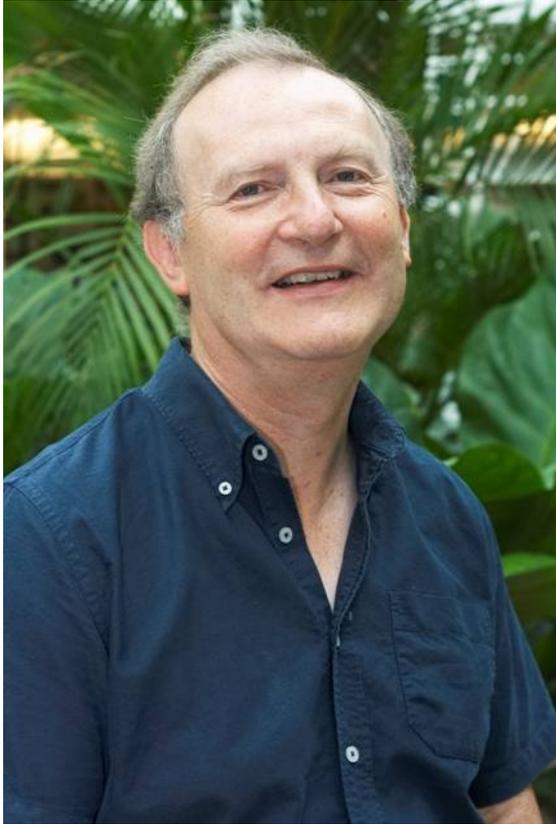


The Web 2.0 challenge to Information Literacy

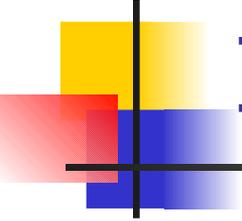
Peter Godwin

University of Bedfordshire





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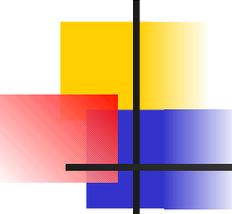
The Web 2.0 challenge to Information Literacy

- Is it about changing literacies?
- Is Web 2.0 about IT?
- Does Web 2.0 change our conception of Information Literacy?
- Is Information Literacy more or less important now?

The Web 2.0 challenge to Information Literacy

- Information Literacy and the educational background
- The Web generation
- Web 2.0 tools
- What they mean for us
- Effects on what and how we teach
- The future





Higher Education

Technological change

Information Literacy

Competition

Population change

Student expectations

Learning & teaching methods

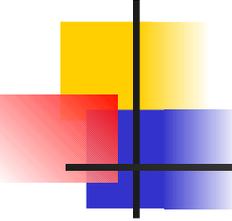
Funding

Web generation

Lifelong learning

Innovation

Branding



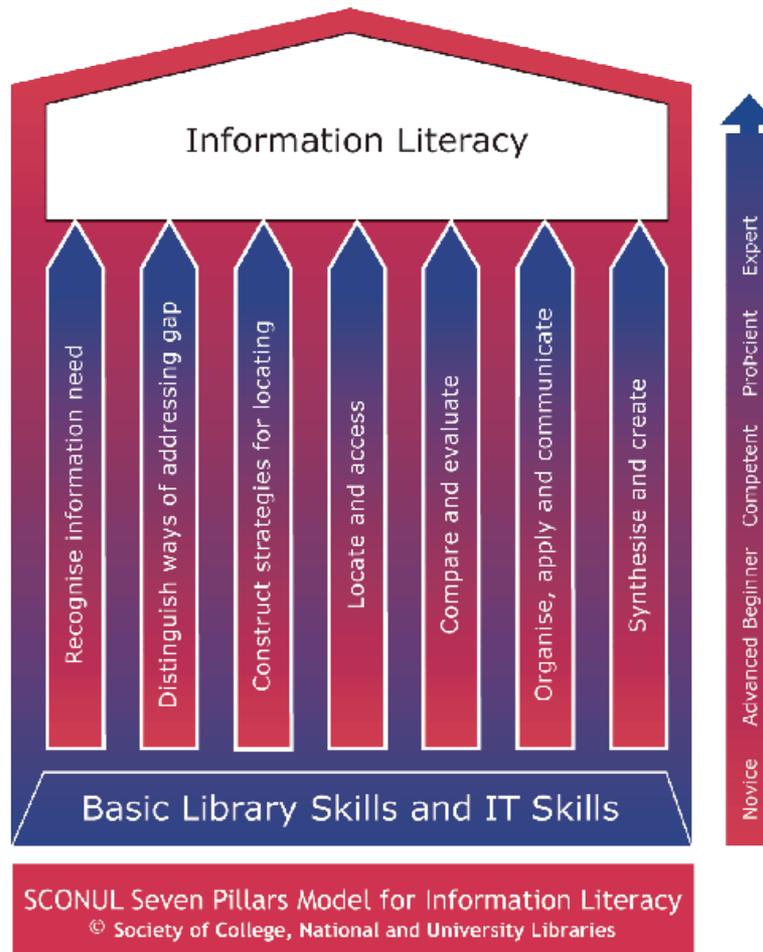
Information Literacy

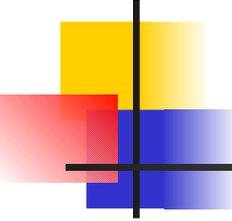
Information literacy is knowing when and why you need information, where to find it, and how to evaluate, use and communicate it in an ethical manner.

CILIP definition, 2004



SCONUL Seven Pillars framework





SCONUL 7 Pillars

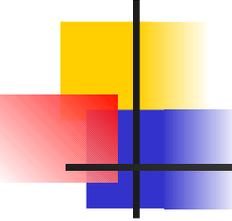


- Recognising need for information
- Distinguishing sources and access
- Constructing search strategies
- Locating and accessing
- Comparing & evaluating
- Organising, applying and communicating
- Synthesising and adding new knowledge

Our buildings and services say “I am to be admired, not used!”

We have to let them carve out
their own information landscapes



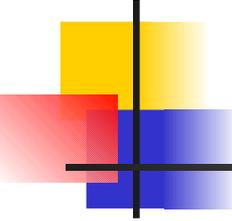


Web generation and IL



Combined with the Google effect they need :

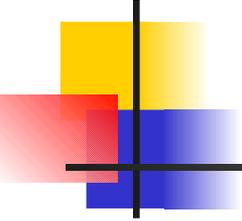
- Help with search strategy and keywords
- To learn to think critically, and be able to evaluate and interact with material
- To be aware of the ethical use of information



How do we react?



