

Engaging the Google generation through Library 2.0: Part 2



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Web 2.0 has finally appeared on the radar of school libraries, and with it the new ways of working with literacy, information literacy and digital fluency that Web 2.0 allows. An exploration of these essential Web 2.0 tools, techniques and approaches has shown us what we need to know about Web 2.0 (O'Connell, 2006), what we must explore in Web 2.0, and what we could develop as part of the library experience of our students.

The Web 2.0 tools and techniques, coupled with the trademark social networking, provide the framework for knowing what's next for school libraries in Web 2.0. It is no longer a matter of guesswork, as we now have enough information about possible futures to blend and shape our new Library 2.0 future.

Believe the hype

Johnson (2006) considers that there are three critical societal changes that impact on libraries' survival and opportunities to thrive:

- the growing digitisation and portability of information
- emerging fundamental changes in the nature and sources of information

- the critical need for new skills for workers in a global economy.

In its 2.0 incarnation, the digitally re-shifted school library must transcend the physical space to bring services and programming to every student and teacher throughout the school wherever learning is taking place, with teacher-librarians interacting more directly with students, as well as their teacher peers, in new spaces (Harris, 2006).

Searching is an essential skill for the Google generation.

Schools have differing levels of technology infrastructure to support online learning. However, as soon as a school library has computers connected to the Internet, with good online speed, then teacher-librarians, class teachers and students are ready for Library 2.0.

Library 2.0 searching

Searching is an essential skill for the Google generation. Have you noticed the primacy of Google in the minds of students? Have you been told that libraries don't matter because we have Google? This is not really a negative comment, as it forces teacher-librarians to consider the complexity of our online world, and the remarkable range and depth of information resources that are available to us. Understanding search engines and search tools should be compulsory knowledge for all library staff. Reading *Google power* (2005) will help you to understand the remarkable developments in Google searching (Figure 1) and appreciate the possibilities that such access creates.

Alternatively, explore the function of *Google Desktop* (Figure 2), which can be installed to the C drive if users have administrative rights, and discover what is on your computer as well as on the web related to your topic search. Or use *Google Desktop* to search your own machine and find

Web Images Groups News Desktop more »

Google

digital literacy Search Advanced Search Preferences

Search: the web pages from Australia

Web Results 1 - 10 of about 20

51 results stored on your computer - Hide - About

LITSL.org - digital age" really mean? What are the new tools? How do we know they del.info.us/heyjude - folksonomy future group heyjude history information_literacy

Digital Literacy Checklist (Created by Laura Larsson, Health ...)

Digital literacy is "the ability to understand and use information in multiple formats from a wide range of sources when it is presented via computers" (1) ...

courses.washington.edu/hrs590/modules/68/digit/digit.htm - 33k - Cached - Similar pages

Digital Literacy Self-Assessment

Digital Literacy Self-Assessment, This Self-Assessment is designed to help you determine if you will need additional training or practice to meet the ...

courses.washington.edu/hststudew/studew/self-assess.html - 6k - Cached - Similar pages

Syracuse University Center for Digital Literacy - Welcome!

Welcome to Syracuse University's Center for Digital Literacy's (CDL) Web site. CDL, established in 2003 and located in the newly renovated Hinds Hall ...

Figure 1 Searching in Google



Figure 2 Searching in Google Desktop

related resources. A faster method involves hitting the control key twice, to perform a search 'on the fly' while working on something else.

Perhaps you thought that search engines are still not responsive to your search needs? Try *AlltheWeb* at <http://livesearch.alltheweb.com/> and check out the personalisation features. As soon as you start writing a search query, *AlltheWeb* will start guessing your intentions, generating a list of alternative keyword combinations for you to choose. Search for *meaning of school library 2.0* and explore this topic further.

Alternatively, teacher-librarians can become familiar with the differences between natural language, visual, clustering or metadata search engines in order to appreciate Search 2.0 versus traditional search as explained by McManus (2006). *Clusty* is an example of a clustering search engine that shows the search results in a concept tree format. Turner (2006) also lists the tools available for searching the deep end of the web for information that can only be found by very specific and direct queries.

Your digital Library 2.0

Search technology underpins our school library system and what is

delivered by our library system to your Online Public Access Computer (OPAC). Your OPAC can only become Library 2.0 when your system supports a WebOPAC, that is, it is web enabled. Then digital library can become Library 2.0 when your WebOPAC integrates information sources, such as documents, websites, *Clickview* or other multimedia systems. Your digital library will become Library 2.0 as it combines an environment that:

- uses federated searching to allow your students to search your own online databases (Z39.50 makes it possible for a user in one system to search and retrieve information from other Z39.50 and Open URL systems without knowing the search syntax used by those other systems)
- incorporates digital resource management (weblinks, PDF, etc) and integration of e-books
- incorporates digital object description, display and storage
- provides content enrichment for more online information about books, such as book jackets, tables of contents, book summaries, author biographies, teacher notes and weblinks

- provides searching tools, linking, and integration of multi-campus with global collections
- utilises a range of metadata protocols to maximise information access
- incorporates information dissemination through Really Simple Syndication (RSS), blogs and podcasts
- provides personalised lists of subjects, authors, activities, and other information that digital users have asked their digital library to push directly to them, using a feed such as RSS
- provides other promotion of events, topics, or themes of interest through a portal entry point
- incorporates or, is incorporated with, user-built knowledge spaces through Wiki, LMS or other technologies.

Future Library 2.0 developments

Future Library 2.0 developments might include:

- searching social network repositories, such as *Flickr* and *YouTube*
- searching of other search aggregators such as *Technorati*
- personalisation of the information research process with a personal library storage space
- addition of virtual library environments such as *Second Life* and *Virtual teen library: Second Life*
- addition of read and write interactivity, as in *Fanfiction*, which is a broadly defined term for fiction about characters or settings written by fans of the original work
- adaptive hypermedia responsiveness to search strategies, stored information, personal tag structures and subject requirements.

Second Life Library 2.0

<http://secondlifelibrary.blogspot.com/>

Not a library in the conventional sense, this is a space in a 3D virtual world, where contributors mainly post images and news, with some observations. Searching for traditionally library content is fruitless: there are no matches for Shakespeare, for example. This library presents opportunities, models, and a glimpse of the future when managing and using information in the contemporary environment. The blog is useful for two reasons: it demonstrates some of the tools and technical possibilities available to teacher-librarians, and it demonstrates ideas in showing what people are doing with those tools, for example in digital imaging. The site is small and uncomplicated. At the time of review, 10 postings are available, and these allow users to get a sense of how ICT works with meaning in this virtual library. The contributors are also worth investigating for the same reason. **Michael** and **Beth Gallaway** have especially interesting ideas and information. C. Thomas

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Into the future

Is any of this realistic? Developments in the broader community point clearly to these directions and provide Library 2.0 options now.

The *Open WorldCat* program makes records of library owned materials in OCLC Worldwide WorldCat database available to Web users on popular Internet search, bibliographic and bookselling sites, including *Google*, *Yahoo! search*, *Ask.com* and *Windows live academic*. Links to content in library collections, including books, videos, serials, digital images and many other formats, appear alongside links to traditional World Wide Web content. The result is that libraries participating in the *Open WorldCat* program are more visible on the Internet, and their collections are more accessible from the sites where many people start their search for information.

The aim of *Google books* (Quint, 2004) and *Google scholar* is to eventually provide digital access to all journal and book resources in digital format.

The National Library of Australia provides free access to the complete database of over 14 million records for both Australian and international resources. *PictureAustralia* is incorporated into this. Users also have the option to buy material using links

through online bookshops. Not to be outdone in Web 2.0, *PictureAustralia* is also increasing its number of contemporary images, by including images from *Flickr* on relevant topics uploaded by people to *Flickr*.

