

Teaching Web 2.0 to Student 1.5

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<http://web.stcloudstate.edu/rlewing>

About us

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Overview

- Background on student use of Web 2.0
- Web 2.0 Awareness Survey
- Curricular opportunities
- In-class activities
- Implications for information literacy instruction

Our definition of Web 2.0

- Social networking sites:
Facebook, MySpace, Ning, Twitter
- Social sharing and collaboration sites:
Blogger, PBwiki, Wikipedia, podcasting, YouTube
- Social bookmarking and tagging:
del.icio.us, Ma.gnolia, Flickr, Google Image Labeler

Our definition of Web 2.0

- RSS (Really Simple Syndication) feeds and readers:
Bloglines, Google Reader
- Other Google products:
Google Scholar, Google Docs, Google Maps
- Visual searching:
Grokker, AquaBrowser

Background on student use of Web 2.0

- Recent surveys (2007)
 - Teens and Social Media (Pew Internet & American Life)
 - Telephone survey
 - Youth 12-17 years old
 - 935 participants
 - Creating & Connecting (National School Boards Association (NSBA))
 - Online survey
 - Youth 9-17 years old
 - 1,277 participants

Background on student use of Web 2.0

- Survey findings

- 64% of online teens have created Web 2.0 content (Pew)

Content creation activities: posting messages or photos; creating & uploading videos, music, artwork, stories, etc.; creating own Web sites or blogs

- Approximately 30% of online students have their own blogs (NSBA)
- 22% have uploaded videos they created (NSBA)

Web 2.0 Awareness Survey

- Students enrolled in three-credit information literacy courses
- Administered online via D2L
- 74 students participated
 - All undergraduates
 - 34% first-year students
 - 39% sophomores
 - 18% juniors
 - 4% seniors
 - 5% other (fifth-year seniors, etc.)
 - 65% female, 35% male

Web 2.0 Awareness Survey details

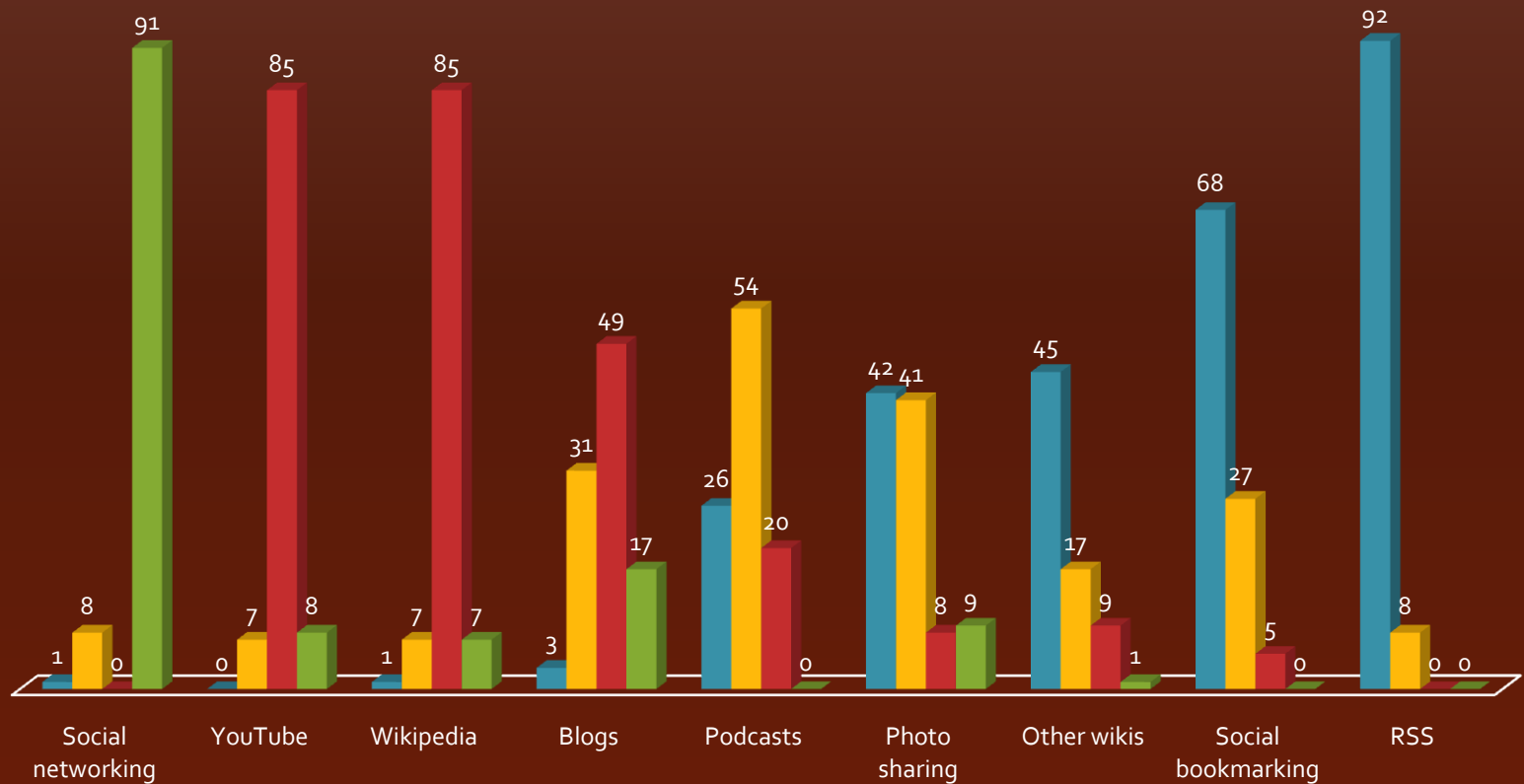
- Tools we included
 - Social networking sites (Facebook, MySpace, Friendster)
 - YouTube
 - Photo sharing sites (Flickr)
 - Blogs
 - Podcasts
 - Social tagging/bookmarking (de.licio.us, Ma.gnolia)
 - Wikipedia
 - Other wikis
 - RSS