- Accept that they will use search engines
- Teach Google and Google Scholar as legitimate sources where appropriate
- Watch and recommend Google Print as a source of full text
- Remember Microsoft also have huge digitisation projects with major libraries for their Live Search Books

- 
-
- Become Information Gurus and recommend other search engines as alternatives



Exalead



Advanced search Close 

Web Search [Advanced search](#)

What?

- [exact phrase](#) e.g. "to be or not to be"
- [forbidden terms](#) e.g. cow-mad
- [words starting with](#) e.g. messag*
- [phonetic spelling](#) e.g. soundslike:exalead
- [approximate spelling](#) e.g. spellslike:exalead
- [adjacent words](#) e.g. (stock NEAR exchange)
- [logical expression](#) e.g. (fast OR speed) AND NOT light)
- [regular expression](#) e.g. /a.c/

Where?

-  e.g. country:USA
-  e.g. language:en
- [on a given site](#) e.g. site:wikipedia.org
- [in files of a given format](#) e.g. filetype:pdf
- [in the title of the page](#) e.g. intitle:(official website)
- [in the address of the page](#) e.g. inurl:music
- [on pages that contain a given link](#) e.g. link:http://www.exalead.com

When?

- [modified after a given date](#) e.g. after:31/12/1999
- [modified before a given date](#) e.g. before:31/12/1999

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crossEngine

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But there's more.....

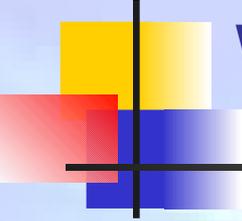
- Web 2.0

<http://www.flickr.com/photos/mmmonica/110355252/>





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Web 2.0

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YouTube

Instant messaging

Blogs

- Distraction
- Archive
- Conversation
- Democratic

Information Literacy meets Web 2.0

How does Web 2.0 affect our delivery of Information Literacy? How do librarians cope with the Google generation and what does this mean for Information Literacy? This site will be a sounding board for us to exchange our views and good practice!

06 March 2007

Introducing the Book - again

This wonderful little video has now been moved on YouTube to <http://www.youtube.com/watch?v=xFAWR6hzZek>

Posted by Peter Godwin at 05:24 0 comments

15 February 2007

Introducing the Book

The BOOK? On a site about Web 2.0? Before we get too serious on this site lets have some fun! This wonderful little video on YouTube is about the discovery of the book in medieval times and should be watched by all enquiry desk librarians. I'm wondering if I could get into one of my teaching sessions....

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

Posted by Peter Godwin at 01:48 1 comments

08 February 2007

Video about Web 2.0

A number of blogs are reporting on a very interesting and useful video hosted on YouTube, by Michael Wesch of Kansas State University. In a few minutes it manages to demonstrate the importance of how the web is developing in the Web 2.0 era. Find it at

<http://www.youtube.com/watch?v=6gmP4nk0E0E&url=>

Posted by Peter Godwin at 04:19 1 comments

05 February 2007

Google Fun

For a bit of fun you can now compare the popularity of one keyword or phrase against another via GoogleFight

<http://www.googlefight.com/> or GoogleBattle.

<http://www.googlebattle.com/>The little graphics make this quite entertaining. Maybe we can use this to help students understand about use of different keywords to describe the same thing. e.g. murder versus homicide. Thanks to Miguel Guhlin for drawing attention to this.

Posted by Peter Godwin at 08:32 1 comments

01 February 2007

DEMOS Report

The importance of the school sector in the changes being brought about by Web 2.0 is likely to be a recurrent thread in our discussions. The influential thinktank DEMOS have recently published a pamphlet called Their Space : education for a digital generation.

<http://www.demos.co.uk/publications/theirspace>

Written from the perspective of the young learner the insights can inform us about the value of the new media, how they use them and, I guess, challenge us to adapt our teaching approaches in schools and throughout education.

Posted by Peter Godwin at 07:10 0 comments

Welcome

Why do a blog? Many of us don't like the formality of article writing, so a blog can set us free. But why should anyone read it? We're always going on about information overload. I guess it's about making connections, sharing knowledge (sounds like the jargon is creeping in...I'll be "adding value" soon...). We can gain so much from sharing and that's what I'll aim to do : point to stuff that has come along which you may find interesting.

My Favourite Sites

- ◆ [InfoTeach wiki](#)
- ◆ [Information Literacy](#)



Blog Archive

- ▼ 2007 (6)
 - ▼ March (1)
 - Introducing the Book - again
 - February (4)
 - January (1)
 - 2006 (1)

About Me

Peter Godwin
An academic librarian who likes expertise to be shared!

[View my complete profile](#)

RSS

Bloglines

Feeds | Blog | Clippings | Playlists

Add | Edit | Options

5 updated feeds (Show Mark All Read All)

- Alkek Library Information Literacy Blog (3)
- jill/txt (1)
- Karen Blakeman's Blog
- The Shifted Librarian
- Tame The Web: Libraries and Technology

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- Export Subscriptions
- Directory
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By Michael

Greetings to all at
Computers in Libraries 2007!

I am taking a 5 minute break from prepping for my proposal defense to destress with a bit of Photobooth and Flickr fun. Just a shout out to all in the DC area attending CIL. I wish you a great conference experience!

Posted on: Mon, Apr 16 2007 2:58 PM | Updated: Mon, Apr 16 2007 3:00 PM | [Email This](#) | [Clip/Blog This](#) Keep New:

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Buffalo Bill

From Wikipedia, the free encyclopedia

For other uses, see [Buffalo Bill \(disambiguation\)](#).

William Frederick "Buffalo Bill" Cody (February 26, 1846 – January 10, 1917) was an American soldier, bison hunter and showman. He was born in the American state of Iowa, near Le Claire. He was one of the most colorful figures of the Old West, and mostly famous for the shows he organized with cowboy themes.

Contents ^[hide]

- Nickname and work life
- Early years
- Civil War Soldier and Marriage
- Buffalo Bill's Wild West
- Life in Cody, Wyoming
- Death
- Legacy
- In film and television
- "Buffalo Bill's / defunct"
- References
- Other Buffalo Bills
- See also
- External links

Nickname and work life [edit]

William Frederick Cody "Buffalo Bill" got his nickname for supplying [Kansas Pacific Railroad](#) workers with [bison meat](#). The nickname originally referred to [Bill Comstock](#). Cody won the nickname from him in 1868 in a bison killing contest. He won 69 to 48.



