Safe, Savvy & Empowered

Teaching Web Literacy in Your Library

Joanna Milner & Liza Dyer
Multnomah County Library

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Today

Part 1. Liza & Joanna: Who are we? How did we get here?

Part 2. Web literacy: What is it? Why does it matter?

Part 3. Mozilla's web literacy curricula: Let's try it!

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Dude, sucking at something is the first step towards being sort of good at something

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Web Literacy Leaders

- A six-month, cohort-based program designed to build a cadre of learners, teachers, and leaders who become advocates of an open and healthy internet by teaching others core web literacy skills.
- From the Mozilla Foundation in partnership with the Institute of Museum and Library Services and the USO Transition Center for Innovation.

"In today's digital world, knowing how to read, write, and participate online is a foundational skill next to reading, writing, and arithmetic. At Mozilla, we call this **Web Literacy**. Combined with 21C Skills, these digital-age skills help us live and work in today's world."

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Benedict Evans ✓ @BenedictEvans · 15h   ⌄

We used to talk about being 'computer literate', and that meant knowing how to use a mouse or save a file. Today editing video on your pocket computer is banal, but maybe that 'computer literacy' now also means knowing how Facebook makes money, or what machine learning is.

💬 10   ⟲ 164   ♡ 417   ✉

Benedict Evans ✓ @BenedictEvans · 15h   ⌄

That is, maybe tech has become big enough that 'knowing how it works' means not just using the product but knowing where it comes from and how it was created

💬 12   ⟲ 24   ♡ 123   ✉

Tomas Van den Berckt   (Follow)   ⌄
@tomvdb

Replying to @BenedictEvans

Which is why I think "digital natives" are overrated.. they may know how to use something, but don't magically know how it works

2:02 AM - 17 Apr 2018

https://twitter.com/BenedictEvans

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Web Literacy helps our patrons, staff, and volunteers

- Understand how the Internet works and connects different parts of the web.

- Share information with others in ways that make sense and protect their privacy and security.

- Evaluate information, and spot misinformation and disinformation.

- Empower themselves and their communities to participate online as citizens, learners, workers, creators, consumers, and people.

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WEB LITERACY

Read
- Search
- Navigate
- Synthesize
- Evaluate

Write
- Design
- Code
- Compose
- Revise
- Remix

Participate
- Connect
- Protect
- Open Practice
- Contribute
- Share

21st Century Skills

- ☑ Problem-Solving
- ☑ Communication
- ☑ Creativity
- ☑ Collaboration

https://foundation.mozilla.org/opportunity/web-literacy/

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Sample curriculum: Map the Web
(45 minutes to 1 hour)

In this discussion/mapping/performance activity, learners share what they already know about the web, and collaborate to fill in gaps and answer questions. They work together to organize this information into a visual and spatial "map" that shows the relationships between lots of elements of the web, from servers to websites to tweets to mobile phones. In a final section of the activity, learners "perform the net" by acting out relationships.

https://mozilla.github.io/web-lit-core/design-on-the-web/

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You want me to teach coding?!

Time to meet <u>Thimble</u>.

Sample curriculum: <u>Design on the Web</u>
(45 minutes to 1 hour)

In this discussion and online activity, learners explore how visual and experience design works on the web, and how web designers use their skills to encourage certain behaviors. Learners compare and contrast the visual elements of different pages and platforms. In pairs, they narrate and document "user journeys" through a web site -- a process that real-life web designers use to test and improve sites.

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Design on the Web: let's discuss

1. What sites do you use most often? Choose one.

2. What is the goal of the site? What does the creator of the site intend for you to do?

3. What are you doing there? What do you want to do?

4. Is your aim different from what the site designer wants? If so, how?

5. Have you had an experience of visiting a site intending to do one thing, and ending up doing something different? How or why did this happen?

6. Have you had the experience of visiting a site and not being able to do or find the thing you went there for?

Sample curriculum: Search Party
(1 hour to 1.5 hours)

In this discussion/offline activity, learners consider web searching, and why it's so important and so challenging. They learn about software programs called "web crawlers" and "search engines" that help find and deliver search results from among billions and billions of web resources. Learners also get an introduction to algorithms, and practice writing and revising algorithms.

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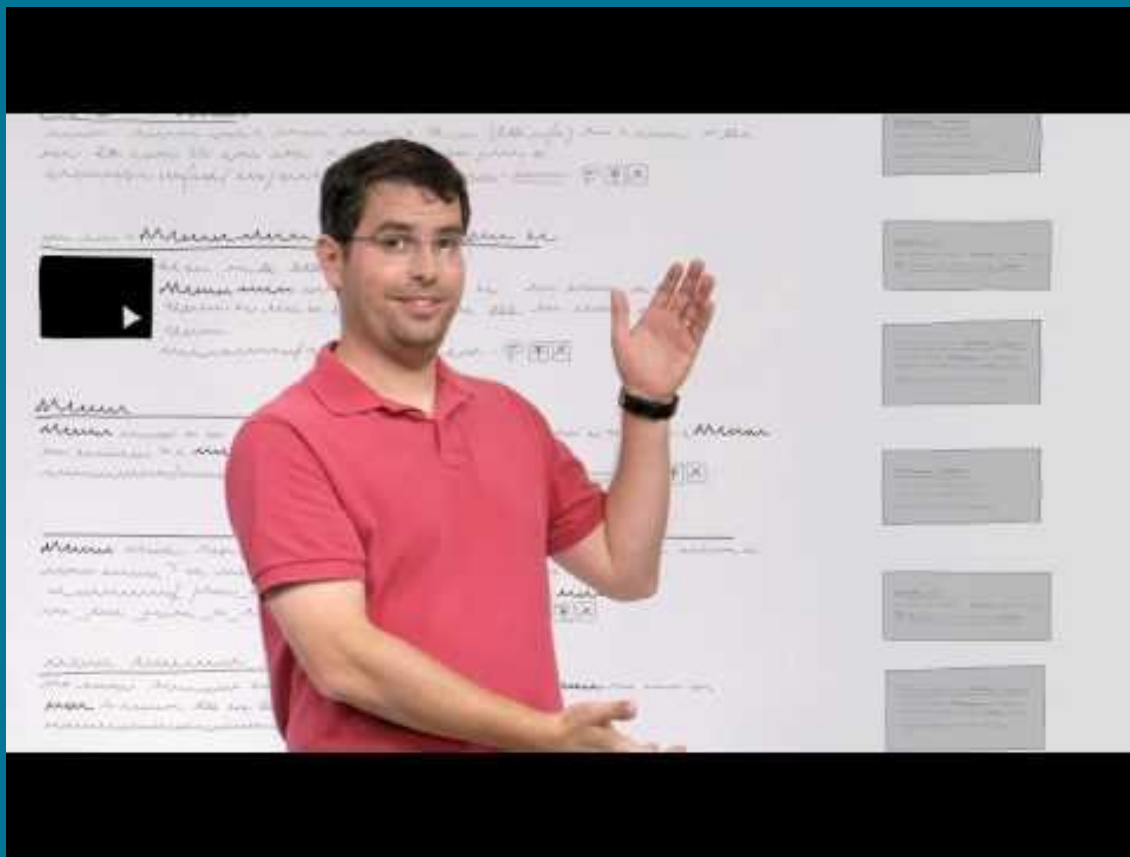
Questions? Thanks and bye!

joannam@multcolib.org

lizaj@multcolib.org

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