Helping your students find a book to read? Try searching for a book with www.whichbook.net (Figure 3). This is just one example of a different approach for searching for the next read. Instead of starting from the overwhelming choice of books available, *Whichbook.net* starts from the reader, and enables each individual to build the elements of that elusive good read that many are looking for

but don't quite know how to define. Many other search sites that respond to reader input are available from *Opening the book*.

LibraryThing shows another aspect of the same Library 2.0 phenomenon. It allows users to create their own library collection, and share this information with others. Most importantly, it uses the Z39.50 protocol to search a global list of over 40 libraries, and imports images and information from Amazon to populate a *LibraryThing* collection. *LibraryThing* enables information to be added, the use of tags to organise and display information, and a spreadsheet of holdings to be printed.

Now for copyright

There are many ways to clip or collect online material for discussion or distribution. *Flock* is just one easy example. There are also myriad browser extensions, such as *Firefox's Videodownloader 1.0* or *ScrapBook 1.1.0.2*.

Essential reading for Library 2.0 is the response to copyright of an amazing online initiative for use by Internet educators. Carvin (2006) explains how to encourage student creativity with *Creative commons*.

Gone are the days when teachers, students and parents are the only viewers of a classroom media project.

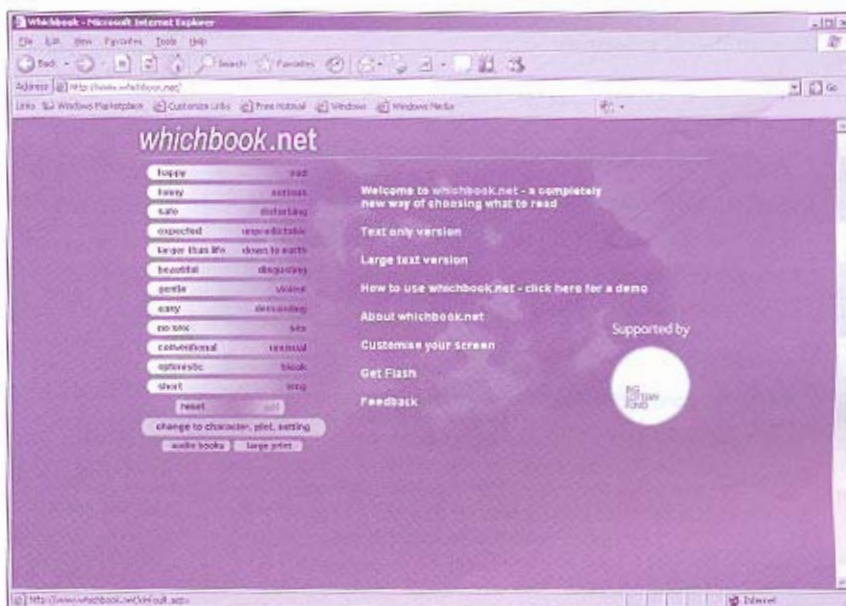


Figure 3 Whichbook.net

With the creation of YouTube.com and video blogging, that same project can be seen by hundreds of thousands of viewers.

Creative Commons (CC) is an online copyright initiative with clear and simple license statements that can be applied to any type of content, spelling out exactly how you would want the content to be used. Explore Flickr and find images with a CC tag to understand the correct CC copyright way to use images from this free repository.

Implementing Library 2.0 today

The *Library 2.0 reading list* (Levine & Stephens, 2006) provides essential information for librarians, and is easily adapted for schools. The reading list for school and youth librarians (Keresey,

2006) is also very worthwhile. Richardson's (2006) book contains a comprehensive explanation of powerful Web 2.0 tools for supporting learners in their own learning domain. The Library 2.0 matrix (Figure 4) provides options for choosing the most appropriate blend for your school's resource environment to engage the Google generation with Library 2.0.

A realistic start to Library 2.0 involves embracing some inexpensive or free technologies. Teacher-librarians can use image sharing in Flickr to promote library events, and gather community feedback on topics of interest such as Book Week. Alternatively, students could use Flickr to post online comments of famous art works, environmental topics, or field trips, demonstrating their engagement and understanding of learning experiences.