Buffalo Bill Cody

In addition to his documented service as a soldier during the [Civil War](#) and as a Colonel, Chief of Scouts for the Army during the [Plains Wars](#), Cody claimed to have worked many jobs, including as a [trapper](#), [bullwhacker](#), "Fifty-Niner" in [Colorado](#), a [Pony Express](#) rider in 1860, wagonmaster, [stagecoach](#) driver, and even a [hotel manager](#), but it's unclear which claims were factual and which were fabricated for purposes of publicity. He became world famous for his Wild West show.

Early years [edit]

William Frederick Cody was born at his family's farmhouse in Scott County, Iowa, on February 26, 1846, to Isaac and Mary Cody. When Cody was 7, his older brother, Samuel, was killed by a fall from a horse. His death so affected Mary Cody's health that a change of scene was advised and the family relocated to Kansas, moving into a large log cabin on land that they had staked there.

Cody's father believed that Kansas should be a free state, but many of the other settlers in the area were pro-slavery (see [Bleeding Kansas](#)). While giving an anti-slavery speech at the local trading post, he so inflamed the supporters of slavery in the audience that they formed a mob and one of them stabbed him. Cody



Social networks and MySpace



The screenshot shows a MySpace profile for a user named Lindsay. At the top, there is a banner for 'ConsumersSavingCentre.co.uk' with a duck shooting target and the text 'Shoot 10 ducks to get a FREE* laptop!'. Below this is a search bar with 'MySpace' selected and a search button. The navigation menu includes: Home | Browse | Search | Invite | Film | Mail | Blog | Favourites | Forum | Groups | Events | Videos | Music | Comedy | Classifieds.

Toys

Lindsay
Female
27 years old
Reading,
United Kingdom
Last Login:
02/03/2007

View My Pics | Videos

Message Add Me Chat Group
Forward Favs Block Rate Me

MySpace URL:
http://www.myspace.com/doveyl

Hysteria MUSE +add+ +view+

Lindsay's Interests
General
I love reading, walking, circuit training (when I have the motivation to get off my ass!), extreme weather (of course!), documentaries, Lost (Sawyer is God).
I made this layout with help from pYzam, Look at these other Layouts!

Welcome

Lindsay's Latest Blog Entry [Subscribe to this Blog]
[View All Blog Entries]

Lindsay's Blurbs
About me:
I am 27 and have just started a degree in Meteorology at Reading Uni. I previously did a degree in Estate Management Surveying but it was really boring so now I'm doing what I have always wanted. I love going out and having fun, I especially enjoy shopping and eating good food. I am from Cardiff, Wales and barely know any other Welsh people so if you're Welsh come and say Hi!!

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Horizon REport 2007
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LibrariansnBlack: Library Podcasting Resources for Staff edit / delete

Guides to podcasting from San Mateo County Library
to InformationLiteracy podcasting ... **saved by 16 other people** ... on feb 22

tags

- 143 InformationLiteracy
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- 28 Tutorials
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- 16 socialnetworking
- 15 wikis
- 14 podcasting
- 13 CurrentAwareness(Information)
- 11 mashup
- 9 fun
- 9 Keyskills
- 9 WebGeneration
- 8 games
- 8 Google&GoogleScholar
- 8 Miscellaneous
- 7 Tags
- 6 videos
- 5 Libraries_Depts.Info.Studs.Universities
- 5 Publiclibranes
- 5 RSS
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- 4 Assessment
- 4 assignments
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- 0 e-learning
- 0 flickr
- 0 IM
- 0 Learning&Teaching
- 0 Media
- 0 Promotion
- 1 Captivate
- 1 chat
- 1 Chicago
- 1 citizendum

Tagging and Folksonomies



PennTaas

tag cloud – tags used at least 58 times

20thcentury_music articles **business_area_studies** cataloging census **city_planning** **copyright** data
development environmental_justice fair_use **film** film_music gender gis google guides health **history** horror_film international internet library
maps medicine movies music new_york opera penntags PennVetTags pfdoctype_newspapers_ad
pfdoctype_newspapers_articles_&_reviews philadelphia politics psychoanalysis refbooks
reference research statistics stats tagging technology **transportation** vet_home veterinary video_games violence web2.0 **women**

umbcsurvey.pdf (application/pdf Object) copy
tagged Info_Lit_Survey by danianne ...on 21-MAR-07

UCLA Library: Information Competence at UCLA copy
tagged Info_Lit_Survey by danianne ...on 21-MAR-07

The Elements Song copy
This isn't a periodic table, per se, but it does state the names of (most of) the elements. It is suitably silly for inclusion in this project
belongs to Silly Periodic Tables project
tagged silly_periodic_tables by currano ...on 21-MAR-07

Physical & chemical properties copy
tagged penntags_acs by currano ...on 21-MAR-07

Huff, Richard. On eve of Exit from NYPD Delaney a Bit Blue. New York Daily News: Television, pg. 94. 20 Mar. 2001 copy
Delaney is reluctant to leave comfortably established role in "NYPD," but expressed more confidence when Bochco is confirmed as the show's executive producer. By A. Long
belongs to 2002 Film Press project
tagged pfdoctype_newspapers_articles_&_reviews pfpeople_kim_delaney NYPD_blue pfpeople_steven_bochco by wellske ...on 21-MAR-07

Adalian, Josef. Bochco Blue over ABC tiff. Variety: Television, pg. 16. 28 May 2001. copy
Bochco expresses understanding of ABC time changes, but worries about "NYPDs" new competition on Wednesday night. "NYPD" now occupies the 10PM timeslot against NBC's "Law & Order" while "Philly" will take over "NYPD's" old Tuesday slot. ABC explains its refusal to renew NYPD just yet as a sound decision from a business standpoint. By A. Long
belongs to 2002 Film Press project

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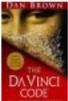
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 The Da Vinci Code	Dan Brown	2006	Rubbish	● ● ● ● ●	 7960/333
 The Da Vinci Code: Special Illustrated Edition: A Novel	Dan Brown	2006		● ● ● ● ●	 7960/333
 Franz Liszt: The Final Years, 1861-1886	Alan Walker	1997	Music Biography	● ● ● ● ●	 9
 Franz Liszt: The Weimar Years, 1848-1861	Alan Walker	1993	Music Biography	● ● ● ● ●	 5/1
 The Lost King of France: A True Story of Revolution, Revenge, and DNA	Deborah Cadbury	2002	Biography History	● ● ● ● ●	 53/1
 The Venetian Empire	Jan Morris	1980	History	● ● ● ● ●	 34

