TEACHING WEB 2.0 APPLICATIONS IN THE PLANNING AND DEVELOPMENT OF INFORMATION LITERACY PROGRAMS: REACHING OUT TO LIBRARIANS AND INFORMATION PROFESSIONALS

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Overview

• Web 2.0 and libraries
• Web 2.0 and information literacy
• Teaching librarians about Web 2.0 tools and how they can be integrated in the design and implementation of IL programs
Main objective: Pay It Forward

• Share what I learned (new knowledge and strategies) from the seminars and workshops on Information Literacy and Web 2.0 that I participated in

• Hope to add to the old bag of tricks of providing Information Literacy teachings in libraries
Defining Information Literacy (IL)

- Recognizing the need for information
- Distinguishing sources and access
- Constructing search strategies
- Locating and accessing
- Comparing and evaluating
- Organizing, applying and communicating
- Synthesizing and adding new knowledge

- Society of College, National and University Libraries (SCONUL)
Problem solving strategy (Big 6 model)

• Task definition
• Information seeking strategies
• Location and access
• Use of Information
• Synthesis
• Evaluation

(Eisenberg and Berkowitz)
The Library as an important venue for accessing information and eventual learning
Challenges to libraries

- One click source, i.e. Google, that provides answer to all imaginable questions
- Authoritativeness of online (web) sources
- The “copy and paste” attitude
- Plagiarism and other forms of intellectual dishonesty
- Critical thinking what?
A vision of students today

From Michael Wesch, Cultural Anthropologist at Kansas State University
Educating the Net generation, or those who:

- Prefer single search boxes, i.e. Google and amazon.com
- Think that searching databases are too cumbersome and VLE (Virtual Learning Environment) too complicated
- Has forgotten Boolean Logic
- Digital natives being thought by digital immigrants
Information Literacy now, more than ever!

• There’s just too much information
• IL skills are essential for life-long learning
• Recognize the importance of instructions in the search for and use of information
• Library as the ideal venue for instruction
• Librarians as instructors and mentors
A comprehensive information literacy plan is a concrete proof of an institution's commitment to educating users of information.
Information Literacy Instruction (ILI)

- Stand alone courses or classes
- Self-paced tutorials
- Online tutorials
- Workbooks
- Course-related instruction
- Course-integrated instruction
No more “one shot” IL classes

• Provide for a variety of approaches to delivering IL
• Make use of web-based resources that are accessible 24/7
• Develop free standing IL courses that covers multiple sessions for in-depth exploration and learning
Web 2.0
Web 2.0 tools

- Blogs
- RSS feeds
- Wikis
- Podcasts and podcasting
- Social bookmarks
- Social networks
- Tagging
Blogs

• Aids the students develop writing skills, encourage creation of communities and reflections
• Can be used in teaching with student contents being collected into the teachers aggregators
• Keeping a blog as a way of recording progress and managing time
• Can be used to build up evidence and gather opinions from peers or instructors
RSS feeds

• Link to the contents one wants
• Allow students and researchers to subscribe to news services, blogs and contents from databases
• A way to create one’s own information world
Wikis

- No preventing its use
- A good starting point for researchers
- Encourage group work and peer review
- A good way to introduce how easy it is to be posting information on the web
Podcasts and Podcasting

• A new way of delivering library related content
• Can be used for library instructions, especially for distance learners
• Allow for time shifts
Social bookmarking

• Can be used as a research tool to help students organize their sources
• It can assist in referencing and proper citation of sources
• Encourages tagging which when shared expose new links, which in turn lead to discovery of further resources
Social networks

• Venues for students to explore collaborative research endeavors
• Can be used to organize and present class content
• Tagging can become part of critical thinking, creating links which involves evaluation, categorizing and formulating keywords
Tagging

• An exercise in critical thinking involving evaluation, categorization and formulation of keywords

• Useful for finding similar research topics
Teaching the teacher

“Information Literacy Power Packages”

“Information Literacy Plans and Programs”

“The Role of Librarians in Borderless Learning”
“Information Literacy Power Packages”

- Learning objectives
- Performance outcomes
- Definition of concepts and related topics
- Examples and suggested approaches and strategies
- Feedback and Evaluation
Outline of courses

- Choosing and deciding on a research topic
- Identification of different types of information sources
- Use of online catalog and tutorials on the use of OPAC
- How to search databases to find related literature
- Search strategies using Boolean Logic
- Acknowledgement and Proper citation of sources
- Search engines
- Evaluating sources of information
- Plagiarism and intellectual dishonesty
“The Role of Librarians in Borderless Learning”

• Information sources in school library media centers (Print and Electronic)
• The Internet as a source
• Google and Googling
• Social Networking: Teachers and Pupils Meeting Outside the Classroom
• The Use of Wikis, Blogs and RSS to Reach Out and Assist Students in their Use of the Library Media Center
Teaching librarians

- Initial efforts with hopes of creating a significant impact
- Reach is not (yet) extensive and diverse
- Need for more opportunities to reach librarians and information professionals
REFERENCES:


