

Mobile Literacy Curriculum – Kenya Curriculum

Module 1: Introduction to the Mobile Internet and Smartphones

Stacey Wedlake

Lauren Holstein

March 2018

# TASCHA_logo_stacked_black

ABSTRACT (100–150 WORDS)

As millions of people come online across the globe through mobile devices, mobile information literacy is vital for those who have leapfrogged from traditional media to digital devices that provide instant access to information. Mobile information literacy is necessary to help people learn how to find and evaluate the quality and credibility of information obtained online, understand how to create and share online information effectively, and participate safely and securely. Mobile information literacy is critical to help people better consume, generate, and disseminate trustworthy information through both digital and traditional media. Most information and digital literacy curricula were designed for a PC age, and public and private organizations around the world have used these curricula to help newcomers use computers and the internet effectively and safely. The central question for this project is: what are the relevant skills, concepts, and attitudes for people using mobiles, not PCs, to access the internet?

140-CHARACTER SUMMARY

What are the relevant skills, concepts, and attitudes for people using mobile devices, not PCs, to access the internet & information?

KEYWORDS

mobile information literacy, information literacy, digital information literacy, digital literacy, mobile-centric, mobile-first, mobile phones, smart phones, Kenya, ICTs, libraries, curriculum, training, training of trainers

RECOMMENDED CITATION

Wedlake, S & Holstein, L. (2018). Mobile Information Literacy – Kenya Curriculum. Seattle: Technology & Social Change Group, University of Washington Information School.

ABOUT THE AUTHOR

**Stacey Wedlake** is a Research Coordinator at the Technology and Social Change Group.

**Lauren Holstein** is a graduate of the University of Washington Evans School of Public Policy & Governance.

ACKNOWLEDGEMENTS

First, the authors would like to acknowledge the work of the original Mobile Information Literacy Curriculum developed for Myanmar. Our work builds upon your research and curriculum. The development of this curriculum also received valuable input and direction from Ramune Petuchovaite, Ugne Lipeikaite, and Susan Schnuer of EIFL. Raymond Chepkwony and Juliana Muchai from the Kenya National Library Service (KNLS) helped with development and adaptation to the Kenya Public Library Context. Many thanks to the inspiring KNLS public librarians and library staff TASCHA researchers met on both of our trips to Kenya. Last but not least, thank you to the TASCHA Researchers and staff that provided important behind-the-scenes work to make this possible: Melody Clark, Maria Garrido, and Chris Rothschild.

COPYRIGHT, LICENCING, DISCLAIMER

Copyright 2018, University of Washington. This content is distributed under a Creative Commons Attribution Share-Alike license. The views, opinions, and findings expressed by the authors of this document do not necessarily state or reflect those of TASCHA, the University of Washington, or the research sponsors.

TECHNOLOGY & SOCIAL CHANGE GROUP (TASCHA)

The Technology & Social Change Group (TASCHA) at the University of Washington Information School explores the design, use, and effects of information and communication technologies in communities facing social and economic challenges. With experience in 50 countries, TASCHA brings together a multidisciplinary network of social scientists, engineers, and development practitioners to conduct research, advance knowledge, create public resources, and improve policy and program design. Our purpose? To spark innovation and opportunities for those who need it most.

CONTACT

Technology & Social Change Group  
University of Washington Information School  
Box 354985  
Seattle, WA 98195

Telephone: +1.206.616.9101  
Email: tascha@uw.edu  
Web: *tascha.uw.edu*

Table of Contents

[Module 1: Introduction to the Mobile Internet and Smartphones 4](#_Toc520986822)

[Module Overview 4](#_Toc520986823)

[Objectives 4](#_Toc520986824)

[Module Outline 4](#_Toc520986825)

[Materials 4](#_Toc520986826)

[Module Guide 5](#_Toc520986827)

[Introductions 5](#_Toc520986828)

[Learning Objectives 5](#_Toc520986829)

[Icebreaker V1: Icebreaker for Training of Trainers 5](#_Toc520986830)

[Icebreaker v2 6](#_Toc520986831)

[Applying prior knowledge 6](#_Toc520986832)

[Internet and WWW 7](#_Toc520986833)

[Mobile Internet: Data vs Wi-Fi 8](#_Toc520986834)

[15 minute break 10](#_Toc520986835)

[Activity 1.1: Perform the Internet (see supplement) 10](#_Toc520986836)

[Apps vs browsers 10](#_Toc520986837)