1 - 7 of 7

[1]

TV BROADBAND PHONE MOBILE



Mr. Bean : The Library



This is a video response to [Mr. Bean: Children's Pet Show](#)

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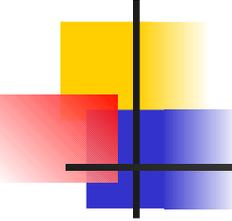


[GPS Gang Bang](#)
01:02

From: [gizmodo](#)



[the Mountain](#)



Mashup

- A website or web application which uses content from more than one source to create a completely new service

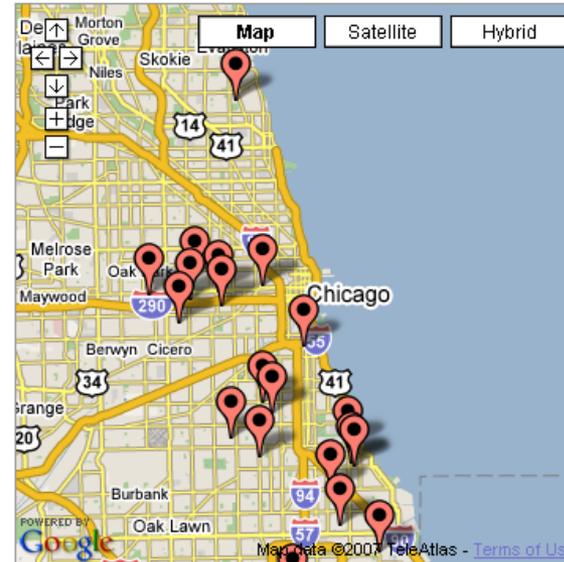


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Robbery / Armed robbery: Handgun

Latest reported crimes

-  FEB. 22 [HN191103](#)
10:15 p.m. 11700 block S. Parnell Ave. [Sidewalk](#)
-  FEB. 22 [HN191053](#)
9:15 p.m. 2200 block W. Farwell Ave. [Residence](#)
-  FEB. 22 [HN190733](#)
5:45 p.m. 3800 block W. Ferdinand St. [Street](#)
-  FEB. 22 [HN190745](#)
5:30 p.m. 6400 block S. Blackstone Ave. [Sidewalk](#)
-  FEB. 22 [HN189888](#)
11:13 a.m. 1500 block S. Kostner Ave. [Alley](#)
-  FEB. 22 [HN189447](#)
2 a.m. 4000 block W. Van Buren St. [Street](#)
-  FEB. 21 [HN189160](#)
9:15 p.m. 200 block S. Lotus Ave. [Sidewalk](#)
-  FEB. 21 [HN189104](#)
8:40 p.m. 5600 block W. Monroe St. [Sidewalk](#)
-  FEB. 21 [HN187542](#)
2:01 a.m. 6000 block S. Talman Ave. [Street](#)
-  FEB. 21 [HN187523](#)
1:01 a.m. 2600 block E. 102nd St. [Street](#)
-  FEB. 21 [HN187497](#)
1 a.m. 6700 block S. Marshfield Ave. [Street](#)
-  FEB. 20 [HN187448](#)
11:50 p.m. 2600 block S. State St. [Sidewalk](#)
-  FEB. 20 [HN187350](#)
10:24 p.m. 9200 block S. Woodlawn Ave. [Street](#)
-  FEB. 20 [HN187295](#)
9:30 p.m. 2900 block W. Lexington St. [Street](#)
-  FEB. 20 [HN187656](#)
9:30 p.m. 1600 block E. 70th St. [Sidewalk](#)
-  FEB. 20 [HN187364](#)
9:15 p.m. 8000 block S. Maryland Ave. [Street](#)
-  FEB. 20 [HN187195](#)
9:30 p.m. 5100 block S. ...

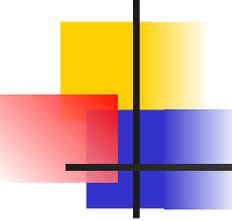


Crime classifications key

-  Person = 20 crimes
-  Person (domestic) = 0 crimes

Most common locations for this crime

Street	1864 crimes
Sidewalk	1669 crimes
Alley	480 crimes
Small retail store	374 crimes
Restaurant	226 crimes
Grocery food store	206 crimes
Other	200 crimes
Parking lot/garage (non. resid.)	199 crimes
Gas station	180 crimes
Residence: Porch/hallway	162 crimes



Podcasts

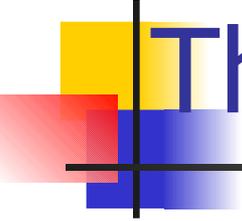


- A form of broadcasting allowing individuals to record, publish, find, subscribe and listen to audio over the internet on a portable player
- Set up RSS feeds which bring your subscriptions to your PC so you can then move items to your mp3 player when you are ready and listen wherever you are

Instant messaging

- Communication using text in real-time between two persons e.g. via web

The screenshot displays the Google Talk web interface. At the top, the Google Talk logo is visible with the tagline "A Google approach to instant communications". The interface includes a language dropdown set to "English (US)" and a "Help" link. On the left, a "Contacts" sidebar shows a list of users: Ana (Available), Davi (Available), Karine (Available), Roberto (Muddy feet!), jazzguitar9 (The Warrior (S K Y, F M - 80s, 80s)), Monique (Away), and Phil Farnsworth (Offline). The main content area features a "Google Talk Gadget" section with a "New!" badge, instructions to add the gadget to a personalized homepage, and icons for "Instant messaging", "All of your Gmail contacts", "Video previews in chat", and "Photo previews in chat". A prominent blue button reads "Activate the Google Talk Gadget". Below this, a disclaimer states: "Google Talk is not a telephony service and cannot be used for emergency dialing. By using Google Talk, you agree to our [Terms of Service](#) and [Privacy Policy](#)." Further down, there is a link to "Get the code here" for adding the gadget to a webpage or blog, and a section for "Google Talk Client" with a link to "Download the Google Talk client" and a list of features: File transfers, Voicemail, Voice calls, and Gmail notifications.



