

# Final Project Writeup

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LIS 504  
Reference and Information Services  
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I began this project with a desire to look into what is out there in the professional world in terms of online instructional materials on information and technology literacy for library patrons or the general public. Further, I wanted to learn what I could from whatever I found, and then make an attempt at building some modules myself for my own professional development and possible future use in instruction.

The results of my search were very uneven. As you suspected, I couldn't find much in the library literature on actual curriculum creation or evaluation in public libraries or for public computing, and I quickly moved on to looking for the actual products of the practitioner community on the web. I did find plenty of those, but not much in the way of a collaborating, sharing community of practice around them. It seems like this kind of thing is ad hoc and localized in the extreme, which is strange considering the type of materials they are and the types of practitioners who are likely to be creating them.

Skokie is definitely the best example I could find of a large, permanent, and coherent curriculum around public computing and digital literacy, and one of the few libraries who consistently put all of their curriculum materials online in an organized fashion for others (or their patrons) to share and use. Searches of YouTube, Prezi and Slideshare for terms around internet, computer, and technology literacy and training turned up many examples of materials like these, but they tend to be so decontextualized that it's very hard to evaluate them or choose between them, and the time investment involved in evaluating any individual example makes this approach less than satisfying for finding good materials or examples to work from.

When it came time to build my own presentations, I chose Prezi as my tool or medium, as I was in the process of learning it this semester for another project, and I liked that it allows for the easy inclusion of multimedia assets in presentations and also allows you to inject a little bit of movement, life, and design innovation into the traditional presentation format. I initially planned on creating 3-4 instructional modules at varying levels along the spectrum of technological and conceptual difficulty and sophistication, but as I planned and did initial research for those, I began to see an opportunity for a much larger flexible, integrative, and accretive curriculum, starting with basic computing and working up through basic internet and online information literacy skills, moving on to intermediate skills like advanced search, basic social media, and online safety and privacy, and cumulating in advanced uses of social media and online apps for information production, curation, and sharing, as well as a case study that ties all of the earlier tools and skills together and links them to real world experiences and applications.

I've completed some initial research into sources and examples for the first five modules, which I've included here. I've also planned out the last three, but am less sure on sourcing or research for those, as they begin to leave the realm where libraries and other public computing services have attempted to create curriculum, and delve more into areas of personal experience and practices in the world of very

high functioning digital natives and early adopters. I'm interested in the challenge of trying to translate and share that experience with a more general audience by creating curriculum and multimedia teaching modules around it, but in the end that turned out to be beyond the scope of this course and this project.

As it turns out, in addition to my research and this project plan, I've completed two full teaching presentations for this project. I decided upon the two modules with content that was most relevant to this class: Basic Search, and Evaluating Online Information. They're the 3<sup>rd</sup> and 4<sup>th</sup> presentations in my proposed series, and fall somewhere between beginner and intermediate in terms of difficulty and level of technological sophistication.

As I revise them over time, I think I'd like to simplify them more, be more thoughtful and intentional about designing them for a particular level of learner aptitude and knowledge, and resolve some confusion I had in making them over what medium they're intended for. I went in intending to build modules for in-person teaching, but I think the combination of using and testing them in an online-only environment and realizing I had to turn them in for class as standalone objects without an accompanying presentation pushed me over time towards creating standalone online modules for independent learning.

I'll have to see if I can strip the text and content down and adapt them for in-person use later on, or whether I need to start again nearly from scratch with that use firmly in mind. Either way, it was an excellent learning experience in terms of what considerations I need to keep in mind when attempting to create instructional materials with a particular audience or context in mind.

What follows is my initial outline for the 8-part instructional materials project, which I hope to complete for personal use over the summer. I've included sources and examples for the projects where I have them, and some commentary on possibilities or strategies for the projects where my research has not turned up many examples to work from.

