effective if they try to acknowledge and draw on the life experiences of the class members.

Making links between what they already know builds confidence. Providing a variety of activities gives more opportunities for dyslexic students to use other skills, such as spatial awareness and lateral thinking and for these to be publicly acknowledged as equally valuable. Group work can enable tasks such as writing notes to be shared with others as students can assume different roles according to their strengths with some doing the notetaking, others mapping or visualising the findings. This also enables peer to peer learning. Support from peers helps dyslexic students feel integrated and they often realise that others may experience difficulties in learning too. They may also be able to share their own strengths in helping others to learn by teaching them work arounds which they have found effective.

Daniels (2010) argues that giving students some autonomy in choice of activities is motivating as they are then able to select which is most meaningful to them and its relevance to their study and life skills provides a reason for them to want to succeed. In my own information literacy teaching, I have certainly seen students engage more with practising constructing keywords for searching if they are able to work on those they will use in their dissertation rather than on a generic example.

However, it is necessary that the activities are clearly demarcated, and the student is not expected to multi-task. The purpose of each task should be explained, linked with the overall objectives of the class so that the learners understand and accept the purpose of why they are doing it and how it will help them work towards their goal. Each stage should be incremental so there are no steep learning curves. Students need to be challenged, but if the raises in level are too steep and learners cannot follow them because they are too fast or too difficult, they may become quickly demoralised. The speed of delivery is often a factor in library classes as they many are one off 60-minute sessions students slot in between other set academic classes. This means there can be a tendency to try to cover too much material. If classes are over running important things may not be explained clearly at the end and this can confuse and demoralise some students who feel the failure to understand is their fault rather than that of poor timing by the teacher. In these cases, it would be better to check the timing more thoroughly and schedule follow up extra classes rather than provide materials some of the students do not understand without clear additional support.

Another aspect of course structure which I have seen cause demotivation is a lack of clear objectives. While the course overall may have set objectives; they may not be clearly articulated on a week-by-week basis or translated into the structuring of reading lists. Students often become discouraged by a course if they are supplied with a long weekly reading list. Sometimes these are not marked in any order of priority and students are expected to make their own decisions by browsing the texts and deciding. As a result, some are not sure what to read first and are de-moralised by not being able to read it all. A strategy I have tried to ameliorate this, is to ask the lecturer to indicate the most important and direct the student clearly. At times this has not been easy as they have felt that academic study requires students to explore and make their own decisions. However, this underestimates the extent to which dyslexic students find it difficult to scan texts and are overwhelmed by the need to face too many. A better strategy has been to request a meeting in which the student discusses with the lecturer the issues they are most interested in then they have been able to give clearer explicit direction with reading. This has helped by making a manageable realistic list that they can achieve each week which has provided motivation.

Another issue that dyslexic students can face with objectives is that in the course literature it usually states the overall objectives to be achieved by the end of the course, but it often fails to break these down into milestones week by week so students may be confused about what is expected and feel they are expected to know it all from week one. An additional issue is that it frequently does not describe how the student might achieve these objectives as there is an assumption that an undergraduate has the necessary higher literacy already. However, the nature of the dyslexic brain means that it can be more difficult for individuals to prioritise and manage time. Therefore, they may be unclear, feel helpless and withdraw rather than fail. I have seen it helpful to adapt a strategy of working with individual students in setting goals which enables them to map short term academic goals for each of their courses with their longer-term ambitions. I have seen support workers use an aspirations board, where students can write, draw, or cut out images of what they want to achieve. This is then placed somewhere, such a fridge or by a desk, where they can see it every day serving as an aide memoire to dyslexic students, reminding them of why they are on a specific course and reinforcing the motivation.

However, this only works if goals are concrete, realistic, and achievable within the time span and can be broken down into clear stages. Therefore, it is useful to have a daily/weekly to do list. There is a balance that needs to be made between long term targets and those which are immediate. If the list includes everything it may appear too long and overwhelming which is demotivating. Students can find it satisfying to mark items off as they are completed as it gives a sense of progress which is motivating. However, for this to be effective the list needs to be with them. A printed list isn't effective if the student doesn't carry the same notebook and forgets items. For some using a phone is more effective as they are already using it as part of a daily routine.

Motivation is intrinsically linked to self-esteem. If students do not value their own worth and feel they are incapable of succeeding they will not be motivated in trying. Dyslexic students can certainly benefit from individual psychological interventions such as mindfulness to relieve stress and put them in a calm frame of mind before engaging with academic activities they may find difficult. Mindfulness teaches individuals learn to live in the present moment so that they are not dwelling obsessively on past exam failures or worrying about future assignments in way which makes them powerless to affect the outcome.

Neurolinguistic programming can enable students to cope with negative thoughts and feelings which might otherwise seem overwhelming barriers to beginning learning. It teaches how to rebut negative thoughts about their abilities and to replace them with acceptance of their own qualities, strengths, and weaknesses and to avoid potentially harming comparisons with others. Student advisors use worksheets in which people are encouraged to think and write about the qualities / abilities they have which others value and to revisit / visualise these regularly.