[Activity 1.2 Exploring with Smartphones (see supplement) 10](#_Toc520986838)

[Debrief 10](#_Toc520986839)

[Activity 1.1: Perform the Internet 11](#_Toc520986840)

[Activity 1.2: Exploring the Internet 12](#_Toc520986841)

# Module 1: Introduction to the Mobile Internet and Smartphones

## Module Overview

Estimated total time: 3 hours

### Objectives

* Learn about the basics of what smartphones can do
* Learn what the Internet is
* Learn what the world wide web is
* Learn what the mobile internet is
* Learn how to connect to the mobile internet (Wi-Fi, data)
* Learn how connections (Wi-Fi, etc.) work
* Learn about the risks of public Wi-Fi
* Learn about data usage, how to monitor data usage
* Learn how to install and delete

### Module Outline

* Introductions
* Learning Objectives
* Classroom Instructions
* Introducing key concepts
* Applying prior knowledge
* Internet and WWW
* Activity 1.1: Perform the Internet
* Introducing Key concepts
* Activity 1.2: Exploring ICTs with Smartphones
* Debrief

### Materials

* Projector & computer
* Smartphones for all or most participants
* Extra phone chargers and charging strips
* Blackboard/whiteboard (ideally)
* String
* Tape
* Paper
* Pencils
* Markers/Colored pencils
* Light, soft cloth ball (if possible)

## Module Guide

### Introductions

(5 minutes)

Begin by greeting the class and introducing yourself.

Spend a minute explaining the course title and content. Mobile Information Literacy means you know how to use mobile devices to find and evaluate the quality and credibility of information obtained online, understand how to create and share online information effectively, and participate safely and securely.

Provide time to discuss your background, any experience you have with the information and communications technology, and any other relevant information you wish to share.

Outline the structure of the course (two days of class will be broken up into 3 hour modules. Each module has a 10 minute break with a lunch break in between the modules. Provide time to address any other administrative issues that need to be brought up before class begins.

Pause to ask if anyone has questions so far.

### Learning Objectives

(5 minutes)

The purpose of this class is to learn about the mobile internet: what it is how to use it, and what you can do with it. By the end of this class, participants will have a basic understanding of the mobile Internet that they will be able to build on for the remaining modules of the Mobile Information Literacy curriculum.

Highlight to the participants that the best way to learn mobile information literacy is by learning new concepts and then applying what you’ve learned.

This workshop is designed to be highly interactive to help you learn new concepts and retain what you’ve learned. Say that as a trainer, you are here to help participants learn and to support them. There are no right or wrong answers or questions and there will be no exams. Participants are here to learn and explore, and part of that process means making mistakes so that you can learn from them. Throughout the workshop, encourage participation from attendees, and if something is unclear, please don’t hesitate to ask for clarification.

### Icebreaker V1: Icebreaker for Training of Trainers

(15 minutes)

Welcome everyone and explain that you are about to start with a short introductory activity.

Ask everyone to stand up and clear space in the room so they can move around without bumping into any obstacles.

Place pieces of paper with the numbers one to ten written on them in a line on the floor or wall. Leave enough space for people to separate along the line.

Explain the activity to the participants: You will read a statement and if they completely agree with that statement, they should stand near the number 10. If they completely disagree, they should stand near the number 1. Those who somewhat agree would stand at number 5. Tell the participants that they can change their minds based on what other participants say.

Read the first statement. Once participants have divided themselves along the line, ask someone why they are standing where they are standing. Invite participants to respond to the prompts, as well as to one another.

Use the rest of the prompts to continue a discussion - or perhaps a debate - on the essential themes of the day.

Invite participants back to their seats, tables, or home bases after facilitating a brief conversation about each prompt.

* Digital literacy, technology literacy, and information literacy are the same thing.
* Libraries should offer patrons digital literacy programming.
* The best way to learn new technology skills is through participatory activities.
* Some people get technology and others don't; that's just the way it is.
* Web literacy instructors must have specialized degrees and backgrounds.
* It's easy to find people and resources to help libraries teach web literacy.

based on [Web Literacy Skills for Library Staff | Spectrogram](https://thimbleprojects.org/chadsansing/92359/spectrogram.html#overview)

### Icebreaker v2

(15 minutes)

**If not conducting the training as a Training of Trainers, use this icebreaker.**

Now that participants understand the purpose of this class, take some time for the participants to meet and understand each other. If possible, provide a small ball for the participants. Say that we will gently toss the ball to each other, say our names, a little bit about where they live and work, and then tell a brief story about how the internet and/or smartphone changed their life or job.

