# <u>Module Description</u>

# **Module Title:** Module 3. Use the Library

| Module Aims and Overview: | **The module is targeted at all partners and especially librarians with the aim of integrating disabled persons very effectively into society via better library access.**<br><br>To be able to organize better Library services for users with disabilities, librarians must familiarize with important aspects of disability and inclusive education.<br><br>Library staff needs to have increased awareness of disability-related issues in library service and about practical support students with special needs. This module is focused on international documents regulating the rights of persons with disabilities and relevant library standards and best practices, such as the IFLA *Checklist Access to libraries for Persons with Disabilities*, as well as additional documents and materials from other leading bodies and authors.<br><br>Delivering library services in an inclusive and accessible way is imperative and must be seen in the context of Constitutional provisions, legal frameworks and proactive participation of library staff. |
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| ECTS Allocation: | 1 ECTS Credit (for project purposes, 1 Credit = 30 hours) |

| TEACHING, LEARNING & ASSESSMENT ACTIVITIES | HOURS |
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| Contact / Taught  Hours (lecture / seminars / presentations) | 18 |
| Independent study hours (Background reading and seminar preparation) | 12 |
| Total | 30 |

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| | In <u>Kazakhstan</u> (for project purposes): 1 Credit = 36 hours<br>Contact hours: 16 hours: 8 lessons (each 2hrs), 2 hours presentations.<br>Learners' individual work:<br>8 hours additional reading (pre-class),<br>8 hours homework,<br>2 hours students' own research.<br><br>In <u>Tajikistan</u> (for project purposes) 1 Credit = 24 hours<br>Contact hours: 16 hours: 8 lessons (each 2 hrs)<br>8 hours additional reading (pre-class),<br>8 hours homework,<br>8 hours students' own research.<br><br>In <u>Uzbekistan</u> (for project purposes) 1 Credit = 30 hours<br>Contact hours: 14 hours: 7 lessons (each 2 hrs), 2 hours presentations<br>Learners' individual work:<br>7 hours additional reading (pre-class),<br>6 hours homework,<br>2 hours students' own research. |
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| **Name of Trainer(s):** | Maral Nuralina (KATU)<br><br>Habibullo Nozimov (KITIM)<br><br>Bakhitbay Paluanov (KSU) |
| **Target Group:** | Pre-service librarians, library staff, teaching staff, NGO staff |
| **Participant Requirements:** | |
| **Learning Outcomes (i.e. "Cando")** | **On successful completion of the course, participants will be able to:** |

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| | - Understand the concept and nature of disability in its various types and recognize that disabilities are a natural part of the human experience;<br><br>- understand the concept and nature of inclusive education;<br><br>- Understand, explain and adapt to the library environment international and state documents regulating the rights of people with disabilities (develop basic understanding of how they impact libraries and educational institutions, recognize compliance challenges and successes in educational environments, identify best practices and available resources);<br><br>- Develop awareness of the principles of *Universal Design* (UD) and understand how elements of UD apply to libraries.<br><br>- Evaluate the accessibility of the library.<br><br>- Develop an action plan for creating a more inclusive library program.<br><br>- Improve library inclusiveness through collection development.<br><br>- Evaluate library policies and procedures for meaningful access for all.<br><br>- Understand the importance of serving all potential patrons<br><br>- Understand and learn to identify the common characteristics of several disabilities<br><br>- Develop Person-First Awareness Language and Sensitivity<br><br>- Understand and utilize information about select disabilities when discussing and planning library services<br><br>- Identify the individual information needs of disabled users and meet their reference questions in a kind manner;<br><br>- Provide assistance with the use of library computers, catalogs, literature indexes, microform readers, or other library equipment;<br><br>- Provide assistance with printing from library computers with emailing search results;<br><br>- Help in filling out an interlibrary loan, document delivery, reserve, or search requests;<br><br>- provide advice on print and electronic resources for specific |