However, as Daniels (2010) argues, while motivation comes from within; the teacher can assist by teaching students to manage their stress so they can "focus on their academics "(p. 26). Teachers should acknowledge the fear, lack of confidence and low self-esteem that dyslexic students face when encountering academic study based on written language and help them to develop strategies to cope and move beyond this.

This can involve sharing their own experiences in developing work life balances and study skills and explicitly giving instruction on strategies such as how to fill in study planners effectively. If students feel they are coping with time demands, it is likely to raise their self-belief that they can succeed.

At a basic level recognising and celebrating achievements in class can be a positive morale booster. Especially if it is publicly acknowledged to peers. This involves an acceptance that assessment should move beyond a narrow focus on written assignments in exam conditions, to the inclusion of different more creative forms of work. I saw how motivating it was for students on the PB101 course in psychology to be offered the opportunity to be assessed though writing blog posts and editing Wikipedia entries rather than a long 10,000-word essay. This was potentially useful for dyslexic students as the blog enabled them to design and add images and incorporate audio-visual materials.

The teacher can design the lesson activities to boost self-esteem by ensuring that the opening questions are those students will already be familiar with and are likely to succeed in. They might also choose to begin with an activity that they know dyslexic learners are likely to enjoy, rather than a written exercise they will struggle with. If there is a tendency to spend all the time on practising written skills in order to improve, the learner may find these tiring and start to associate the lesson with hard work which produces little immediate outcome. If the confidence of the learner is boosted at the start of the lesson with a positive experience, they are more likely to feel motivated to continue.
This also aligns with the "the forgetting curve" theory initially developed by Hermann Ebbinghaus. This emphasises the importance of primacy. According to Ebbinghaus (1885.) people forget 40% of what they learn after the first 20 minutes. Therefore, in terms of lesson design, students are more likely to remember the information at the start of a class and the end than the middle. So, it is good practise to start with something students can achieve as not only will this be motivational, it will also maximise learning potential.

The other area in which I feel support workers can assist with self-esteem is the giving of feedback. I have seen written feedback from a course leader praise one aspect of a student's work but then move on to point out areas of improvement in citing and referencing. For dyslexic learners, referencing style which have a focus on accuracy of spelling and punctuation can be difficult to grasp and remember and sometimes criticism of these areas seems overwhelming as lecturers have not provided an indication of their relative importance. In most cases, the marks allocated for these types of errors are much lower than those relating to the breadth of sources used and the content of arguments. However, if students see many errors highlighted in red pen without contextual information on their relative importance, they may become demoralised and fail to realise what their true academic standard is. They may spend more time on preparing the bibliography than reading or improving the quality of argument. It is very difficult to provide feedback constructively as of course it is necessary to point out errors, but this needs to be done transparently so that students are aware exactly what the comments refer to. Dyslexic students need to be given clear advice on how they can improve rather than just being told they need to. This involves strategies for managing time to allow proof reading, the appropriate use of any technology and also a discussion of how to allocate their times to different tasks in the research project such as the reading, writing and referencing according to their academic importance.

## References

Daniels, E. (2010). Creating motivating learning environments: What we can learn from researchers and students. *English Journal,* 100(1), 25-29.

Ebbinghaus, H. (1885) *Memory: A contribution to experimental psychology*
http://psychcentral.com/classics/Ebbinghaus/

Koelsch, S., Bashevkin, T., Kristensen, J., Tvedt, J., Jentschke, S. (2019).
Heroic music stimulates empowering thoughts during mind-wandering
*Scientific reports 9 (10317).* **https://doi.org/10.1038/s41598-019-46266-w**

## Useful resources to explore

AbilityNet has worksheets covering technology and dyslexia.
https://abilitynet.org.uk/factsheets/dyslexia-and-technology

British Dyslexia Association
Has style guides:
https://abilitynet.org.uk/factsheets/dyslexia-and-technology

My Computer my way has easy-to-use guides for students to set up built-in features on their computer.
https://abilitynet.org.uk/factsheets/dyslexia-and-technology

# Disability, Higher Education, Teaching and Learning Bibliography July- September 2022

## Teaching and Learning

*Basken, P. (2022) Admissions tests hinder disabled students, US audit finds. Times Higher education*

https://www.timeshighereducation.com/news/admissions-tests-hinder-disabled-students-us-audit-finds

Melián, E; Meneses, J. (2022).
Getting ahead in the online university: Disclosure experiences of
students with apparent and hidden disabilities.
*International journal of educational research*
*114,N.PAG-N.PAG. DOI: 10.1016/j.ijer.2022.101991.*
**Abstract:** Disabled students must communicate their condition to the university to access accommodations, but many do not disclose or do so late. We explored identity management and disclosure decisions in a sample of 34 students from a Spanish open university through email interviews. Results show that these students carefully assess disclosing their disability due to the emotional risks involved and that the administrative process poses an obstacle. Students with apparent disabilities (i.e., physical and sensory) emphasize self-sufficiency and normalization of their presence, while students with hidden disabilities (i.e., mental disorders and learning challenges) focus on avoiding stigma and increasing credibility. Online universities should acknowledge the distinct needs derived from the different types of disabilities, provide personalized support, and facilitate disclosure procedures.