If people are having some difficulty getting started, use this prompt:

“Before I began using [the internet/my smartphone], I thought \_\_\_\_\_\_\_\_\_, but now I know that \_\_\_\_\_\_\_\_.”

If a participant has very little experience using the internet on a phone, suggest instead that they ask a question or share an ambition they hope this training will cover. (*Mozilla Digital Skills Observatory,* [*The Smartphone EcoSystem*](https://mozilla.github.io/curriculum-final/kenya-dso-interventions/intervention-one.html#step-2)*)*

*Note: For large class sizes, in excess of 15 people, it may be helpful to do this activity in groups of 5. As an instructor, feel free to circle around between groups and participate in each one.*

### Applying prior knowledge

(15 minutes)

This activity serves two purposes:

1. Introduce some of things a smartphone can do to participants
2. Better understand the skill level/experience of participants

In this activity, the classroom will stand and will separate themselves out into different areas of the room based off of a smartphone feature function. Four corners of the room will designate how familiar/unfamiliar a participant is with using a smartphone for a certain activity. The first corner will represent being completely unfamiliar, the second corner will represent having heard of the function before but never using it, the third corner represents using the function once or twice, and the fourth function represents using the function frequently. After each prompt, also ask if the task can be performed on a feature phone. Suggested prompts include:

* I used a smartphone for whatsapp.
* I used a smartphone for banking.
* I used a smartphone for making ugali.
* I used a smartphone to withdraw money from my account.
* I used a smartphone to record a movie.
* I used a smartphone to make a website.
* I used a smartphone to locate people who have called me.
* I used a smartphone to pay my bills.
* I used a smartphone to apply for jobs.
* I used a smartphone to access government services.
* I used a smartphone to search for information.

After the participants organize themselves after each prompt, take some time to discuss with the participants. If a student has heard of a function but never used it, why? If someone uses the function all the time, why do they do so? Has it simplified their lives? (*Mozilla Digital Skills Observatory,* [*The Smartphone EcoSystem*](https://mozilla.github.io/curriculum-final/kenya-dso-interventions/intervention-one.html#step-3)*)*

### Internet and WWW

(20 minutes)

Now that the participants understand ICTs, it is important to review what the internet is. Before providing a definition, facilitate a discussion with participants by asking the following:

* What is the internet? What do people do with the internet?
* What do you use the internet for? Share an example with the group.

Then, provide the following definition:

* **The internet** is a network of millions of computers around the world connected to each other with phone lines, satellites, and cables. It gives you access to a huge range of information and services and it is growing all the time. (*Mozilla Digital Skills Observatory, T*[*he Smartphone EcoSystem*](https://mozilla.github.io/curriculum-final/kenya-dso-interventions/intervention-one.html#step-4)*)*

Internet Service Providers (ISPs), such as SafariCom, manage connectivity.

Now, ask the participants what they think the World Wide Web is. Ask if participants have heard this term before. Solicit any original definitions they may have before providing the following:

* **The Web** is a way of accessing and visualizing information on the internet. The Web is just a small part of the internet. The World Wide Web, or WWW or just “the Web” is a set of interconnected multimedia documents and resources. A web page is one location on the Web, and a series of web pages is a website.

Explain that most people use the term “Internet” to describe both the Internet and the World Wide Web, and in this training, we will too.

Facilitate a short discussion:

"How do people in your community access the Internet?

"Who can use the Internet?"

"What restricts people's access?"

(*TASCHA, Mobile Information Literacy Curriculum,* [*Module 1*](http://tascha.uw.edu/mobile-information-literacy-module-1/)*)*

### Mobile Internet: Data vs Wi-Fi

(30 minutes)

Share the following:

* Smartphones can connect to the Internet through cellular networks and wifi connections.
* Smartphones connect to the Internet to download apps, send emails, and use online services.
* These applications and websites live on something called "the web," and the Internet—those wires and cable—connects our computers to the web and those sites and applications.

Explain that as we discussed earlier, using your phone on the Internet you can do many of the same of things you can do on a computer. However, sometimes it’s more difficult to do certain tasks on the phone and often it works a little differently. And some tasks you must a phone - not a computer.

