The role of the public library as an enabler of accessible and inclusive information literacy.

MARTZOUKOU, K.

2019

THE ROLE OF THE PUBLIC LIBRARY AS AN ENABLER OF ACCESSIBLE AND INCLUSIVE INFORMATION LITERACY

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P M L G
Public & Mobile Libraries Group

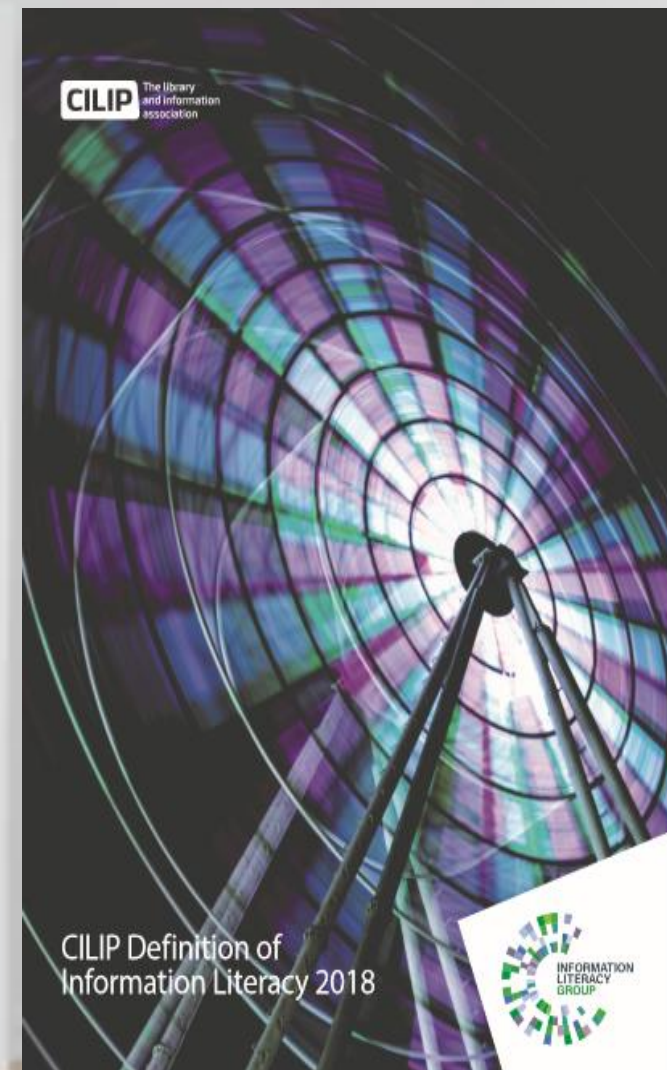**PMLG Conference 2019**
'Information Literacy in Public Libraries'
Friday 4th October at Canada Water Library & Theatre, London

a

overlaps with
other literacies

empowering
democratic
inclusive
participatory
universal human right

CILIP Definition of
Information Literacy 2018

https://infolit.org.uk/ILdefinitionCILIP2018.pdf

SYRIAN NEW SCOTS: THE PROJECT AND THE WAY FORWARD

Lost in Information?

INFORMATION LITERACY GROUP

https://syrian-information-literacy.blogspot.com/

MADDIE IS ONLINE

Some reflections for public librarians

Website:

https://maddiesonline.blogspot.com/

Subscribe to all the video Playlists

bit.ly/2LwnE6T

'LOST IN INFORMATION: SYRIAN NEW SCOTS' INFORMATION LITERACY WAY-FINDING PRACTICES'

Presentations

MARTZOUKOU, K. 2016. *Lost in Information? Syrian new Scots Information Literacy Way-finding Practices.* **Information Literacy CoP.** Edinburgh, 6th December 2016. Presentation available from https://www.slideshare.net/martzoukou/lost-in-information-syrian-new-scots-information-literacy-wayfinding-practices

MARTZOUKOU, K. 2017. Information Literacy and Syrian new Scots. The Right Information. Digital Skills for the 21st century Scotland. **Digital & Information Literacy Forum 2017 organised by the Scottish Library and Information Council (SLIC) and the Scottish Government** https://scottishlibraries.org/media/1697/digital-and-information-literacy-forum-2017-programme.pdf