Newman, I. (2022) Perspectives: COVID-lockdown in English higher education
March–June 2020. Were disabled students' needs forgotten?
*Policy & practice in higher education. 26(3), 85-95. DOI:*
*10.1080/13603108.2021.2000516.*
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.

Nieminen, J H. (2022)
Governing 'the disabled assessee': a critical reframing of assessment
accommodations as sociocultural practices
*Disability & society, 37 (8), 1293-1320, DOI:· 10.1080/09687599.2021.187430*
**Abstract:** Assessment accommodations, such as extra time or personal space during
examinations, have been traditionally studied through psychological perspectives. In
this study, a critical approach is used instead to reframe assessment accommodations as
sociocultural practices in the context of higher education. Drawing on discursive-
deconstructive reading, this study addresses student positioning in documents and texts
concerning assessment accommodations in the context of Finnish higher education.
Deconstructed from these documents are the positions of 'assessee' and 'impaired'. It
is shown that both positions limit students' agency by drawing on the medical model of
disability. The study underlines the specific role assessment has in constructing disabilities
in higher education. Further, the study calls for critical research to address – and challenge
– the ableist agenda of rendering the structural issues of assessment into disabled
students' medical and psychological states.

•**Points of interest**

•Assessment accommodations, such as extra time or personal space in testing situations,
  are commonly used in higher education to allow everyone to participate in assessment.

•This study takes a critical approach towards assessment accommodations by analysing
   their social and cultural consequences.

•Documents concerning assessment of disabled students were analysed in the context of
   Finnish higher education.

•In the documents, the students were positioned as 'assessees' because they were seen
  as the targets of assessment – which, according to the documents, mostly consisted of
  examinations.

•The students were largely positioned as 'impaired' through the medical language used
  across the documents. The students were also seen as 'special' and 'different' compared
  to 'other' students.

•The documents largely saw disabled students as the problem to be fixed, rather than the
   examination-driven assessment system itself. I argue that this is an ableist agenda.

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.

## Mental Health

Billings, K..; Young, K. (2022)
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.

Broton, K.M.; Mohebali, M; Lingo, M D. (2022)
Community college basic needs insecurity and mental health: community college students' dual challenges and use of social support.
*Community college review 50 (4), 456-482,DOI: 10.1177/00915521221111460*
Abstract: **Objective:** The objective of this study is to examine the potential co-occurrence of basic needs insecurity and mental health problems among community college students. These barriers to student success are gaining significant attention from college leaders and scholars, but they are often addressed in isolation, ignoring the potential reinforcing nature of these challenges.

**Method:** We use data from a national survey of community college students to examine the relationship between experiences of basic needs insecurity and mental health problems, and investigate the support systems that students rely on for help. **Results:** Findings indicate that students who experience basic needs insecurity are substantively and significantly more likely than their materially secure peers to report depression, anxiety, and suicidal ideation, planning, or attempt, even after accounting for background characteristics. Those with both food and housing insecurities are even more likely to report mental health problems and the likelihood is positively associated with severity of material hardship. Given limited institutional supports, students often rely on friends or family for emotional and mental support. Receipt of social support is higher among those with mental health challenges, but it also varies by students' basic needs security status. This suggests that students facing the dual challenges of basic needs insecurity and mental health problems may have exhausted this important social resource. **Contributions:** This study raises awareness about the prevalent co-occurrence of basic needs insecurity and mental health problems, and encourages a more integrated institutionalized approach to serving students.

Dinse, L.; Weaver, S.; Gehman, V.; Esh, N (2022)
Perception of mental health on Christian college campuses: A case study.
*Social work & Christianity. 49 (2) 164-180. 1 DOI: 10.34043/swc.v49i2.238.*
**Abstract:** The perception of mental health directly impacts an individual's acceptance and utilization of counseling services. Mental health challenges are increasingly common among college students. The purpose of this case study is to examine the perception of mental health and the receptiveness to receiving mental health services among Christian college students. This study surveyed both professors and students from a Christian college in Central Pennsylvania. The two key themes that emerged from this study were a perceived stigma attached to mental health challenges and receiving mental health services and a lack of support from the Christian community. The survey results inform the recommendations including expanding education surrounding mental health and mental health services, accessibility of mental health services, and destigmatizing mental health.