This is our opportunity



- Let's engage the Net generation where they are, so we are seen as relevant and part of their experience
- Web 2.0 makes it easier for us to make our sites and materials more visual and attractive
- We can foster deep and active learning methods and peer-based learning

New understandings

What it means for us

New skills

New ways of working

FUN!



<http://www.flickr.com/photos/mrtea/425939573/>

Five Weeks to a Social Library



<http://www.flickr.com/photos/ibrianmer/332015283/>

Meredith Farkas

Five Weeks to a Social Library

Blogs | Course Content | RSS Feed - Blogs | RSS Feed - Comments | Wiki | About

Search

Recent blog posts

- [One of the grad schools is offering a six week course on Second Life](#)
- [Cillip in London Talk del.icio.us Limits??](#)
- [Five Weeks at ASIST 2007](#)
- [PB Wiki presentations](#)
- [Final reflections](#)
- [Social bookmarking](#)
- [RSS feeds](#)
- [Week 5 Reflections](#)
- [E-LIS](#)

[more](#)

Navigation

- ▶ [blogs](#)
- ▶ [Course Content](#)
 - [Introduction](#)
 - [Week 1: Blogs](#)
 - [Week 2: RSS & Social Bookmarking](#)
 - [Week 3: Wikis](#)
 - [Week 4: Social Networking, Flickr & MMOGs](#)
 - [Week 5: Selling Social Software](#)
 - [Final Project](#)
 - [Successful Completion List](#)
- ▶ [Feed aggregator](#)
- [RSS Feed - Blogs](#)
- [RSS Feed - Comments](#)

User login

Username: *

Password: *

- [Request new password](#)

About Five Weeks to a Social Library

Submitted by [meredithfarkas](#) on Sat, 2006-09-30 16:32. [About the Course](#) | [From the administrators](#)

Five Weeks to a Social Library is the first free, grassroots, completely online course devoted to teaching librarians about social software and how to use it in their libraries. It was developed to provide a free, comprehensive, and social online learning opportunity for librarians who do not otherwise have access to conferences or continuing education and who would benefit greatly from learning about social software. The course will be taught using a variety of social software tools so that the participants acquire experience using the tools while they are taking part in the class. It will make use of synchronous online communication, with one or two weekly Webcasts and many small group IM chat sessions made available to participants each week. By the end of the course, each student will develop a proposal for implementing a specific social software tool in their library. Five Weeks to a Social Library will take place between February 12 and March 17, 2007 and is limited to 40 participants (these participants have already been chosen). However, course content will be freely viewable by interested parties and all live Webcasts will be archived for later viewing. The course will cover the following topics:

- Blogs
- RSS
- Wikis
- Social Networking Software and SecondLife
- Flickr
- Social Bookmarking Software
- Selling Social Software @ Your Library

The content of this course is licensed under a [Creative Commons Attribution-Non-Commercial-Share-Alike license](#).

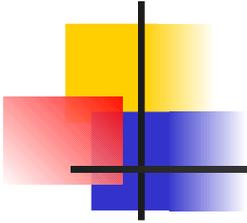
For a listing of the social software experts who will be presenting during the course, please visit the [Program](#). You can also access content for each week of the course from the menu on the left side of the page. For more about the organizers of the course, please visit the [About Us page](#). The list of individuals participating in the course is available on the [Participant Blogs page](#). To receive all blog content coming from the course, you can subscribe to the following RSS feed <http://www.sociallibraries.com/course/blog/feed>. To receive only blog posts from the organizers of the course, you can subscribe to this RSS feed <http://www.sociallibraries.com/course/taxonomy/term/13/0/feed>. We hope you all will take something useful from this course!

[» read more](#) | [7 comments](#)

Blogs | Course Content | RSS Feed - Blogs | RSS Feed - Comments | Wiki | About

Please direct any questions to sociallibrary@gmail.com

Site design by [Heather Yager](#), based on [PushButton](#)



Library Instruction Wiki

Library 2.0 in 15 Minutes a Day

Navigation

- Main Page
- Instruction Resources
- Style Guide and Templates
- Recent changes
- Help/Using the Wiki

Find

Toolbox

- What links here
- Related changes
- Special pages
- Random page
- Community

[article](#) | [discussion](#) | [edit](#) | [history](#)

Library 2.0 in 15 minutes a day

Thursday April 19th, 2007

- **Author:** Sam Wallin
- **Type of resource:** Library Instruction for Librarians
- **Intended audience:** Librarians
- **Keywords:** Library, Web 2.0, Technology
- **Date added:** 2/20/2007

Sharing resources

- by category/resource type
- Glossary
- Suggested Reading

Table of contents [hide]

- 1 Description
- 2 History
- 3 General Tips For Doing A 2.0 Program
- 4 Helpful things for people to know about/use while learning 2.0 topics
 - 4.1 Creative Commons
 - 4.2 html, xml, markup languages in general
- 5 Tutorials
 - 5.1 Firefox
 - 5.2 Blogging
 - 5.3 RSS
 - 5.4 Bloglines
 - 5.5 Social Bookmarking
 - 5.6 del.icio.us
 - 5.7 Kaboodle
 - 5.8 Search Engines
 - 5.9 Social Networking
 - 5.10 MySpace
 - 5.11 FaceBook
 - 5.12 LinkedIn
 - 5.13 flickr
 - 5.14 Rollyo
 - 5.15 Technorati
 - 5.16 Google
 - 5.17 43 Things
 - 5.18 Book Collections/Reviews
 - 5.19 LibraryThing
 - 5.20 Video Sharing
 - 5.21 Second Life
 - 5.22 Gaia Online
 - 5.23 Library Elf
 - 5.24 Twitter
 - 5.25 Wikis
- 6 Networking
- 7 Program Outlines
- 8 See Also
- 9 External Links
- 10 References

Description

[[edit](#)]

The "15 minutes a day" approach to new technology is a [growing trend in libraries](#). This wiki page is designed to be a kind of repository of the various short lessons being done, so that other libraries can benefit from them. The whole reason for the '15 minutes' approach is that time is of a big concern, and certainly every library won't have time to build a full curriculum of this sort.

Eventually, all tutorials should follow this basic format:

1. Introduce the concept, theory, idea.
2. Introduce 1 or more major programs that capitalize on that idea.
3. Build a profile for 1 or more of those programs.
4. Network those profiles.
5. Potential roadblocks, FAQs, interesting extras.

