

Mobile Literacy Curriculum – Kenya Curriculum

Module 4: Using library resources on mobile phones

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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

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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.

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## Module 4: Using library resources on mobile phones

## Module 4 Overview

Estimated total time: 2 hours

### Objectives

* Learn what library resources (databases, etc.) are available to use on mobile phones
* Understand how to use library resources available on mobile phones

### Materials

* Projector
* Blackboard/whiteboard (ideally)

## Module Guide

### Introductions

(5 minutes)

Begin by welcoming the class.

Outline the structure of the lesson (class will last approximately 3 hours with a 10 minute break), and 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)

Introduce to the class that at the end of module, the class will have a better understanding of the different ways they can use their smartphones to conduct research and acquire new information from credible sources. Explain to the participants that this module will be very hands-on and that for the majority of the lecture the participants will be working in groups or by themselves to apply what they have learned about what their smartphone can do and how their smartphone can work for them.

Pause to answer any questions.

Take some time to review content from the previous module by offering a problem to the participants to solve using their newly acquired smartphone skills. If you were a farmer trying to sell a few kilos of passion fruits, how could you use your mobile phone to find a buyer?.

### Library databases

(20 minutes)

Ask the participants, if they wanted to learn more about the subject they were interested in, how would they find information? Pause to solicit some answers from the class.

Then, ask the participants, how do we know if this information is trustworthy? Remind participants how to evaluate if a website is credible. Is there an author? Is there a date of the information? What are the sources used in the website? Is the site well designed? What about the writing style? Are there any spelling/grammar mistakes?

Say to the participants that one way to ensure the information they are getting from the internet is credible is to use a library e-resource or database. Ask the participants if they have heard of this before.

Solicit definitions from the participants before providing:

* Database: a collection of information that is organized so it can easily be accessed, managed, and updated.

Explain further that a research database contains a collection of articles, journals, books, transcripts, and conference papers. These items have all been verified, and usually are reviewed by other researchers, such as university professors or research fellows.

Ask the participants, what would the benefits of looking for information on a research database be over just conducting a web search? When would you use a database over a web search?

**What is a library database?**

* Library databases contain information from published works.
	+ Examples: Magazine and newspaper articles, encyclopedias and other reference books.
* Library databases are searchable.
	+ By Keywords, Subject, Author, Magazine Title, Date, etc.
* Library databases provide citation information.
	+ Author, if available
	+ Title of Article
	+ Publication (Title of Magazine, Newspaper, or Reference Book)
	+ Publisher
	+ Date of Publication
* Library databases often contain full-text articles.
	+ You can print or email an entire article.
* There are different kinds of library databases
	+ For specific topics. Examples: Biography Resource Center , New Book of Popular Science
	+ For general topics Examples: ProQuest, World Book Online

*(from Enoch Pratt Free Library,* [*Databases*](http://www.prattlibrary.org/research/database/index.aspx?id=6528)*)*

Ask how is a library database different from a website?

|  |  |
| --- | --- |
| **Library databases** | **Web sites** |
| Library databases get their information from professionals or experts in the field. | Websites can be written by anyone regardless of expertise. |
| Library databases contain published works where facts are checked. | Website content is can be written by anyone regardless of expertise. |
| Library databases are easy to cite in a bibliography and may create the citation for you. | Websites often don’t provide the information necessary to create a complete citation. |
| Library databases can help you narrow your topic or suggest related subjects. | Websites often aren’t organized to support student research needs. |
| Library databases are updated frequently and include the date of publication. | Web sites may not indicate when a page is updated. |

*(from Enoch Pratt Free Library,* [*Databases*](http://www.prattlibrary.org/research/database/index.aspx?id=6528)*)*

Then, say that we will look at a few example open databases today as a class. These are:

* Sage
* Chicago Journals
* Ebsco Host

### Using library databases on smartphones

 (45 minutes)

Explain to the participants that we will not be using the apps, but rather exploring the websites on their mobile phones.

Then, say that we will look at a few example open e-resources and databases today as a class. Stress that this will be a bit challenging – not all e-resources are optimized for use with mobile phones. However, it’s good to experience trying to do research this way – not everyone has access to a PC when they need it.

Go to KNLS website (or show an image of it) and go to the e-resources pages. Show that there are subscription and open resources. Ask what “open” means. In order to use subscription databases, you need to be at KNLS library location.

Show the E-Resources page – some of which are open. Show the open resources page. Almost all of them offer unrestricted full-text access to information.

Let’s explore the World Bank Open Knowledge Repository. It’s on the open e-resources page. It’s from the World Bank and hosts their publications and data. I’m interested in reports about agriculture in Kenya.

I can search a few different ways. One, I can type terms into the search bar. Or I can browse. or I can use advanced search.

Now it’s your turn. Explore the KNLS e-resources. See what’s available. What’s open. What’s not. How difficult it’s to explore the sites on your phone.

 Open a few and review them with the participants. Does this look credible? Where is the source from? When was it published? How do the type of sources influence what search terms you use?

### Debrief

(15 minutes)

Briefly review key concepts identified during this lesson, pause to answer any questions.

Explain that concludes our formal lessons in the workshop. After this last activity, we’ll host an informal “help desk” until the end of the day. You can use it as a time to ask questions and get help on any of the topics from your classmates or instructors.

Say that we’ve covered a lot of ground in the last couple of days. Before we go, think of something you learned and something you’ll do after the workshop is over. Write these down and then share with a partner.

After they’ve had time to share with a partner, ask if anyone wants to share with the rest of the group.

### Help Desk

(25 minutes)

Encourage participants to stay and get questions answered from each other and the instructor.