Charles, S.; Karnaze, M.; Leslie, F. (2022)
Positive factors related to graduate student mental health.
*Journal of American college health. 70 (6), 1858-1866.*
*DOI: 10.1080/07448481.2020.1841207.*
Abstract: **Objective:** Graduate students report high levels of distress, levels that professionals are calling a mental health crisis. Researchers have identified several factors that may exacerbate student distress, but our objective was to assess positive aspects that may attenuate distress. **Methods:** Over 3600 graduate students from 10 campuses responded to questionnaires assessing depressive symptoms as well as both positive and negative aspects of their current lives. **Results:** Both negative factors (financial concerns, poor mentorship, and perceived institutional discrimination) and positive factors (social support, departmental social climate, and optimism about their career prospects) are related to depressive symptoms in the expected directions, although the positive factors have stronger effects. Further, positive factors buffer the effects of the negative aspects on depressive symptoms. **Conclusion:** Although findings are correlational and do not imply causation, results suggest potentially modifiable factors that universities should consider when considering graduate student well-being.

Dahl, H; Vo, Tina; (2022)
Conceptualizing university students' responses to COVID-19:
Investigating race/ethnicity, crisis, mental health, and scienceliteracy.
*Journal of human services. 41(1), 92-102*
**Abstract:** COVID-19 has adversely affected helping professionals, causing a rise in anxiety and effects on mental health as people are inundated with scientific information at unprecedented rates. Universities have made extensive changes, which often affect Students of Color disproportionately. Human Services Learners (HSLs) expressed increased professional stressors, while Teacher Education Learners (TELs) leaned on science authority. Students of Color reported lower effects on mental health than their White peers and more wellness strategies. We investigated undergraduate students' conceptualizations and engagement with COVID-19 connected to professional identity and race/ethnicity, further exploring how students are thinking about their personal mental/physical health with respect to science. [ABSTRACT FROM AUTHOR]

Eschmann, R; Gryder, R.; Connaught, G; Zhao, X; Jeon, S; Gonzales, E. (2022)
Context matters: Differential effects of discrimination by environmental
context on depressive symptoms among college students of color.
*Clinical social work journal. 50(3) 242-255. DOI: 10.1007/s10615-021-00792-1.*
**Abstract:** Experiences with more subtle racism – which have been called microaggressions – have a host of negative effects on health, mental health, educational performance, and general well-being on people of color. In this study we draw on a longitudinal dataset of Black, Latinx, and Asian students in higher education and use the microaggression framework to distinguish between the types of reported subtle experiences with discrimination, including (1) classroom-based, or perceived discrimination or discomfort in the classroom; (2) microassaults, or verbal assaults; (3) discomfort, or perceived discomfort on campus because of race, (4) criminality, which refers to both being stopped by University police and (5) refusal to acknowledge intra-racial differences, which here describes experiences with intraracial microaggressions. Our findings explore (1) the differential effects of different types of microaggressions on symptoms of depression (2) intergroup differences in effects of microaggressions on depression and (3) the differential effects of different types of microaggressions over time.

A. Gattamorta, K; Salerno, J; Roman Laporte, R (2022)
Family rejection during COVID-19: Effects on sexual and gender
minority stress and mental health among LGBTQ university Students.
*LGBTQ+ family: An interdisciplinary journal. 18(4)*
*305-318 DOI: 10.1080/27703371.2022.2083041*
**Abstract:** This study examines the relationship between family rejection and moderate to severe psychological distress during COVID-19 among LGBTQ university students. Data were obtained from a national cross-sectional electronic survey of LGBTQ university students (N = 565) collected in the summer of 2020. Hierarchical logistic regression models were used to examine the predictive association between increased family rejection and moderate to severe psychological distress. Respondents who reported increased rejection were more than twice as likely to report moderate to severe psychological distress, with social isolation and LGBTQ identity concealment being significant covariate predictors in the model. These results demonstrate the importance of public health, medical, mental health, and higher education stakeholders understanding the significance of LGBTQ-identity related family rejection when addressing the mental health and well-being of LGBTQ young people.

26

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.

Jackman, P.; Sanderson, R.; Allen-Collinson, J.; Jacobs, L.(2022)
Journal of further & higher education, 46 (7), 931-946
There's only so much an individual can do': an ecological systems
perspective on mental health and wellbeing in the early stages of
doctoral research.
**Abstract:** Calls to address concerning evidence surrounding mental health and
wellbeing in doctoral researchers have grown internationally in recent years. Adopting an
ecological systems approach, this article explores doctoral researchers' perspectives on
what influences mental health and wellbeing in early-stage doctoral research. Forty-seven
doctoral researchers took part in focus groups exploring mental health and wellbeing
in the first year of doctoral study. The framework generated through our thematic and
connecting analyses emphasises the interdependency of the various layers of the environ-
ment surrounding early-stage doctoral researchers. In line with our theoretical perspec-
tive, we describe the influence of: individual factors; the microsystem; the mesosystem;
the exosystem; and the macrosystem. Participants highlighted the impact of the broader
working culture in academia on their mental health and wellbeing, which permeated
other, more proximal layers within their environment. This article contributes knowledge
that can aid the development of interventions seeking to support mental health and
wellbeing in doctoral researchers. Furthermore, our findings suggest that without the
adoption of a whole-systems approach, efforts to improve mental health and wellbeing in
these researchers could be difficult.