MARTZOUKOU, K. 2017. Syrian new Scots Information Literacy Way-finding practices: Phase 1 Research Findings. *LILAC conference.* Swansea University (Bay Campus). 10-12 APRIL 2017

MARTZOUKOU, K. 2017. The Information Experiences of Syrian new Scots: more than meets the eye Syrian new Scots Information Literacy Way-findings practices. 2017. *I3 Information Interactions and Impact conference* 27-30 June 2017 Aberdeen

MARTZOUKOU, K. 2017. Scotland Welcomes refugees – the roles of the library in resettlement and inclusion: Syrian new Scots Information Literacy Way-findings practices. **CILIPS Annual Conference 2017:** Strategies for Success, 5-6 June 2017, Dundee.

MARTZOUKOU, K. 2017,"Grey in Sepia": Empowering the everyday life information literacy of Syrian new Scots. **CILIP Annual Conference:** 5-6 July 2017 Manchester

Journal paper

MARTZOUKOU, K. and BURNETT, S. 2018. Exploring the everyday life information needs and the sociocultural adaptation barriers of Syrian refugees in Scotland. Journal of Documentation [online], 74(5), pages 1104-1132. Available from: https://doi.org/10.1108/JD-10-2017-0142

Report for CILIP ILG

Blog: https://syrian-information-literacy.blogspot.co.uk/2016_09_01_archive.html

Information Literacy, Democracy and Citizenship

Edited by Stéphane Goldstein

MARTZOUKOU, K. 2019. Scottish Public Libraries Welcome Syrian new Scots: a transition from being a refugee to becoming an active part of the community. In S. Goldstein. *Informed societies – why information literacy matters for citizenship, participation and democracy*. Facet Publishing.
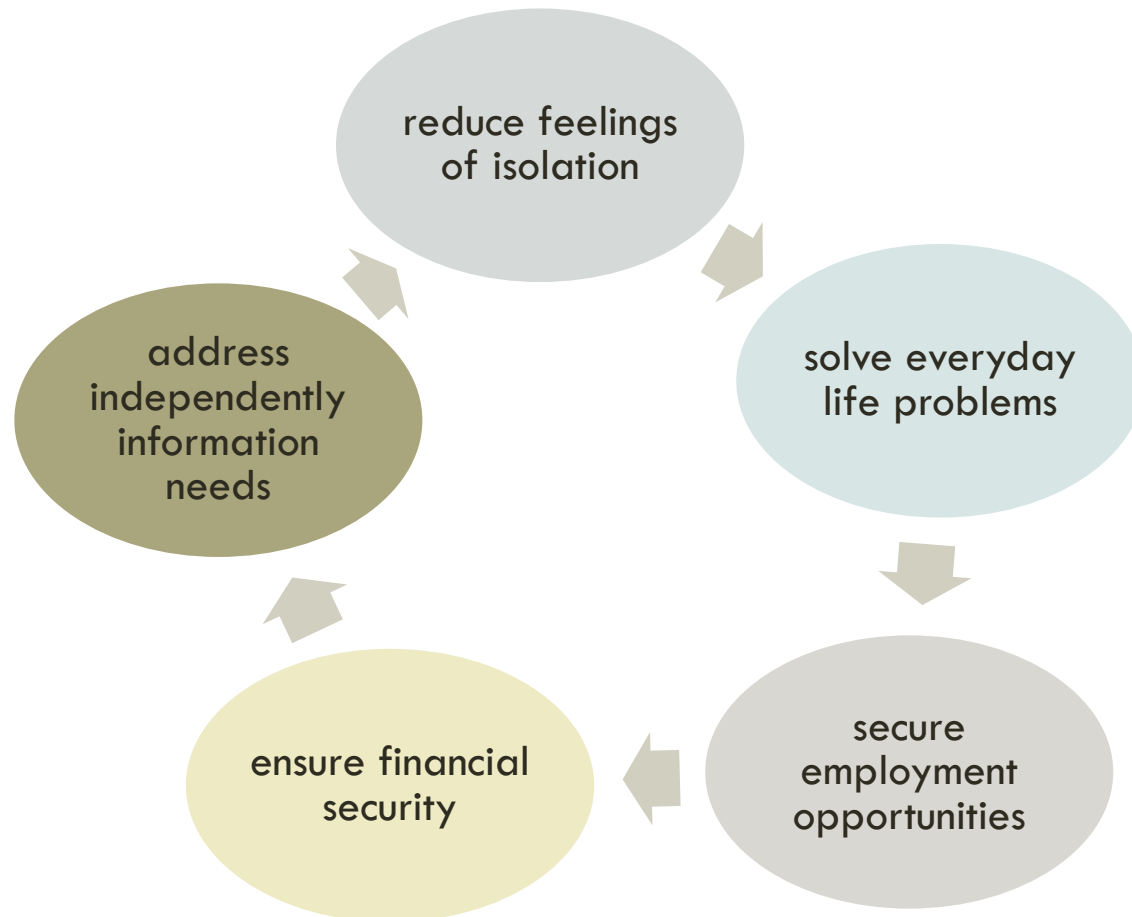
BARRIERS: ENGLISH LANGUAGE

