

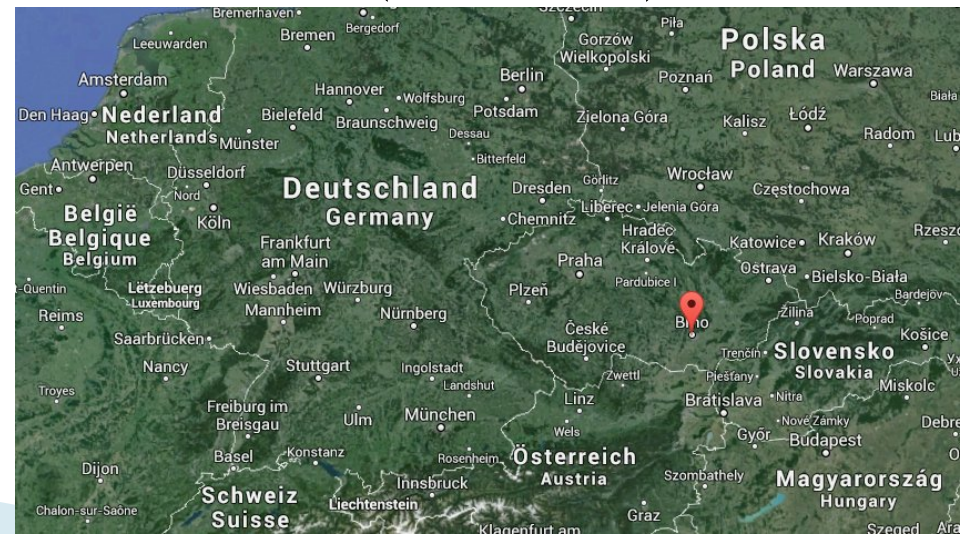


Six Views on Information Safety Education in Libraries

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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)



What?

- ▶ 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)

Keep the feedback loop short.



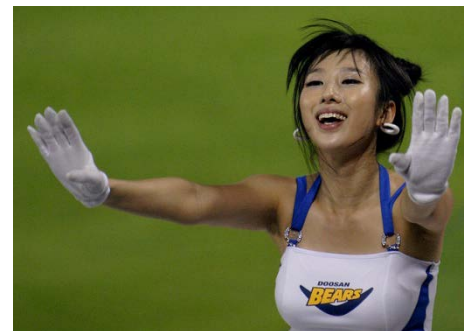
Barriers in library

- ▶ 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)*



Barriers in school

- ▶ 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."*



Barriers 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

Conclusion



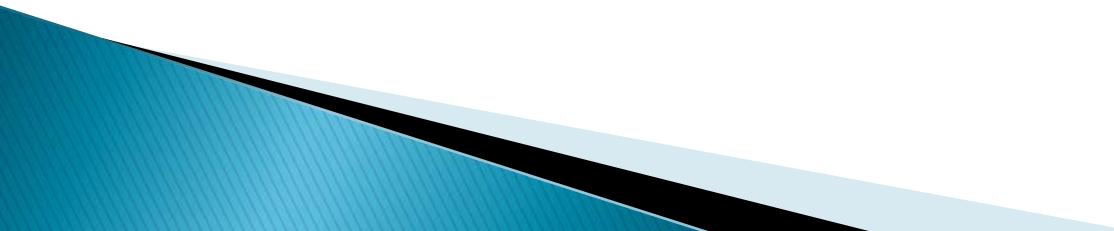
- ▶ Barriers will or will not appear, but solution too
- ▶ Experience as positive that all wanted to extend
- ▶ All feel importance of the topic and saw benefits (e.g.)
 - for family: discussion and better rules in behaviour
 - for school: distant topic solved by information experts
 - for library: important 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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 - ▶ Martin, N., Rice, J.: Children's Cyber-safety and Protection in Australia: An Analysis of Community Stakeholder Views. Crime Prevention and Community Safety. 3, 165--181 (2012)
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