Six Views on Information Safety Education in Libraries

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Why?

- Institute of Information Studies and Librarianship (Charles university)
  - Dissertation „Digital footprints and education as prevention of an invasion to the privacy"
- Division of Information and Library Studies (Masaryk university)
  - Subject Information safety since 2010
  - Cooperation with IL projects and libraries (education)
Goal: barriers in information safety lessons in library and their solutions

Focused on children
- my interest
- their vulnerability and attitudes forming
- possible the entire target group

Theoretical views and practical experience from realized lesson

Based on research
Information safety in library?

- Part of MIL
- Mediate appropriate resources (trustworthiness)
- Important topic to educate
  - 12% 9–16 year Europeans some harm on the Internet (Livingstone et al.)
  - The most common:
    - dissemination of inappropriate content,
    - cyber bullying,
    - sexting,
    - cyber grooming and
    - identity theft
  - Legal and technical solutions limited
  - Library in cooperation with school accepted (Livingstone et al.; Martin and Rice)
Methodology

- 360-degree feedback – stakeholders:
  - library
  - school
  - family

- Small city (approx. 9000 people), library cooperating with many local schools

- Six semi-structured interviews in summer and autumn 2013 (6 weeks to 5 months after lesson)
Barriers in library

- Benefits for the library unseen research–based achievement of educational goals, solution of social demand

"In order to teach things missing in the schools for which there is a demand, which undoubtedly Internet safety is (...) somehow managed to fill the gap that pedagogical faculties currently completely do not offer. (...) I have started to realize from that in last few years that it really could be a one of the main functions of libraries, (...) the educational..."

- Limited budgets teaching librarian as a good expense, core enthusiasm and art to attract => teacher can help with didactics

"city administration and school leaders who communicate with one another, all the library activities immensely appreciate and conversely it is another added value."
Barriers in librarians

- Librarian resources (knowledge, time, materials...) management support, blended learning and expert consultations

  "I often hear that the library manager (...) say, and now you will educate, (...) but the one has not the conditions to the work. (...) he has not his office to prepare the lesson. He has not dedicated part-time, easily. Because there are not money for this in the budget."

- Generation differences => fear to teach

  (often) no other local institution (physical contact point) educating the topic, most specialized in working with information

  "Despite I'm the younger generation of librarians, I did not dare to fully enter it for a long time. (...) But I must say that I needed some support like the other."

  "These literacy course and, with the safety, (...) this belongs to the library. To whom else? " (mother)
School should educate rather than library primary intermediation, not own solution – library 1st in a row, teachers only limited additional education

"I do not know how in depth they would be able to bring this. They teach you Excel and these text programs, but this [information safety] I do not know"

Interpersonal relationships in library and school human willingness to cooperate to good for children

„Important was that you did well explained why we educate children, the way we want to do it and (...) what will be the results. I consider the communication as the most important, personal meetings."
Barrier in teachers

- Quality uncertainty
  feeling of the topic importance, no or small competition in place, substantial content and form

  "I think the teachers were pleasantly surprised that even that kind of issue that they always feared and shunned, can be conceived in this form. Which is understandable for them, they see that the children are having fun, but it really has the knowledge outputs and it has the skill fundamentals."

- Time from school schedule
  links to school instruction, importance in children behaviour

  "Perhaps it would be even better if the lesson (...) was the first two or three hours, so we had the option to continue in the classroom (...), because the next day, when we return to it, that's not quite it."
Barriers in children

- School should educate rather than library instruction in library not formal, no problem when expressing lack of knowledge

> "I think the great advantage of this lesson is that children actually find everything themselves. That they try it and realize how to behave and maybe more realize that how they behave now, can have its consequences."

- Librarian cannot bring anything new some pupils know lot, but some little about Internet threats, core discussion and aware behaviour

> "They themselves were surprised (...) to find out what they can, what they can not (...) They probably do not normally realize this when sitting at the computer. They something write and think, so what, I send it. But that they retrospectively realize"
Barriers in family

- Parents should educate rather than library
  not all parents interested in all parts of children life
  (and Internet physically safe), not all know enough
  about the Internet

    "What parents are interested in everything taught in school?"
    "I think that such consultancy maybe for the kids is missing
    (...), because probably not every parent is versed at this..."

- Attention of children and parents
  quality of lessons, motivated child attracts also parents

    "Your questions were better than my thinking.
    Because lead me far away" (mother)
Aim of education

- Good start at the latest at 9–10 years
- In connection to IL
- Debate, real behaviour, possible consequences
  "The whole Internet safety is relatively trivial, it's not anything different than as don't talk to strangers."
  "Children are not stupid but the perception of danger is something that is taught, right, and especially for something as innocent-looking as the computer itself."
- Topics: sharing of personal information, netiquette, identity theft and cyberbullying
- Helping point
Barriers will or will not appear, but solution too
Experience as positive that all wanted to extend
All feel importance of the topic and saw benefits (e.g.)
  ◦ for family: discussion and better rules in behaviour
  ◦ for school: distant topic solved by information experts
  ◦ for library: important position in information society (effective solving social demand)
Examples with benefits for all parties => any library can try
Thank you for your attention.

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References


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