Web 2.0 Awareness Survey details

- Levels of awareness
 - Have not heard of
 - Have heard of but not used
 - Have read, listened to, or used one
 - Have added content to or created own

Web 2.0 Awareness Survey

■ % Not heard of ■ % Heard of but not used ■ % Used but not created ■ % Created content



Background on student use of Web 2.0

- Survey findings
 - 64% of online teens have created Web 2.0 content (Pew)
 - Approximately 30% of online students have their own blogs (NSBA)
5% of SCSU students
 - 22% have uploaded videos they created (NSBA)
8% of SCSU students

How do your students compare?

Librarians' response to Web 2.0

- Connect with students
- Market library resources, services, and events
- Develop a presence in students' online spaces
- Facilitate student feedback

Our response to Web 2.0

- Use credit courses to introduce Web 2.0 concepts and applications
- Identify tools to discuss
- Utilize various teaching methods
- Modify lessons as necessary
- Consider applications for library instruction

Curricular opportunities

- Credit courses in the Center for Information Media
 - IM 196/111: Research in the Information Age (1 credit)
 - Pilot course
 - Co-taught the first time
 - IM 104: Information Quest (3 credits)
 - IM 204: Research Strategies (3 credits)

Curricular opportunities

- Devoted last 5 minutes of each class
- Provided an overview and example of each tool in action
 - Short PowerPoint presentations
 - YouTube videos – [“Social Bookmarking in Plain English”](#)
 - In-class activities

Levels of Web 2.0 awareness

- Identify Web 2.0 applications and recognize content
- Use/read/view content
- Evaluate content
- Create content

Examples of in-class activities

- Virtual library tour
- Social bookmarking
- Podcasting

Virtual library tour

- Purpose of the tour
 - Liven up the library tour
 - Student awareness
 - Photo sharing sites like Flickr
 - Availability of digital cameras at Circulation
 - Get students moving around
 - Coolness factor

Flickr in-class activity



- Flickr account for class (e.g., fall2007im204)
- Students assigned to groups
- Each group was assigned an area in the library
 - One camera per group
 - Take photos of “things you think are important”
- Instructor uploaded photos to Flickr
- Tagging happened later in the semester

Lessons learned



- Uploading the pictures myself
 - Time
 - Photo titles
- Lack of familiarity with the library
 - Student evaluations
- Tagging happened later in the semester
 - Who was in each group?
 - What pictures did they take?

Revised Flickr in-class activity

- Short tour of the building
- Students uploaded the pictures
 - <http://www.flickr.com/photos/13167481@N03/>
- Student added tags and notes
 - Practiced tagging with Google Image Labeler
 - <http://images.google.com/imagelabeler/>
- Next steps
 - Improve tags
 - Share images
 - Intellectual property & privacy concerns



Flickr In-Class Activity

1. Go to <http://www.flickr.com/>
2. Click Sign in
 - a. Yahoo id: fall2007im204
 - b. Password: *****
3. Working in the groups from Tuesday, you're going to tag the pictures that you took. Divide up the pictures among the group as you see fit. Add a minimum of three tags per picture. Add notes to the photos as you see fit.
4. What about the pictures of people? Are you allowed to post them without consent? What does Flickr say on this topic?

Group Members:

im 204 007

[Share This](#)

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Uploaded on September 11, 2007
by [fall2007im204](#)



What's missing?

Tags

- reference
- desk
- offices
- clock
- carts

Additional Information

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The Sweetest Pic Ever

[ADD TO FAVES](#) [BLOG THIS](#) [ALL SIZES](#)



What's missing?

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Tags

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- center

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Social bookmarking

- PowerPoint presentation
 - Definition of tagging
 - del.icio.us
 - Flickr
 - Links to additional resources
- YouTube video "Social Bookmarking in Plain English"
 - Clear description of topic
 - Students love video
- In-class activity
 - Students asked for more on del.icio.us
 - Opened a del.icio.us account and tagged a few sites

Podcasting

- PowerPoint presentation
 - Definition of podcast
 - How to acquire podcasts
 - Evaluation



- [Bennington, Adam. 2007. Stick it in your ear: Keeping current with podcasts. *Online* \(May/June\): 31-32.](#)
- Podcast example
 - *An Unbroken Chain* by Dr. Henry Oertelt
 - <http://kvsc.org>

Next Steps

- Survey fall 2008 students
 - What's their level of awareness and use?
- Integrate new Web 2.0 tools
- Use more videos like "RSS in Plain English"
- Focus more on evaluation
- Students as content creators

Next Steps

- Connect Web 2.0 resources to student research
 - Blogs as research logs
 - Wikipedia article creation
 - “When Wikipedia is the Assignment”
- Push content outside of class
 - Use [“Learning 2.0 -- 23 Things”](#) as a model
 - Assign short readings like “7 Things You Should Know About Twitter” from EDUCAUSE

Implications for IL Instruction

- Evaluation of information from Web 2.0 sources
 - “The variety of information sources available via Web 2.0 makes it challenging to apply a ‘checklist’ approach to evaluation” (Deitering & Bridgewater, 2006).
 - “Evaluating Web Content,” a guide for researchers by Laura Cohen & Trudi Jacobson

Implications for IL Instruction

- Privacy and intellectual property issues
 - Who owns and controls information posted on free services like Facebook, PBwiki, and Flickr?
 - Who will see the student's personal information? Professors? Employers?

What are you doing at your library?