Kismihók, G McCashin, D; Mol, S.; Cahill, B.(2022)
The well-being and mental health of doctoral candidates.
*European journal of education. 57(3) 410-423.*
*DOI: 10.1111/ejed.12519.*
**Abstract:** After a long period of relative neglect, the mental well-being and the mental
health of researchers and employees in academia are increasingly entering the limelight.
The growing body of evidence suggests that a high number of doctoral researchers work
under elevated levels of stress and frustration, and that this has a significant impact not
only on their personal health and research output, but also on their future career
development.

more than 250 researchers and professionals active in the researcher mental health domain, we highlight a number of key focal points that both early career researchers, their supervisors, and institutions alike should consider when it comes to planning and delivering mental health oriented educational activities for doctoral researchers.

Kiebler, JM.; Stewart, A. (2022)
Student experiences of the COVID19 pandemic: Perspectives from
First-generation/lower-income students and others. *Analyses of social issues & public policy.22 (1), 198-224. . DOI: 10.1111/asap.12288.*

**Abstract:** Twenty-eight University of Michigan students (12 first-generation/low-income and 16 from more educated, affluent families) were invited online to provide open-ended responses and photographs representative of their experiences during COVID-19, in a modified Photovoice approach. Given the literature, we expected that cultural mismatch, class stereotypes, and relative deprivation would be relevant features of the accounts of self-identified first-generation/lower-income students' experience, in contrast to their peers. Using thematic analysis, three themes differentiated the written accounts of the experiences of the two groups of students: *changed environmental demands, comparison to similar or different other students, and change or continuity in the availability of institutional support.* Both groups of students shared concerns about issues with mental health, and concern for family. While first-generation/lower-income students reported that they experienced less access to space and quiet for their schoolwork, their counterparts reported that their conditions for studying were better. Additionally, when comparing themselves to others, first-generation students mentioned their best guesses about the experiences of more affluent students, while nonfirst-generation students tended to compare themselves to those like themselves. Finally, while non-first-generation students wrote of continued institutional support and dedication to schoolwork, first-generation students reported having fewer resources for academic success.

Kirschner, B.; Goetzl, M.; Curtin, L. (2022).
Mental health stigma among college students: Test of an interactive
online intervention. *Journal of American college health. 70 (6)
1831-1838.DOI: 10.1080/07448481.2020.1826492.*

Abstract: **Objective:** Young adults have low rates of help-seeking despite high rates of mental health problems, which relate to stigmatizing attitudes. Education as well as contact with people with mental health problems may improve stigmatization. The present pilot study tested the efficacy of an online interactive educational intervention that utilizes avatars depicting distressed individuals on stigmatizing attitudes toward mental illness and help-seeking. **Participants and Methods:** Eighty-five college student participants were assessed on self- and public-stigma as well as attitudes toward help-seeking and were randomly assigned to one of three conditions (intervention, control, post-test only). **Results:** Pre-post comparisons indicate that interactive programs may be an accessible and efficient means to reduce stigmatizing attitudes toward help-seeking among college students. Future studies should include follow-up assessments and measures of behavior and should consider individual differences. including personal mental health history.

Maeshima, L. S., Mike C. (2022).
Mental health stigma and professional help-seeking behaviors among
Asian American and Asian international students.
*Journal of American college health. 70 (6). 1761-1767 . DOI:
10.1080/07448481.2020.1819820.*

**Abstract:** Mental health stigma and professional help-seeking behaviors among
Asian American and Asian international students.
Abstract: **Objective:** To examine the relationship between stigma and mental health
help-seeking among Asian American and Asian international college students.
**Participants:** Asian American college students (401 men, 858 women) and Asian
international college students (384 men, 428 women). **Methods:** Data from the
2018-2019 Healthy Minds Study were used to assess perceived stigma, personal stigma,
and help-seeking behaviors of college students. **Results:** Personal stigma mediated the
relationship between perceived stigma and professional help-seeking intentions. The
relationship between perceived stigma and personal stigma differed by international
status, such that the relationship between perceived stigma and personal stigma was
stronger for Asian international students. The indirect effect between perceived stigma
and professional help-seeking via personal stigma also differed by international status.
**Conclusions:** These results suggest that, consistent with prior work, stigma impacts
help-seeking among Asian college students and international student status affects the
strength of the key relationship between perceived stigma and personal stigma.

Melcher, J; Camacho, E;
Lagan, S; Torous, J (2022).
College student engagement with mental health apps: analysis of barriers to sustained use.
*Journal of American college health.*
*70 (6), 819-1825. DOI: 10.1080/07448481.2020.1825225.*

Abstract: **Objective:** College students 'demand for mental health resources is straining
the services offered by colleges. While mobile apps demonstrate potential to help,
students' engagement with these apps remains low. This study examines why college
students show poor engagement with mental health apps and how apps may be
adapted to suit this population. **Participants:** Participants were a convenience sample
of 100 college students. **Methods:** Qualitative data was gathered through individual
online interviews concerning attitudes toward mental health apps, and quantitative
data was gathered through a survey about phone and app use. **Results:** Students were
interested in mental health apps. 53% had downloaded an app at one point, but only
19% currently used a mental health app. Stress and cost drove mental health app choices.
Responses around engagement centered on: Data privacy, user interface, credibility, and
customization. **Conclusions:** Students have specific wants for mental health apps
including safety, simplicity, credibility, and customizability.