Some libraries follow the "15 minute" approach in a structured way, others use a "work at your own pace" method. I don't have any input yet on the pros and cons of these approaches.

Also, the order in which different technologies are learned needs to be explored.

I've kept track of my own progress (sans some of the suggested blog posts) at: <http://supercrazylibrarianuguy.wordpress.com/> so that users can see an example of what someone's blog might look like after completing the program. It, too is a work in progress, but also a place for more elaborate commentary on this wiki.



Library 2.0

This network is for Library 2.0 Stuff

- Main
- My Page
- Members
- Videos
- Photos
- Forum
- Invite

[Edit Page Appearance](#)
[Edit My Profile](#)
[Manage Blog](#)

[+ Add Blog Post](#)

My Page

[Share This](#)



[Change my profile photo](#)

Peter Godwin

This is you!

[View Page As Others See It](#)

[View Peter Godwin's...](#)

[Discussions \(3\)](#)

My Profile

Peter Godwin (lollipop5)

58, Male

GB

Library:

University of Bedfordshire

About Me:

I am Academic Liaison Librarian covering Business, Leisure, Tourism and Linguistics. I believe in sharing expertise, experience and information

Blog:

[infolitweb.blogspot.com/](#)

Interest in Library 2.0

How Web 2.0 is affecting the content and delivery of Information Literacy.

I'm currently investigating Web 2.0 and Information Literacy and am editing a book for publication in spring 2008.

Pleased I could alter my profile from United States. I've always loved your country and been a Wild West freak, but I am from Lincolnshire, in the UK!

[Edit](#)

Welcome to your page on Library 2.0!

It's easy to make this page uniquely yours. What makes your profile yours? Follow these 4 steps!

- [→ Add your personal photo](#)
- [→ Edit your page's theme](#)
- [→ Add a blog post](#)
- [→ Invite Friends](#)

Your Library 2.0 Box

[Edit](#)

Click "edit" to add text, videos, photos, or any widget to this box. It's another way you can make your Library 2.0 page your own.

My Friends



[+ Invite More](#)

[View All](#)

My Blog

[Edit](#)

You haven't added any blog posts yet!

You can write about anything you want, talk about and embed your favorite videos, photos and music.

[Write your first entry!](#)

Chatterwall

[Edit](#)



At 2:33am on May 7th, 2007, [lorin fisher said...](#)

hi peter, i saw that you bookmarked our il tutorial on del.icio.us.....(i hope that means you liked it) lol

[X](#)



At 5:38pm on April 3rd, 2007, [Dan Holmes said...](#)

Hi Peter - came across you as a friend of M C Habib on Library 2.0 - somehow got to your profile on your blog - any friend of Howard Hanson is a friend of mine! Don't know much of his music but what I do know I like. Speak to you later I hope.

[X](#)

Hello, [Peter Godwin \(sign out\)](#)

[My Friends \(Invite More\)](#)

[Edit My Profile](#)

[Change My Profile Photo](#)

[My Network Settings](#)

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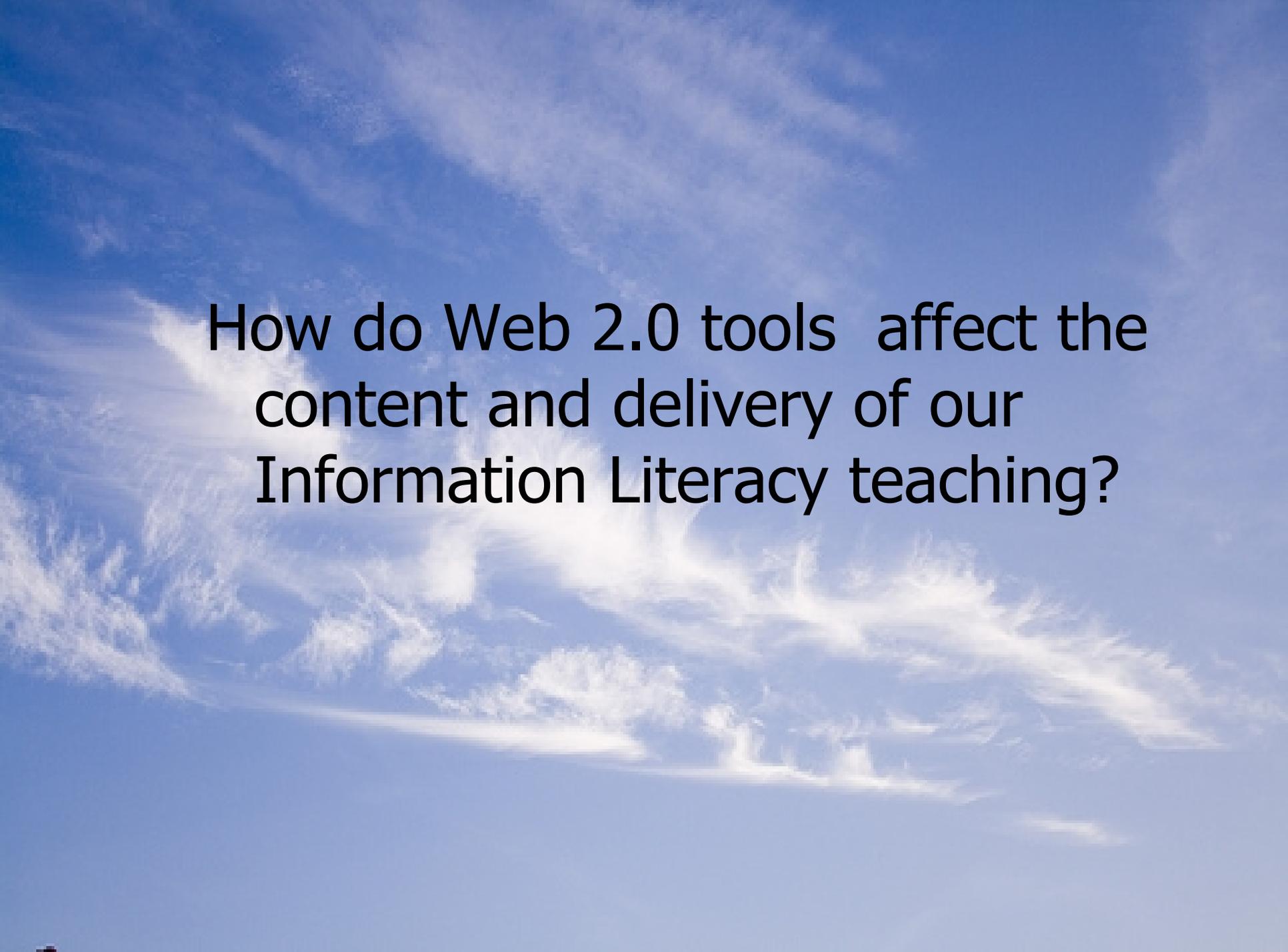
Library 2.0

About Library 2.0



[Bill Drew](#) created this social network on [Ning](#).