## Project Outline

### **General Background:**

<http://white-clouds.com/iclc/cliej/cl23XLH.htm>

<http://www.librarian.net/talks/mla11/>

<http://www.librarian.net/digitaldivide/files/>

<http://www.infotoday.com/cilmag/sep00/puacz&bradfield.htm>

<http://ask.metafilter.com/185266/help-me-make-technology-empowering>

<http://www.emich.edu/public/loex/loex.html>

<http://cc.pima.edu/~rbaker/ILprogramnotes.html>

<http://www.lynda.com>

<http://www.teachparentstech.org/>

<http://www.internettutorials.net/>

<http://www.greenwichschools.org/page.cfm?p=3839>

Olver, L. (2008). Successful Library Computer Classes. *Public Libraries*, 47(4), 11-12. Retrieved from EBSCOhost.

Roy, L., Bolfing, T., & Brzozowski, B. (2010). Computer Classes for Job Seekers: LIS Students Team with Public Librarians to Extend Public Services. *Public Library Quarterly*, 29(3), 193-209.

Swain, D. E. (2007). Taking the Classroom into the Community: MIS Students Supporting Computational Learning Labs. *Journal of Education for Library & Information Science*, 48(4), 309-320. Retrieved from EBSCOhost.

Thornton, Ann. (1999, February). Teaching the library at SIBL. *Computers in Libraries*, 19(2), 50-55. Retrieved May 12, 2011, from ABI/INFORM Trade & Industry. (Document ID: 39013089).

### **Presentation 0: Computing Basics**

Start with basic concepts... a computer is nothing but a really fast number-cruncher, but this lets us do so many other things. Binary code example, use that to explain how anything can be represented and then manipulated digitally, and thus a computer can be programmed to work with almost any information.

Go to hardware. Parts of a computer, with functions explained. Concentrate especially on interface stuff... display, mouse, keyboard, and their controllers.

How those parts work together to input, produce, process, and output information.

Software: OS-es, and how they coordinate the hardware with applications and direct traffic.

Applications: and what they are/do.

Close with ubiquitous computing and mobile/networked everything, and how what we think of as a computer, an OS, and an application is changing in light of these.

*Much of the content/structure for this module is based on what I learned in Martin Wolske's LIS451 class. I added it late in the process (hence the number 0), as I realized it would be useful to "start from the start", as it were, in order to introduce many basic concepts that even fairly advanced computer users don't necessarily have a firm grasp on, and that are needed to really engage the material in the rest of the modules. This one could probably use a bit more research to fully flesh it out.*

### **Sources:**

<http://courseweb.lis.illinois.edu/lis/2010fa/lis451a11/presentations/ComputerIntro.xhtml>

<http://courseweb.lis.illinois.edu/lis/2010fa/lis451a1/presentations/TroubleshootingAndUpgrading.xhtml>

<http://courseweb.lis.illinois.edu/lis/2010fa/lis451a1/presentations/OperatingSystemIntro.xhtml>

<http://www.ckls.org/~crippel/computerlab/tutorials/>

<http://www.jegsworks.com/LESSONS/lessonintro.htm>

<http://computer.howstuffworks.com/computer-hardware-basics-channel.htm>

<http://www.mpl.org/file/curriculum/Computer%20Basics%20Curriculum%20Spring%202008.pdf>

<http://polaris.gseis.ucla.edu/pagre/how-to-help.html>

<http://www.3street.org/mouse/>

<http://www.pbclibrary.org/mousing/default.htm>

<http://www.typingweb.com/>

### **Presentation 1: Internet Basics**

What is the internet? A global network of connected devices that allows for easy and instantaneous exchange of information.

Hardware: Computers and other devices, wires, routers, etc. Networks and nodes. Servers and clients.

Software: Protocols, TCP/IP, HTTP, POP/SMTP, FTP, VOIP, etc

What is the web? HTTP.

A subset of the internet, but increasingly the dominant one through which you access all the other protocols.

How do you reach the internet and the web? ISP, computer, browsers and other clients.

Explain browsers, with a walkthrough of the elements of a browser window.

Explain IPs and URLs and domains.

Explain pages, hypertext, and links.

Explain database-driven dynamic sites and more powerful web-based tools and apps.

Explain web 2.0 vs. web 1.0, dynamic vs. static, social vs. individual, and close with where things are and where they might be going.