Pacheco Salles, F,  Maciel Ferreira, D.; Bozi,
P; Furtado, M; Mai, J.; de Souza, J.; Bufon, P.  (2022).
Evaluation of the perception of stress in university students:
implications for symptoms and health complaints and nutritional habits.
*Journal of education 202 (3), 211-220.  DOI:*
*10.1177/0022057420969427.*
Abstract: Evaluation of the Perception of Stress in University Students:
Implications for Symptoms and Health Complaints and Nutritional Habits.

**Abstract:** Health education is seen as highly difficult and challenging, due to the high level of stress observed in students. The precise assessment of perceived stress becomes important for understanding the students' profile as well as their nutritional habits during the university period. The aim of the analysis described in this article is to assess the associations between mental health, self-reported symptoms/health complaints, and nutritional habits in health students. Our findings suggest using it in other contexts such as public universities and other university courses to assess students' mental health status and food intake.

Palesh, O; Oakley-Girvan, I; Richardson, A; Nelson, LM.; Clark, R; Hancock, J; (2022)
Assessing mental health among college students using mobile apps:
Acceptability and feasibility.
*Journal of college student psychotherapy. 36 (3)*
*331-338. DOI: 10.1080/87568225.2020.1842280.*
**Abstract:** From October to December 2016, a college sample (n = 536) of men (41%) and women (59%) 18 to 41 years old (M = 20.2 SD = 3.02) completed self-report surveys that assessed mental and behavioral health using a novel, mobile app called SHAPE. Multiple methods (e.g., flyers, face-to-face, e-mail, listservs) were used to recruit students. Almost half (48%) of the sample reported feeling down or depressed. Sleep and alcohol use were associated with decreased mood (r = 0.44, p < .0001 and r = 0.14, p = .05, respectively). Moderate physical activity had the largest magnitude of effect on mood, stress, and sleep (ranging from r = 0.11 to r = 0.15, p < .01). Results suggest that mobile app surveys can capture sensitive, time-relevant mental, and behavioral health data. These findings indicate that mobile apps can be used for surveillance of emerging and existing mental health needs that can be used to inform intervention and prevention efforts.

Parizeau, K (2022)
Uneven learning landscapes ahead: instructor perspectives on
undergraduate student mental health.
*Canadian journal of higher education, 52 (2), 67-80,  DOI:*
*10.47678/cjhe.v52i2.189391*
**Abstract:** This study investigates instructor perspectives on undergraduate student mental health in a mid-sized comprehensive university in southwestern Ontario. Through a survey (n = 190) and two focus group discussions (n = 8), instructors reported different perspectives toward student mental health (some inclusive, some tolerant, and some discriminatory); changing workloads and pressures associated with addressing student mental health; and a predominant framing of mental health conditions as biomedical concerns. Using the conceptual framework of learning landscapes (Noyes, 2004), I argue that students with mental health concerns experience uneven and sometimes inequitable learning environments across their post-secondary education due to the differing microclimates created by individual instructors.

While institutional policies and advocacy efforts to support mental health on campus may help to shift the learning landscape, they are unlikely to change the biases exhibited by some instructors that represent barriers to accessible post-secondary education.

Payne, H (2022).
The BodyMind Approach® to support students in higher education:
Relationships between student stress, medically unexplained physical symptoms and mental health.
*Innovations in education & teaching international. 59 (4), 483-494.DOI: 10.1080/14703297.2021.1878052.*
**Abstract:** Using the UK as an example, students attending higher education providers (HEPs) increasingly suffer mental ill-health due to new stress factors. Relationships between stress, frequently co-occurring chronic medically unexplained symptoms (MUS) and mental health are explored as the basis for proposing The BodyMind Approach® (TBMA) as an innovative intervention, addressing the body and mind experience of MUS. Excessive stress can lead to/exacerbate, mental health difficulties and/or MUS (such as fibromyalgia, chronic fatigue/pain for which tests and scans are normal). MUS mostly affects women, non-native speakers and young people, all high numbers at HEPs. Students resist mental health services, and half in need do not disclose or seek help. TBMA, as an evidence-based, research-informed intervention, tested in the health service, is more accessible when framed as learning to self-manage symptom distress. Policymakers might consider this intervention to help improve student mental health as part of an institution-wide approach.