reduce feelings of isolation

solve everyday life problems

secure employment opportunities

ensure financial security

address independently information needs

- Age differences
- Education
- Diverse previous life experiences
- Different learning preferences/cultural differences

ICT skills

In need of a signal: Technology is giving refugees, asylum seekers and migrants a voice - Marc Kosciejew.

iRefugee, the iAsylum seeker, the iMigrant.
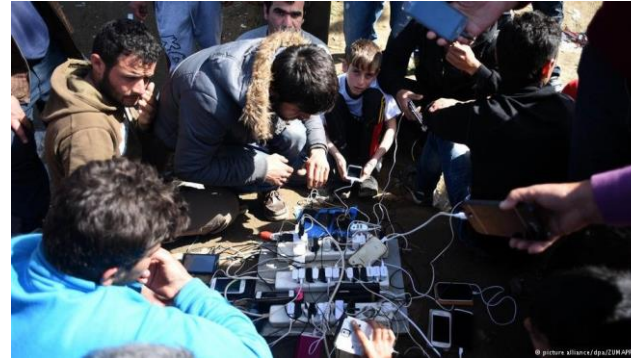
Need for further support with **ICT literacy:**

- **mobile apps /online translation tools:** communicate, entertain, organise everyday life needs (e.g. utility bills, hospital appointments), learn English, keep in touch with families and friends.
- **mobile phones as a lifeline** but gender, age & life experiences dichotomies
- **online safety**

Mapping Refugee Media Journeys
Smartphones and Social Media Networks

(See p. 47)
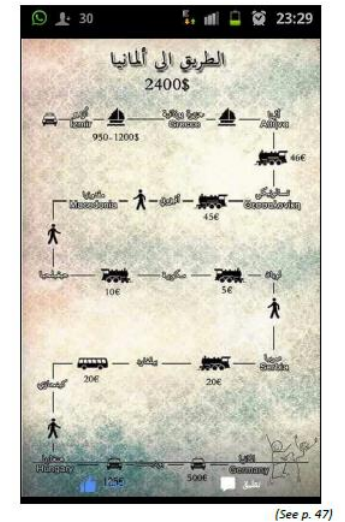
Research Report

Authors: Marie Gillespie, Lawrence Ampofo, Margaret Cheesman, Becky Faith, Evgenia Iliadou, Ali Issa, Souad Osseiran, Dimitris Skleparis

13 May 2016

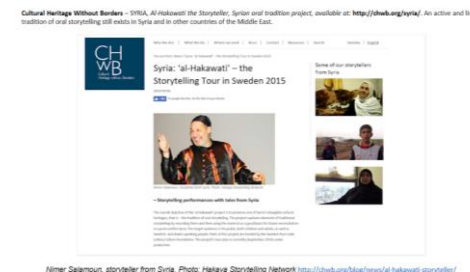The Open University / France Médias Monde

OTHERNESS VERSUS TOGETHERNESS

The experiences and knowledge structures refugees bring with them should be considered less from a point of view of **'otherness'** and more as **contributing social capital** to the context to which they were becoming a part.