<http://www.internettutorials.net/www.asp>

<http://www.gcflearnfree.org/internet101>

<http://www.learnthenet.com/>

<http://tilt.snow.edu/nf/intro/internet.htm>

<http://courseweb.lis.illinois.edu/lis/2010fa/lis451a1/presentations/NetworkIntro.xhtml>

<http://prezi.com/explore/search/?search=internet+basics>

<http://www.slideshare.net/skokiellibrary/web-browser-showdown>

[http://docs.google.com/TeamPresent?docid=dfmwfk43\\_264f7txzfc3&skipauth=true](http://docs.google.com/TeamPresent?docid=dfmwfk43_264f7txzfc3&skipauth=true)

[http://www.skokie.lib.il.us/s\\_programs/pr\\_computer/pr\\_materials/web\\_glossary.pdf](http://www.skokie.lib.il.us/s_programs/pr_computer/pr_materials/web_glossary.pdf)

[http://www.skokie.lib.il.us/s\\_programs/pr\\_computer/pr\\_materials/intro\\_exercises.pdf](http://www.skokie.lib.il.us/s_programs/pr_computer/pr_materials/intro_exercises.pdf)

<http://www.mpl.org/file/curriculums/Internet%20Basics%20Curriculum%20Spring%2008.pdf>

<http://computer.howstuffworks.com/internet/basics>

## **Presentation 2: Finding information on the Internet – Search Basics**

*Completed. Explains what search is, why we need it, how it works. Moves from there to the specialized syntax of search engines, and to analysis of how to think in a search mode and distill concepts into keywords suitable for searching, and then revise searches until you get the results you seek.*

*Uses Google as case study to explain the basic features of most general search engines. Explains the limitations of Google, both for finding and in terms of what is and isn't on the open web or indexed.*

*Closes with a taste of more advanced search, including some specialized search engines and advanced interfaces.*

<http://www.slideshare.net/skokiellibrary/google-basics-and-beyond>

[http://docs.google.com/TeamPresent?docid=dfmwfk43\\_92fth29c&skipauth=true](http://docs.google.com/TeamPresent?docid=dfmwfk43_92fth29c&skipauth=true)

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/FindInfo.html>

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Strategies.html>

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/SearchEngines.html>

<http://www.ipl.org/div/aplus/infosearch.htm>

<http://www.ipl.org/div/aplus/overview.htm>

<http://www.learnthenet.com/learn-to-search/>

<http://www.learnwebskills.com/search/main.html>

<http://www.learnwebskills.com/search/engines.html>

<http://www.googleguide.com/>

<http://www.internettutorials.net/boolean.asp>

<http://www.google.com/support/websearch/bin/answer.py?answer=134479>

<http://www.google.com/support/websearch/bin/answer.py?answer=136861>

<http://www.google.com/support/websearch/bin/answer.py?answer=35891>

<http://prezi.com/mohshuo-qcf/google-search-tricks/>

<http://www.youtube.com/watch?v=ZBJyhu1GrTI>

<http://www.librarian.net/digitaldivide/files/basicsearching.zip>

<http://lifelife.com/5739284/the-best-ways-to-tweak-your-search-when-google-doesnt-give-you-what-you-want>

<http://lifelife.com/5714481/top-10-ways-to-find-better-answers-online-that-arent-google>

[http://www.skokie.lib.il.us/s\\_programs/pr\\_computer/documents/HiddenWeb.pdf](http://www.skokie.lib.il.us/s_programs/pr_computer/documents/HiddenWeb.pdf)

[http://www.skokie.lib.il.us/s\\_programs/pr\\_computer/documents/YouCantGoogleThis.pdf](http://www.skokie.lib.il.us/s_programs/pr_computer/documents/YouCantGoogleThis.pdf)

[http://en.wikipedia.org/wiki/Deep\\_web](http://en.wikipedia.org/wiki/Deep_web)

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/InvisibleWeb.html>

<http://www.slideshare.net/skokieliibrary/searching-the-web-3675419>

[http://www.skokie.lib.il.us/s\\_programs/pr\\_computer/pr\\_materials/searching-exercises.pdf](http://www.skokie.lib.il.us/s_programs/pr_computer/pr_materials/searching-exercises.pdf)