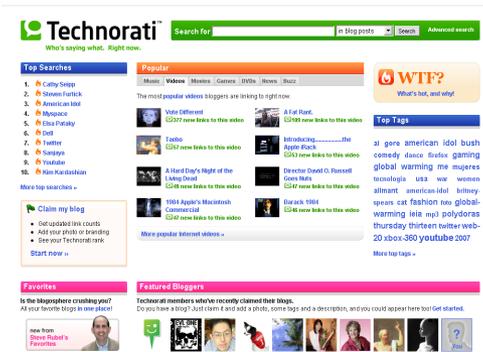
[Create your own social network on Ning for free!](#)

The background of the slide is a clear blue sky filled with soft, wispy white clouds. The clouds are scattered across the frame, with some appearing as thin, horizontal streaks and others as more textured, billowy patches. The overall lighting is bright and even, suggesting a clear day.

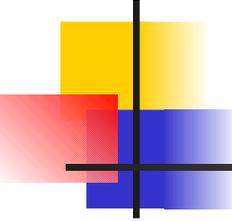
How do Web 2.0 tools affect the content and delivery of our Information Literacy teaching?

Blogs

- The “blogosphere” is becoming like a global brain and is a vital part of online culture
- Blogs are current and a valid information source to get ideas about a subject

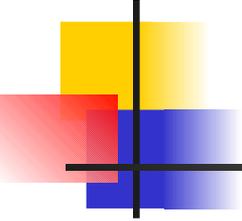


- Need to teach best sources for searching blogs
e.g. Technorati
- Need to teach how to evaluate a blog
e.g. Kathy Schrock's Guide for Educators Critical Evaluation Surveys & Resources



Blogs

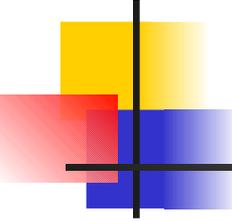
- Blogs help writing skills, encourage community and reflection, and aid deep learning
- Can be used in our teaching and could collect student content into the teacher's aggregator
- Blogger or Blackboard?



RSS

- RSS feeds allow researchers to subscribe to regular content from news services and relevant content from databases





Wikis

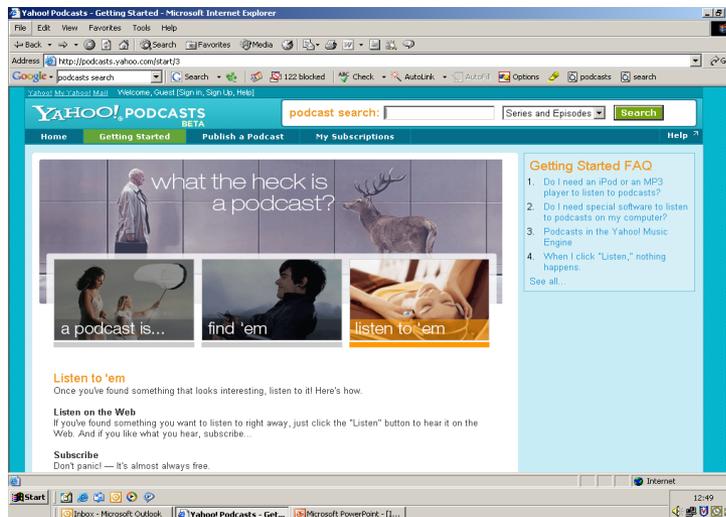
- Use Wikipedia as a legitimate starting point measured against other reference sources, understanding its strengths and weaknesses
- Wikis encourage group work and peer review
- Which software to use ? Moodle, PBWiki, or Blackboard?

Pirillo Fitz

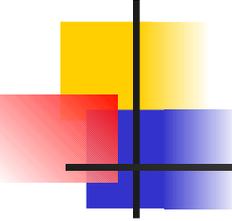
Dude, Wait...
is it "pot-grass"
or "podcast?"

Podcasts

- Teach ways of searching for podcasts e.g. Yahoo
<http://podcasts.yahoo.com/>



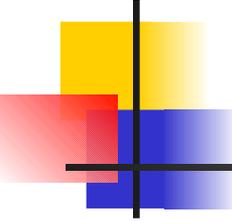
- Use to deliver tours, or specific information,
- Can use iTunes, which allows users to jump around chapters
- Useful for academics and librarians who have wonderful voices!
- Allows students to time-shift
- Can be used in a car, while jogging....anywhere



Del.icio.us

Del.icio.us as a research tool

- helps students to organise what they find and bookmark easily, accessible anywhere...
- assists referencing
- encourages them to tag, which is central to the linking of ideas, and aids sharing of resources.



Tagging

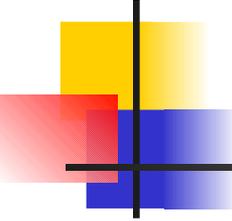
- Tagging as part of critical thinking, making links which involve evaluation, categorising, and formulating keywords.
- Assisting an understanding of subject headings and summarising a topic
- Tagging of catalogue items. E.g. University of Pennsylvania PennTags

LibraryThing

- LibraryThing could encourage reading and sharing of favourites



<http://www.flickr.com/photos/travelinlibrarian/224114383/>

The YouTube logo graphic consists of a vertical black line on the left, a horizontal black line at the bottom, and three overlapping squares: a yellow one at the top left, a red one at the bottom left, and a blue one at the bottom right. The word "YouTube" is written in a blue, sans-serif font to the right of the graphic.