MARWA'S STORY

Marwa's story | The New Scots

WAYS OF ENGAGEMENT

▪Designing **active programmes:** allowed Syrian new Scots to make a **direct contribution** to local community

▪ Engaging in **local community events** that celebrate different cultures

▪ Encouraging **cultural heritage exchange:** https://syrian-information-literacy.blogspot.com/2017/04/safeguarding-syrian-intangible-cultural.html

THE AL AMAL (HOPE) PROJECT
HTTP://WWW.AL-AMAL.CO.UK/

The Chairperson of the Amal Project "Dured Alhalabe" wins the young scot community award 2017

The Amal Project in visit to Loch Ness August 2017

The Amal Project takes all Aberdeenshire's Syrian New Scot on a trip to Loch Ness to see the monster :)

The Amal Project wins Best of Garioch at the 2017 Inspiring Aberdeenshire Awards

The Amal Project is the Winning Best of Garioch award 2017 The Amal Project, which helps Syrian new Scots settle into the area, was given the Best of Garioch award

Public Libraries

Local Refugee Resettlement Officers

Arabic resources available (for example more resources were in Polish)

"if there was a resource there and every library had guaranteed **a hub** and they had this information they would go"

------

no Arabic speakers

Increasing community awareness, **presenting the whole picture of the situation** that these families have encountered

establishing a single library card for Syrian new Scots and **automatically signing** families as members

setting up a **community hub** with **volunteering opportunities** for Syrian new Scots

providing health information in **accessible pictorial formats**

helping the families to develop their **health & digital literacy** (provision of additional classes)

offering source material in Arabic (including newspapers and material for children) / **Arabic speaker volunteers** based in local public libraries

setting up family sessions and getting the **families to engage** with the early years programme

creating a friendly, welcoming and **trusted 'third place'** for families to learn, socialise and feel part of the community: e.g. introducing an induction session and a short film on what public libraries could offer

LIBRARY CASE STUDIES
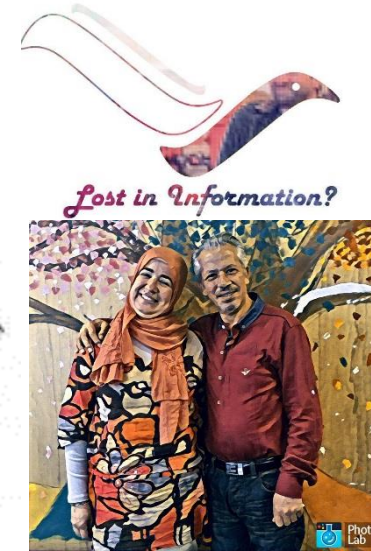
The Network http://www.seapn.org.uk supports libraries, museums, archives, galleries and other cultural and heritage organisations (as well as individuals) who are working to tackle social exclusion and towards social justice.

**Brief library case-studies** by EBLIDA (the European Bureau of Library, Information and Documentation Associations)

'Welcome to your Library' (WTYL) (2003- 2007 funded by Paul Hamlyn Foundation (co-ordinated through London Libraries Development Agency)

NORTH AYRSHIRE COUNCIL LIBRARIES

- Met with Housing, Education and Community Learning colleagues
  - how many Syrian new Scots were expected
  - where they would be housed
  - demographic characteristics of the expected families (e.g. children of school age)

- Bought a collection of Arabic books
  - (e.g. children's books, short stories collections and dual Arabic/English language recourses).

- Placed them in the library nearest to where the new families had been housed

- Additional Plans
  - offer meeting spaces in the libraries
  - recruit Arabic speaking Computer Buddies & BookBug leaders
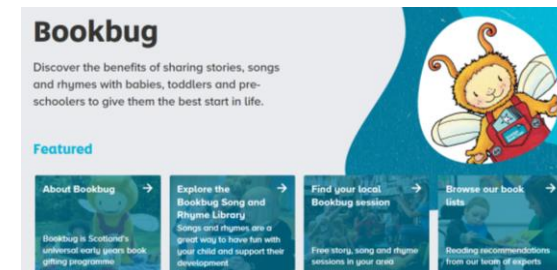
ROTHESAY LIBRARY, ISLE OF BUTE

- **Arabic leaflets** in its MCISS (Macmillan Cancer Information and Support Service)
- **Guest free Internet wi-fi access** via the 'Peoples Network'
- **Community-based Adult Learning services** and classes to **female** Syrian new Scots
  - how to keep up with new technology / take the first steps into learning / enjoy community life / more fully progress into further learning / gain skills to find work.