### **Presentation 3: Evaluating information on the Internet**

*Completed. A summary of best practices for evaluating information online. Builds on the consensus from best practices documents produced for students by academic libraries, and adds considerations for the social web and social media, usability and user concerns, and dealing with information overload.*

[https://docs.google.com/Present?docid=ddhzpcjf\\_10gv9d7dhm&skipauth=true](https://docs.google.com/Present?docid=ddhzpcjf_10gv9d7dhm&skipauth=true)

[http://www.library.ucla.edu/libraries/college/11605\\_12337.cfm](http://www.library.ucla.edu/libraries/college/11605_12337.cfm)

<http://olinuris.library.cornell.edu/ref/research/skill26.htm>

<http://virtualchase.justia.com/other-resources/information-quality>

<http://cc.pima.edu/~rbaker/Program%20Notes%20as%20.pdf%20Files/10.%20Evaluating%20Information%20Sources%20program%20notes.pdf>

[http://www.youtube.com/watch?v=VvVhN3\\_ex\\_8](http://www.youtube.com/watch?v=VvVhN3_ex_8)

<http://www.lib.berkeley.edu/TeachingLib/Guides/Internet/Evaluate.html>

<http://training.ipl.org/backroom/refvols/students/module5.html>

<http://www.library.illinois.edu/ugl/howdoi/webeval.html>

<http://library.albany.edu/usered/wwwdex/index.html>

<http://www.deschuteslibrary.org/booksandbeyond/libguides/criticalevaluation.aspx>

<http://www.learnthenet.com/learn-about/evaluating-online-information/index.php>

[https://docs.google.com/Present?docid=ddhzpcjf\\_10gv9d7dhm&skipauth=true](https://docs.google.com/Present?docid=ddhzpcjf_10gv9d7dhm&skipauth=true)

<http://www.snopes.com/info/faq.asp>

<http://users.tpg.com.au/users/tps-seti/baloney.html>

<http://lifelifehacker.com/5511726/hone-your-eye-for-fake-online-reviews>

#### **Presentation 4: Finding Specialized information on the internet**

In-depth case studies of what you can do with more specialized and powerful data-driven search sites like IMDB, Allmusic, American Factfinder, Baseball Reference or US GenWeb. Use these to illustrate more advanced search techniques, complex or interface-guided query construction, metadata and subject headings, and so on.

*I couldn't find much in the way of existing instructional materials around these, so my procedure here would be to do a screenshot-based walkthrough of the advanced features, or possibly some brief screen-capture video segments. This one is definitely more about demonstrations than about concepts, and builds off of the first search presentation I've already completed. I could also see looking at existing library-produced tutorials for paid database sites or things like PubMed, and adapting some of what they do to this context.*

<http://factfinder.census.gov/home/saff/aff2.html>

<http://www.library.wisc.edu/guides/govdocs/census/aff.htm>

<http://guides.lib.umich.edu/content.php?pid=119934>

[http://www.skokie.lib.il.us/s\\_info/in\\_guides/index.asp](http://www.skokie.lib.il.us/s_info/in_guides/index.asp)

<http://www.slideshare.net/skokieliibrary/online-detective-33111>

<http://www.baseball-reference.com/videos/>

## **Presentation 5: Internet Safety and Privacy Concerns**

Different kinds of safety concerns: Privacy, financial/ID theft, online identity, data integrity, physical, harassment and threats.

Age-group specific concerns: children and seniors.

Examples: Spam, Facebook worms, Malware and Badware, Firesheep, Phishing and 419 scams. Hijacks and Trojans. Botnets. Password cracking. Social engineering.

Countermeasures. A/V and Anti-Malware. Passwords, safety questions. https or VPNs. Opt-out. Cookies, browser extensions, browser settings. Good browsing habits. Good backup practices. Physical security.

The "smell test". Does this email or message read like it was written by a human, or this human in particular? Does this seem too good to be true? Danger of email attachments or obfuscated/shortened links in emails. Other rules of thumb for safe online behavior along those lines.