YouTube

- Create our own YouTube and iTunes videos for promotional programmes and tutorials
- Use YouTube material in our teaching to trigger discussion

<http://www.youtube.com/watch?v=xFAWR6hzZek>

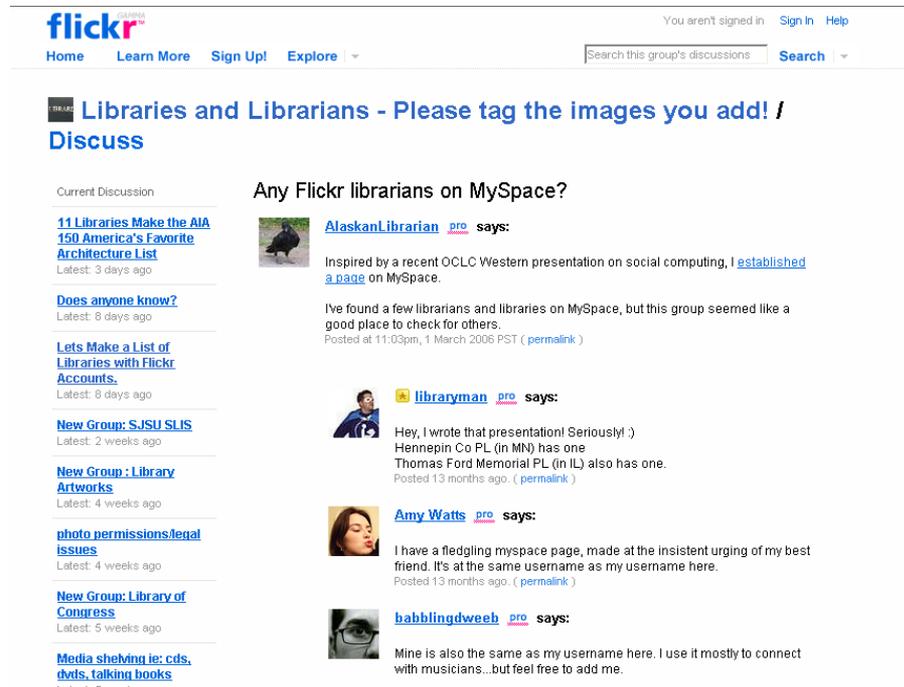


Instant messaging



Flickr

- Flickr for storage of our photos and for presentations



The screenshot shows the Flickr interface for a group discussion. At the top, there's a navigation bar with 'Home', 'Learn More', 'Sign Up!', and 'Explore'. A search bar is also present. The main heading is 'Libraries and Librarians - Please tag the images you add!' followed by 'Discuss'. Below this, there's a 'Current Discussion' section with several links to other discussions, such as '11 Libraries Make the AIA 150 America's Favorite Architecture List' and 'Does anyone know?'. The main content area features a discussion by 'AlaskanLibrarian pro' with a small image of a bird. The discussion text reads: 'Inspired by a recent OCLC Western presentation on social computing, I established a page on MySpace. I've found a few librarians and libraries on MySpace, but this group seemed like a good place to check for others. Posted at 11:03pm, 1 March 2006 PST (permlink)'. Below this, there are two more replies: one from 'libraryman pro' and another from 'Amy Watts pro'. The 'libraryman pro' reply says: 'Hey, I wrote that presentation! Seriously! :) Hennepin Co PL (in MN) has one Thomas Ford Memorial PL (in IL) also has one. Posted 13 months ago. (permlink)'. The 'Amy Watts pro' reply says: 'I have a fledgling myspace page, made at the insistent urging of my best friend. It's at the same username as my username here. Posted 13 months ago. (permlink)'. At the bottom, there's a reply from 'babblingdweeb pro' which says: 'Mine is also the same as my username here. I use it mostly to connect with musicians...but feel free to add me.'

The future

iPhone



Introducing iPhone

iPhone combines three amazing products — a revolutionary mobile phone, a widescreen iPod with touch controls, and a breakthrough Internet communications device with desktop-class email, web browsing, maps, and searching — into one small and lightweight handheld device. iPhone also introduces an entirely new user interface based on a large multi-touch display and pioneering new software, letting you control everything with just your fingers. So it ushers in an era of software power and sophistication never before seen in a mobile device, completely redefining what you can do on a mobile phone.

-  Widescreen iPod
-  Revolutionary Phone
-  Breakthrough Internet Device
-  High Technology



Watch "Hello" >

Watch the Keynote >

Sign-up to Learn More >

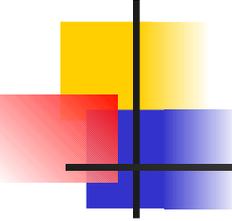
Second Life



The American Memory Collection

The Library of Congress' American Memory division provides free and open access through the Internet to written and spoken words, sound recordings, still and moving images, prints, maps, and street views that document the American experience. It is a digital record of American history and creativity. These materials, from the collections of the Library of Congress and other institutions, chronicle historical events, people, places, and ideas that continue to shape America, serving the public as a resource for education and lifelong learning.

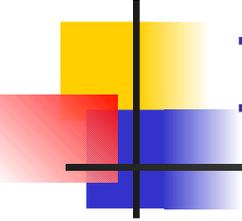
A computer terminal is available to those who wish to visit the American Memory web site, which is located at <http://memory.loc.gov>.



Remember

“Information literacy increasingly should not be considered a given....the information literacy skills of new students are not improving as the post-1993 Internet boomlet enters college....in a sea of user-created content, collaborative work, and instant access to information of varying quality, the skills of critical thinking, research, and evaluation are increasingly required to make sense of the world”

Horizon report, 2007



The Web 2.0 challenge to Information Literacy

- The needs of the Google generation, reinforced by the developing Web 2.0 information environment, are increasing the importance of Information Literacy.
- We should trial Web 2.0 tools to help us to connect with this generation.
- Remember the software can be like a free kitten!

We must

- Spend more time teaching how information is created and communicated.
- Help to develop a sense of context.
- Encourage scepticism and ability to evaluate.
- Guide toward assimilation, deep thinking, reflection.
- Ethical use of material.

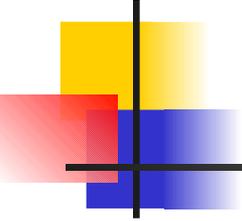
- 
- **We can play a key role in creating information literate citizens**
 - **We are ideally placed to investigate and use Web 2.0 tools to encourage reflective learning**
 - **We have a whole new set of tools to enliven our delivery!**

And finally

It's a world of perpetual beta so let's experiment! Using these tools we need only be constrained by our imaginations to engage our users as never before!





- 
-
- Web 2.0 cartoons from blaugh.com
 - Photos from flickr and Microsoft Clip Art