Say that except for the most basic cellular phones, most mobile devices such as smartphones and tablets can connect to the internet using Wi-Fi. Wi-Fi offers many advantages over cellular network connections:

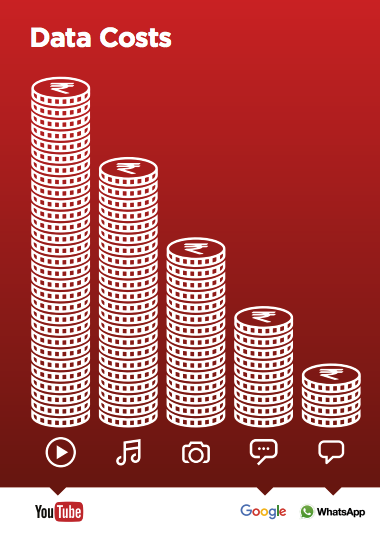
(Provide brief relevant examples for each item.)

* Cost – Wi-Fi is often free or very low cost; there are no roaming charges for Wi-Fi. (example: I can download and watch videos all day long using Wi-Fi at no charge; over cellular, I would easily exceed my data limit.)
* Coverage – Wi-Fi is widely available; many homes, businesses, and other locations offer Wi-Fi. (example: This [type of facility] offers free Wi-Fi; […] offers free Wi-Fi; most airports, coffee shops, and retail businesses offer free Wi-Fi; etc.)
* Speed – Wi-Fi has significantly faster speeds allowing for more data transfer over less time
* Quality – Calls are often clearer over Wi-Fi than cellular (example: [provide personal exp.])

Next, ask the participants what they think the difference is between secure Wi-Fi and unsecure Wi-Fi. Then, explain that Wi-Fi without a password means anybody can connect to it. Just like when you use any public good, such as a park, all sorts of people can use it for free. This means that there may be people using the Wi-Fi that could spy on your information, or track you when you log on to sensitive websites, such as your personal bank accounts or email account. Tell the participants that in order to be secure, it is best to reserve visiting these sensitive websites only when using a secure Wi-Fi connection.

Finally, you can connect to a website using data that you have purchased. However, browsing using your data can add up quickly, as it will require more airtime depending on what types of websites you are browsing.

Show the participants the following image:



*GSMA Mobile for Development Curriculum.*

To monitor your data usage go to settings > Wireless & Networks > Data Usage.

Ask the participants, which internet browsing is most expensive? Which is the least expensive? Why do they think that is?

### 15 minute break

### [Activity 1.1: Perform the Internet (see supplement)](#_Activity_1.1:_Perform)

(25 minutes)

### Apps vs browsers

(15 minutes)

Remind participants that when they connect to the internet using their mobile phones, they are using the mobile internet.   
  
Then, share with the participants that they view the internet on their smartphone through a browser. Before providing a definition for participants, write the word on the board and solicit response from participants about what they think a browser is. Then, provide the following definition:   
  
A browser allows you to do just that, browse the internet for websites. There are many browsers to choose from, and these are just some of the more common browsers in use: internet explorer (Microsoft), Safari (Apple), Chrome (Google), Firefox (Mozilla), and Opera (Opera)   
  
Show the app icons for the different browsers.  
  
Web browsers provide a visually-engaging and user-friendly way to browse information via websites on the internet. Take some time to discuss with the participants, including which browsers are they familiar with? How many web browsers to you have on your mobile device? Which do you use? Why?

### [Activity 1.2 Exploring with Smartphones (see supplement)](#_Activity_1.2:_Exploring)

(35 minutes)

### Debrief

(5 minutes)

## 

## Activity 1.1: Perform the Internet

*Mozilla Digital Skills Observatory |* [*The Smartphone Ecosystem*](https://mozilla.github.io/curriculum-final/kenya-dso-interventions/intervention-one.html#step-5)

**Objectives:**

* Think critically about concepts surrounding the internet
* Engage and information share with peers
* Apply new knowledge in an active-learning environment

**Total anticipated time:** 25 mins

**Materials Needed:**

* String**,** Paper, andTape
* Colored pencils/markers/crayons (whatever is locally available)

**Introduction: (Use the following information to introduce and explain the activity to the class)**

In this activity, participants apply the concepts of the Internet in an active-learning environment. As a group, participants will create a visual performance that will demonstrate their understanding of the Internet.

First, have the participants form groups. Split people into teams of 3 to 5 and explain that each group will have 10 minutes to create a short skit that shows how either the Internet or cellular network functions. Groups should show, rather than tell, how one of the technology platforms works.

Promote the use of any available stationery, such as markers, paper, string, and tape. Tell participants they can use the whole space to tell their stories through performance.