- **Collection of children's and young adults' books in Arabic**
- **Syrian children** to the library during **school visits**
- **Venue for English Language Classes** - Adult Learning office or Greet Tree Room (Moat Centre)

ABERDEENSHIRE LIBRARIES

consisting of 14 governorates, its capital is Damascus

Arabic keyboard stickers/overlays

- **ICT classes** / ICT volunteer from the group of young Syrians (for computer basics; email; shopping online, overview and how to shop from Amazon, eBay, and some of the sites).

- **Bookbug sessions** solely for female Syrians

- **Book Week Scotland 2017** (theme: Nourish - one of the strands was called 'Breaking Bread' - about sharing culture)
  - event in Inverurie Library with the **'Al Amal' group** to share the culture of the Syrians and a little of their story coming to Scotland/ **created a film – homeland – video**

ABERDEEN CITY LIBRARIES

A pop-up classroom area on the library Mezzanine floor to accommodate 10 Syrian learners and a tutor for **ESOL classes.**

The classes ran twice weekly (a men only class and a women only class). Feedback from the tutor expressed thanks for creating an **"effective learning space in the library, for my Syrian classes".** Library staff engaged with the learners to ensure ongoing support upon completion of the classes.

The Syrian new Scots were taken on a **guided tour of the Children's Library** and shown resources and services available for children and young people through the library service. Those with families were **encouraged to join their children as members** of the library service.

LEARN MYWAY HTTPS://WWW.LEARNMYWAY.COM/

THE MOONLITE ERASMUS+ PROJECT FOCUSSED ON INCLUSIVE LEARNING
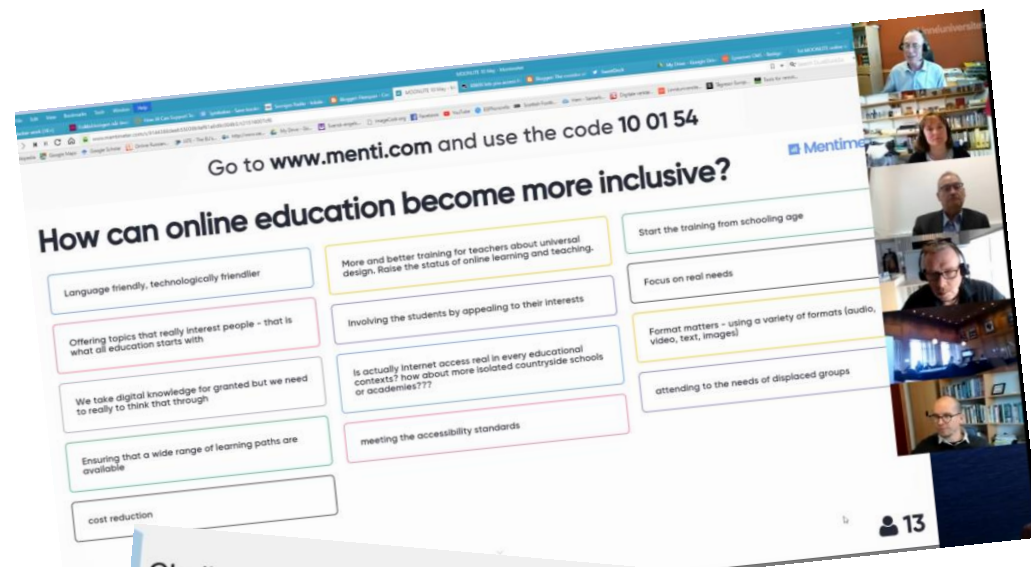
Access of refugees to European higher education.

https://play.lnu.se/media/t/0_3h31peg3/

Learn new skills and succeed with Kiron.

Living in a digital world   01
Learn more about the fundamental digital skills and tools you need in order to study successfully.

Learn programming with Python   02
Do you want to learn how to code? You can start right here by learning Python with this short beginners' program.

Google IT Support Professional Certificate   03
Get ready to kick-start a new career in IT Support in just 8-12 months!

Start your own online business
Want to start your own business online? Take this Kiron program and learn all the essentials.