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| | subject areas;<br><br>- Provide introduction and help to the disabled persons with using assistive technology software, like Kurzweil 1000 text to speech software (combines traditional reading machine technologies such as scanning, image processing, and text-to-speech with communication and productivity tools);<br><br>- Provide assistance with using equipment like Braille embosser Kurzweil 3000 and Zoomtext Image Reader (Scanner).<br><br>- Develop awareness of advocacy strategies for improving access to library programs and services and promote library services to people who have disabilities |
| **Module Materials:** | United Nations Convention on the Rights of Persons with Disabilitiesby adopted by the United Nations General Assembly on 13 December 2006<br><br>Республика Казахстан. Закон РК от 13 апреля 2005 года №39-III «О социальной защите инвалидов в Республике Казахстан» (с изменениями и дополнениями по состоянию на 20.11.2019)<br><br>Access for library users with disabilities: by Linda Robertson on behalf of the SCONUL Access Steering Group Contents<br>https://tise2015.kku.ac.th/drupal/?q=node/31<br><br>IFLA Guidelines for Library Services to Persons with Dyslexia<br>https://archive.ifla.org/VII/s9/nd1/iflapr-70e.pdf<br><br>IFLA Access to libraries for persons with disabilities –CHECKLIST<br>https://archive.ifla.org/VII/s9/nd1/iflapr-89e.pdf<br><br>IFLA Guidelines for Library Services to Persons with Dementia, 2007<br>IFLA  Guidelines for Library Services to Deaf People, 2nd Edition, 2000<br>IFLA Guidelines for Easy-to-Read Materials, 2nd Edition, 2010<br>Library Services to People with Special Needs Section - Glossary of Terms and Definitions, 2009<br><br>DISABILITY ETIQUETTE: Tips On Interacting With People With Disabilities<br>http://unitedspinal.org/pdf/DisabilityEtiquette.pdf<br><br>Association of Specialized and Cooperative Library Agencies. (2001).<br>Library services for people with disabilities policy.<br> http://www.ala.org/ascla/asclaissues/libraryservices |

Stephanie Rosen, What does a library accessibility specialist do? How a new role advances accessibility through education and advocacy. **College & Research Libraries News**, [S.l.], v. 79, n. 1, p. 23, jan. 2018. ISSN 2150-6698. Available at: <https://crln.acrl.org/index.php/crlnews/article/view/16861/18483>. doi: https://doi.org/10.5860/crln.79.1.23.

Stephanie Rosen, "Accessibility for Justice: Accessibility as a Tool for Promoting Justice in Librarianship," *In the Library with the Lead Pipe,* November 29, 2017, www.inthelibrarywiththeleadpipe.org/2017/accessibility-for-justice/.

Stephanie Rosen, "Accessibility in Teaching with Technology," (webinar, ACRL Instruction Section, May 1, 2017) http://connect.ala.org/node/265679. Breanna Hamm and Stephanie Rosen, "You Can Caption!: A Hands-On Closed Captioning Workshop," (workshop, ACRL 2017 Conference, March 22-25, 2017).

World Health Organization. (2011). World Report on Disability. Geneva, Switzerland: World Health Organization.

W3C World Wide Web Consortium. (2008, December 11). Web Content Accessibility Guidelines 2.0. Retrieved from http://www.w3.org/TR/WCAG20/

Kumbier, A., & Starkey, J. (2016). Access Is Not Problem Solving: Disability Justice and Libraries. *Library Trends*, 64(3), 468–491.

J. J. Pionke & Jaena Manson (2018) Creating Disability LibGuides with Accessibility in Mind, Journal of Web Librarianship, 12:1, 63-79, DOI: 10.1080/19322909.2017.1396277

Schomberg, J.. "Disability at Work: Libraries, Built to Exclude." (2018).

Moeller, Christine M. "Disability, Identity, and Professionalism: Precarity in Librarianship." *Library Trends*, vol. 67 no. 3, 2019, p. 455-470. DOI: doi:10.1353/lib.2019.0006.

| Module Assessment: | The Module involves pre-class reading, discussion and group work.  Assessment is based on two class presentations (of different working groups) on disability-related issues in library service and about practical support for students with special needs. For home work the students develop their research questions and perform critical analyses of international documents regulating the rights of persons with disabilities. |
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| Type of Assessment | Weighting |
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| Classroom discussion participation | 30% |
| Assignment 1: Group presentation | 20% |
| Assignment 2: Individual research topic presentation | 20% |
| Assignment 3: Case study group work - Report Essay | 30% |

Classroom discussion participation (30 %): Before the class, the participants perform the necessary reading on all relevant topics.

Group Presentation (20 %): In groups the students make a presentation on 2 topics.

Individual Presentation (20 %): Individual research topic.

Case study group work (30 %): Report on the educational situation for students with disabilities in their country.

**Assignment Criteria**.

1. Knowledge and understanding of a wide range of relevant literature that informs and furthers understanding of the rights of persons with disabilities
2. Ability to critically review and explain individual needs and difficulties relating to using the library
3. Ability to compare and synthesize views in the literature and to use these to inform and justify own arguments
4. Clear and coherent organisation of ideas leading to a logical conclusion.

## Note:

## This is a template document for DECIDE module units, and it aims to help institutions to provide trainers with a *general orientation and overview* for their module courses, and thereby also help the trainers with their orientation.

## The idea is for it to provide organisational help for both institutions and trainers.

## It needs to be completed by the institution.

## It can be filled out by hand if printed out, or on a computer.