After groups have had about ten minutes to plan and rehearse, it's time to perform. Invite groups to perform one at a time. After each performance, encourage applause and thanks from the audience. Then ask the audience whether they think the group performed the Internet or the cellular network and to back up their answer with details from the performance itself.

After a few audience members have had a chance to guess, ask the performers to tell the audience which platform they performed. Finally, after all of the groups have performed, lead the students in a group discussion. Ask all of the participants to name some of the "big ideas" important to each technology and to point out similarities and differences between the Internet and the cellular network.

## Activity 1.2: Exploring the Internet

*Adapted from Mobile Information Literacy Curriculum,* [*Module 1*](http://tascha.uw.edu/mobile-information-literacy-module-1/) *| TASHCA*

**Objectives:**

* Learn how to install, delete, update, and manage applications
* Learn the difference between browsers and applications
* Learn how to connect to the mobile internet (Wi-Fi, data)

**Total anticipated time:** 35 mins

**Materials Needed:**

* Smartphone for each student (or for each pair)
* Wi-Fi

**Introduction: (Use the following information to introduce and explain the activity to the class)**

This activity is designed to serve as a practical guide towards walking the students through connecting to the internet on their smartphone and using applications. This activity will give students hands-on experience in using their smartphone, and will provide an environment to explore and ask questions with both you as the instructor and each other.

Have participants connect to the designated facility Wi-Fi. Emphasize that getting connected to the network is an important first step to continuing on with the remainder of the workshop. Access to the facility Wi-Fi will allow participants to practice downloading and installing apps, a skill that they will need to be familiar with for Module 2. Before beginning, arrange the classroom into groups of about 3-4 workshop participants.

Have participants, in their groups, work together to get connected to the Wi-Fi. Provide the participants with the information necessary to log into the Wi-Fi. Encourage them to help others get connected on their devices. Check in with each group to mark their progress and troubleshoot any issues.

Once participants have logged on to the internet, remind them of the difference between a browser and an application (app). Solicit the class first for an answer, then provide the difference if necessary. Now that participants understand how to access the intent on their phones, participants will practice downloading and interacting with apps.

Applications, or apps for short, are the programs that make mobile devices so powerful. Participants will learn how to download apps and install apps and understand basic app management.

Ask participants

* What is an app?
* What apps do you have on your device?
* What do you use them for?

For each answer, see how many other people use/ don’t use that app.

Emphasize the importance of understanding how to download and manage apps. Explain that you download apps from the Google Play Store. Emphasize that downloading apps from the Play Store is the safest way to download apps. (We’ll explore this issue more later.)

1. Working in pairs or groups, instruct participants to download an app that you have selected.
2. Check in with each group to mark their progress and troubleshoot any issues.

At present, there are over 1 million Android and Apple apps available for download. With so many apps to choose from, it can be difficult to assess the credibility and safety of apps. Emphasize the following items to be aware of in assessing apps:

1. Number of downloads – some apps are imitations or have very persuasive descriptions. For popular apps, participants should see a relatively large number of downloads compared to lookalikes.
2. Company or Creator – look for familiar names of companies or app creators that have established reputations for quality products and services.
3. Reviews – browse the lowest-rated reviews to learn about issues that users have noted.

Now that participants have downloaded the apps onto their devices, it is important that they understand how to access the settings on the app. At this point, they will not need to modify the settings, just understand how to find the settings of apps.

Have the participants work with their groups to find and identify the settings on their devices associated with the app they just downloaded.

* What are some options available in settings? What do they do? Which settings options do you think are important for protecting your information? Why?
* Check in with each group to mark their progress and troubleshoot any issues.

Explain that simply navigating away or closing an app window does not shut down an app. Many users erroneously believe that apps are closed down because they don’t see them. If apps are not closed down, they can continue to run in the background. In addition, running apps deplete battery life or may use cell data.

* Have participants work in their groups to learn how to properly close down apps on their devices as well as on other devices.
* Check in with each group to mark their progress and troubleshoot any issues.

Finally, participants should understand how to remove apps they no longer want on their devices:

* Have participants work in their groups to learn how to delete apps on their devices as well as on other devices.
* Check in with each group to mark their progress and troubleshoot any issues.

Pause and take some time to answer any questions the participants have as they arise. Be sure to walk around during this activity to serve as a resource for groups that are struggling, or to check in with participants as necessary. At the end, provide some time to debrief with participants. Did they learn anything new? How can they use what they learned to interact with apps in the future? How can they share what they have learned with others?