Teacher-librarians could establish a Library Blog, or create their own library MySpace account. It may be easier to establish a library wiki which promotes books, leisure pursuits, or indeed anything that will capture the interest of your students. Establishing a blog for book promotion is a good start. Students could be encouraged to create podcasts for book promotion, literature circles, debating topics, or quiz challenges. Once students and educators have embraced this technology as a publishing tool, *Just one more book!!* shows the advanced possibilities of podcasting. Teachers can create an RSS feed directed to their readers to encourage involvement.

Create a *Del.icio.us* account, share your finds with other teacher-librarians and then become even more adventurous. Set up your own library

LIBRARY 2.0 MATRIX

Resource environment for the Library 2.0 user	Web 2.0 tools for the Library 2.0 user
Library catalogue <ul style="list-style-type: none"> • MARC compliant 	e-learning 2.0 environment <ul style="list-style-type: none"> • Moodle, Elgg, LAMS
Web 2.0 platform 24/7 <ul style="list-style-type: none"> • adaptable user interface 	Social networks <ul style="list-style-type: none"> • MySpace, Facebook • blogs and wikis • Read/write web functionality • social bookmarking e.g. Del.icio.us, Furl • images e.g. Flickr, Frapper • multimedia e.g. YouTube, VideoEgg • podcasting & vodcasting
Information services <ul style="list-style-type: none"> • online virtual learning spaces 	Folksonomy <ul style="list-style-type: none"> • tagging for personalisation
Blended digital web collections	Searching <ul style="list-style-type: none"> • browser and desktop API • blogs and social networks • visual & metasearch engines
Blended digital repository	Mobile computing <ul style="list-style-type: none"> • MP3, PDA, mobile phone • laptop
Digital access for user organisation <ul style="list-style-type: none"> • e-reserve • borrower loan access 	RSS feeds and Mashups (<i>Feed 101</i>) <ul style="list-style-type: none"> • feed reader • news Aggregator (<i>Wikipedia</i>) • Discovery education e.g. <i>One place</i> (Dembo, 2006)
Digital access for licensed collections <ul style="list-style-type: none"> • e-books, videos & multimedia, images, learning objects • subscription online databases 	
Digital access to inter-library loan	
Federated searching <ul style="list-style-type: none"> • Z39.50 and OpenURL 	
Taxonomy <ul style="list-style-type: none"> • supported by global metadata standards 	

Figure 4 Library 2.0 matrix

33 ways to make a difference [sound recording]

<https://detwww.det.nsw.edu.au/media/downloads/schooladmin/sbs/pdprofloaden.mp3>

ABSTRACT

In this 14 minute MPEG file, Professor Bill Loudon summarises his views on effective teaching strategies and practices. Professor Loudon's keynote speech at the recent K-4 *Early years of schooling* conference presented findings from his national study on effective teaching practices to maximise student learning. In this podcast, Professor Loudon talks about those findings and the factors which influence student performance. The talk is introduced by journalist Ben Wyld.

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account, and start promoting it to your students. *Delaney Library's favourites on del.icio.us* is an interesting example of a library blog, and demonstrates various ways to use tagging to support student learning by directing them to models for developing notetaking skills, writing paragraphs, creating mind maps, as well providing information on a variety of topics. The next step is to

encourage your students to contribute, or create a network of users in key learning areas.

While we do not have to jump into implementing every Web 2.0 idea and service, we do need to think outside the basic library website box and meet our learners in their environment. Most of the Web 2.0 options are designed to bring people together to

create a vibrant learning community at school and online.

A final word on Web 2.0 and Library 2.0

Stephen Abrams, former president of the Canadian Library Association, challenges thinking and makes librarians and teacher-librarians face up to the future of libraries and Web 2.0, while assuring us that libraries can make a difference in a reference centred environment of authentic information, which is based on human interaction (Abrams, 2006).

[Editor's note: *ChaCha™* is a social engine that has recently been launched. It has 2500 live guides, including students, which allows the user to connect to a person to guide their search. This is an interesting experiment which combines the currency of web searching with human interaction.] ■

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