Platt, L; Scheitle, C;McCown, C (2022).
The role of family relationships in mental health distress for
transgender and gender nonconforming college students at university
counseling centers.
*Journal of college student psychotherapy.*
*36 (3), 241-257. DOI: 10.1080/87568225.2020.1810598.*
**Abstract:** Using data from the Center for Collegiate Mental Health (CCMH), the present study examines the role family relationships have in explaining mental health outcomes for transgender and gender nonconforming (TG/GNC) college students who present to university counseling centers. A structural equation model indicates that TG and GNC collegiate clients report significantly worse family relationships relative to cisgender clients, which contributes to their greater mental distress. Net of their poor family relationships, TG students actually report less mental distress relative to cisgender students. The indirect effect of the TG students' adverse family relationships on mental distress, however, overwhelms this direct effect. Similarly, the analysis shows the gap between cisgender and GNC students in mental distress would be much smaller if it were not for the latter's negative family relationships. These findings improve the understanding of how family relationships impact mental health outcomes for gender minority college students well into early adulthood.

Pompeo-Fargnoli, A. (2022).
Mental health stigma among college students: misperceptions of perceived and personal stigmas.
*American college health. 70(4) 1030-1039.*
*DOI: 10.1080/07448481.2020.1784904.*

**Abstract:** The purpose of this study was to assess the relationship between college student perceived and personal mental health stigmas. **Participants:** A sample of 352 undergraduate college students from two large Universities in the Eastern United States was utilized. **Methodology:** A self-report anonymous online survey was utilized. The survey contained demographics as well as questions to assess participant levels of perceived stigma, personal stigma, and social desirability. **Results:** Results revealed that college student perceived stigma was significantly greater than personal stigma, and that perceived stigma and personal stigma were significantly and positively correlated. **Conclusions:** Overall findings suggest a misperception of campus mental health stigma levels. Based upon these student misperceptions of stigma, best practices for addressing stigma within the clinical setting are discussed. Overall implications for college counseling centers are presented, including campus outreach strategies.

Rossetto, R.; Martin, EM. (2022)
"It's always about challenging and supporting": communicative
processes of resilience in higher education.
*Communication education. 71 (4) 305-326. DOI: 10.1080/03634523.2022.2098351.*
**Abstract:** Based on the vast challenges college students experience, and the current mental health crisis on college campuses, the current study investigated how student-support providers assist and encourage students to enact resilience. We analyzed data from interviews with 25 campus student-support leaders in regard to how they support resilience in college students. Consistent with the communication theory of resilience (Buzzanell, P. M. (2010). Resilience: Talking, resisting, and imagining new normalcies into being. *Journal of Communication, 60(1), 1–14.*
https://doi.org/10.1111/j.1460-2466.2009.01469.x), participants discussed interactions and programming that aligned with all five communicative processes (crafting normalcy, affirming identity anchors, maintaining and using social networks, finding alternative logics, legitimizing negative feelings while foregrounding productive action). Further analysis led to four themes, which helped us develop a framework for supporting student resilience that included mattering and belonging, mentorship, reframing and reorientation, and reflection and finding strengths. Using this framework, we discuss theoretical and practical ideas for supporting students through the challenges associated with the college environment.

Shu, Y; Lin, W.; Yang, J; Huang, P. Li, B
Zhang, Xing. (2022).
How social support predicts anxiety among university students during
COVID 19 control phase: Mediating roles of self-esteem and resilience.
*Analyses of Social Issues & public policy. 22 (2), 490-505. DOI:
10.1111/asap.12314.*
**Abstract:** Public health emergency, such as COVID-19 pandemic, generally has severe impacts on mental health in public. One of the often-neglected negative consequences is that the control and prevention measures of COVID-19 in the post-epidemic can pose psychological threats to public mental health. This study aimed to seek the factors and mechanisms to alleviate this mental health threat based on a sample of university students in China. Accordingly, this study proposed an environmental-individual interaction model examining the multiple mediating effects of self-esteem and resilience in the association between social support and anxiety among university students during COVID-19 control phase. A questionnaire containing multiple scales were administered on the sample of 2734 Chinese university students.

Results indicated that social support negatively predicted anxiety through the serial mediating effects of self-esteem and resilience sequentially. Our results highlight the impact of social support and the internal factors on relieving anxiety among university students in COVID-19 control phase. Findings suggest that effective psychological intervention tools should be designed and offered to college students to reduce anxiety distress and improve mental health in the post-epidemic era or the similar situations in the future.

Watt, T; Kim, S; Ceballos, N; Norton, C. (2022).
People who need people: the relationship between adverse childhood experiences and mental health among college students.
*Journal of American college health.*
*May/Jun2022, 70(4) 1265-1273.DOI: 10.1080/07448481.2020.1791882.*
**Abstract:** This study investigates the association between adverse childhood experiences (ACEs) and mental health among a sample of college students. It also explores whether health behaviors and social support may help to explain the link between ACEs and mental health. **Participants:** Participants were students at a large public university in the Southwest (n = 404). **Methods:** A survey captured ACEs, diet, exercise, smoking, binge drinking, perceived social support, depression, anxiety, and demographics. Respondents with four or more ACEs had significantly higher rates of depression and anxiety than respondents with lower ACE scores. We found significant differences in social support, but not health behaviors for the two groups. Finally, social support emerged as a strong predictor of depression/anxiety and a mediator between childhood adversity and mental health outcomes. **Conclusions:** Our findings confirm the importance of adverse childhood experiences for college student health and indicate a need for interventions for socially isolated students.