<http://courseweb.lis.illinois.edu/lis/2010fa/lis451a1/presentations/SecurityIntro-OS.xhtml>

<http://www.gcflearnfree.org/internetsafety>

<http://www.gcflearnfree.org/internetsafetyforkids>

<http://www.nypl.org/node/8315>

<http://www.nypl.org/help/computers-internet-and-wireless-access/a-safety-net-for-the-internet>

[http://www.skokie.lib.il.us/s\\_kids/kd\\_surf/Internet\\_Safety/index.asp](http://www.skokie.lib.il.us/s_kids/kd_surf/Internet_Safety/index.asp)

[http://www.skokie.lib.il.us/s\\_kids/kd\\_surf/index.asp](http://www.skokie.lib.il.us/s_kids/kd_surf/index.asp)

[https://docs.google.com/present/view?id=dc4zd99h\\_560f3s23c8t](https://docs.google.com/present/view?id=dc4zd99h_560f3s23c8t)

<http://www.fbi.gov/stats-services/publications/parent-guide/parent-guide>

<http://www.connectsafely.org/>

<http://www.stopbadware.org/>

<http://finance.yahoo.com/banking-budgeting/article/111759/secrets-of-a-former-credit-card-thief?mod=bb-creditcards>

<http://lifehacker.com/security/>

<http://lifehacker.com/5794571/google-account-security-best-practices>

<http://lifehacker.com/5505400/how-id-hack-your-weak-passwords>

<http://www.wiredsafety.org/>

## **Presentation 6: Social Media and Information**

Social media is replacing traditional media sites, RSS and blogs as the driver of information exchange for digital natives, and likely soon for everyone else. What are the implications?

Risk of confirmation bias, need for serendipity and chance.

Constructing an information stream, or multiple streams and filters.

Communities of practice online, via Twitter, Blogs, Listservs.

Twitter as real-time zeitgeist search engine, limitations thereof, speed at which bad information can spread.

Reputation and trust. Building and curating an online identity and reputation, personally and/or professionally. Striking the balance between the two, or keeping them separate. Pseudonymity and Anonymity, pros and cons.

Dealing with the downsides: Loss of privacy, trolls, invasive advertising and consumerism, harassment and bullying, knowing things about people that you'd rather not, general info overload and loss of attention span.

Learning to be purposeful and intentional about social information and online identity.

<http://www.gcflearnfree.org/socialmedia>

<http://www.gcflearnfree.org/facebook101>

<http://www.gcflearnfree.org/twitter101>

<http://www.learnthenet.com/learn-to-social-network/>

<http://www.slideshare.net/skokilibrary/facebook-6166284>

<http://www.allfacebook.com/facebook-privacy-2009-02>

[http://docs.google.com/present/view?id=df3zcz4z\\_1399fv2g3pdd](http://docs.google.com/present/view?id=df3zcz4z_1399fv2g3pdd)

[http://docs.google.com/present/view?id=df3zcz4z\\_1132g9qkt9dw](http://docs.google.com/present/view?id=df3zcz4z_1132g9qkt9dw)

## **Presentation 7: Organizing and Using Information on the Internet**

Online email, calendaring, tasks, and project management. Google Apps and MS Live, RSS, Tumblr, Blogs, Social Bookmarking, Citation Managers, Google News Alerts, Storify, Netvibes, Thinkup, Flickr, Amazon AWS and all of our data eventually moving to the Cloud.

How all of this is going mobile and into physical/public spaces, and what that could mean. How to make all of these tools work more or less together to enable yourself to be a powerful social consumer, curator, and producer of information, both online and in a place-bound context.

*This one is going to be almost all from personal use and experience, over years of trying out all of these different tools and seeing how they work (or don't work) for me. I can find individual tutorials for many of them online, but I'm more interested here in conveying what they can do as a class in a coordinated way, and how to go about evaluating them and choosing the best toolkit for your own needs or for the job at hand.*

## **Presentation 8: Putting it All Together - The Internet and Your Career**

How to put all of the skills and tools taught in the previous presentations together in a practical use-case. Combining all of these competencies for continuing education and professional development, presenting yourself as a professional online, networking and information sharing with colleagues and contributing to communities of practice, finding information on career skills like resume and cover-letter writing, searching for and applying for jobs, and expanding your personal skills, knowledge, and network to do your job better once you have one. This one takes many of the possibilities laid out in Presentation 7 and puts them to use in a concrete case and a specific context.