Xiong, Y; Prasath, P (2022)
A mindfulness-based well-being group for international students in higher education: A pilot study. *Journal of counseling & development.*
*100(4, )374-385. DOI: 10.1002/jcad.12432.*
**Abstract:** With an increasing number of international students enrolled in U.S. higher education, they were reported to have severe mental health issues, especially during the coronavirus disease (COVID-19) pandemic. It is critical to provide evidence-based mental health services to help them cope with those issues and promote mental health and the overall well-being of international students. In this article, we utilized a random-ized controlled trial to pilot-test the effectiveness of a mindfulness-based well-being group for international students (MBWIS) in improving participants' overall well-being and mental health. The results indicated that the MBWIS not only improves international students' trait mindfulness but also increases positive mental health as well as decreases their overall psychological distress and perceived discrimination. Related findings and implications for counselors and university personnel, including how to implement MBWIS in mental health facilities, are discussed within the existing literature.

## Assistive Technology

Meda; W, Zayd, W (2022) Education & information
Exploring special need students' perceptions of remote learning using
· the multimodal model of online education.
*Education & information technologies. 27 (6)*
*· 8111-8128. DOI: 10.1007/s10639-022-10962-4.*

**Abstract:** The global pandemic of COVID-19 forced institutions of higher learning to implement emergency remote learning and to change pedagogical approaches to enhance access and success for all students. Students have mixed views about remote learning. The purpose of this study is to examine special educational needs and disabled students' perspectives of remote learning in the United Arab Emirates. The study was conducted using a qualitative case study within an interpretivist paradigm. Thirty-three special educational needs and disabled students were selected to complete an open-ended questionnaire and participate in semi-structured interviews. It was found that students applauded extraordinary convenience and reasonable accommodation they were getting as a result of remote learning. However, post COVID-19, the majority opted for face-to-face instruction as they described it as 'irreplaceable'. The study concludes that students' nature of special needs and disabilities are influential towards their choice of a mode of instruction. [ABSTRACT FROM AUTHOR]

## ADHD

Miyasaka, M; Nomura, M. (2022)
The effect of ADHD and ASD symptoms on the mental health of college
students: a longitudinal study conducted in Japan.
*Journal of American college health. 70(6). 1601-1605. DOI:
10.1080/07448481.2020.1825223.*

Abstract: **Objective:** Developmental disorders, such as attention deficit hyperactivity disorder (ADHD) and autism spectrum disorder (ASD), are some of the biggest contributors to mental health problems. However, it is not well known whether and how experiencing ADHD- or ASD-related symptoms can cause mental illness later in life. **Participants:** The sample initially included 124 college students, and 54 completed the study (Mage = 21.9 ± 2.8). **Methods:** In this study, a longitudinal survey was conducted to investigate the relationship between current ADHD- and ASD-related symptoms and later mental distress in college students. Participants answered the same questionnaire on two occasions, at an interval of approximately 8.5 months. **Results:** The results suggested that experiencing hyperactivity-impulsivity at this point in life causes later psychiatric illness. **Conclusion:** These findings highlight the importance of early assessments and providing support for college students with ADHD-related symptoms, especially hyperactivity-impulsivity.

# Autism

Irvine, B; MacLeod, A (2022)
Good autism practice  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.

# Deaf Students

Mishra, A; Walker, K; Oshiro, B; Langdon, C; Coppola, M (2022)
Mathematics anxiety in deaf, hard of hearing, and hearing college students
*Annals of the New York Academy of Sciences 1513,  (1) 89-107*
Abstract: While mathematics anxiety (MA) has been widely researched in recent decades, this study addresses significant gaps: namely, research that explores the relationship between MA and self-reported mathematics experiences; samples adults with a range of MA levels; and controls for general anxiety. Additionally, the study sampled deaf and hard of hearing (DHH) students, whose diverse life and educational experiences often differ from hearing students'. We investigated whether DHH students' experiences with mathematics (i.e., parental behaviors, school environment, and mathematics feelings) and demographic variables (i.e., hearing status, age, and gender) predict their MA, and whether these relationships differ from those in hearing students. Self-report question-naires were completed by 296 DHH and hearing college students. Linear regression analyses controlling for general anxiety led to the following inference: DHH students who reported more positive attitudes toward mathematics and school environments demon-strated higher MA. Also, the relationships between mathematics feelings, parental behaviors, and MA differed between DHH and hearing students. Logistic regression analyses showed no contribution of MA to students' likelihood of pursuing STEM degrees in either DHH or between DHH and hearing groups. Overall, this work breaks new ground in the study of MA in DHH students and challenges standard views of the relationships between MA and individual experiences.

**Editor:** Heather Dawson, British Library of Political and Economic Science, 10 Portugal Street, London WC2A 2HD. Email: h.dawson@lse.ac.uk