DIGITAL CHAMPIONS NETWORK (DIGITAL UNITE)

Digital Unite https://www.digitalunite.com/

Digital Champions Network https://www.digitalchampionsnetwork.com/content/learn-share-change-lives.
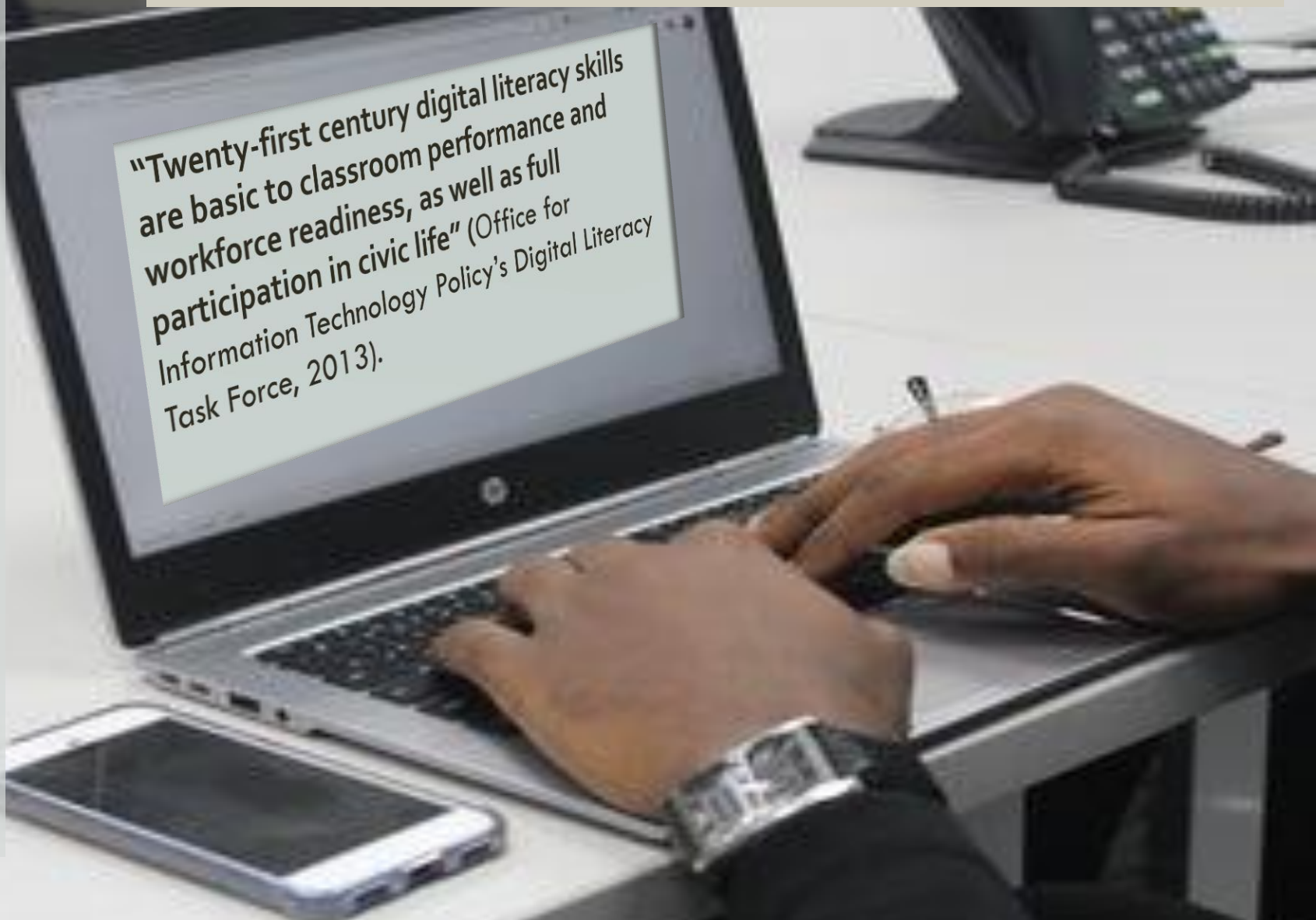
Develop external partnerships

- colleges and universities
- charities and organisations
- refugee and asylum seeker support organisations

Invest in Training

- Involve staff in digital & media literacy training (cognitive and technical skills)
- Identify, select, curate different digital & media literacy resources.
- Create own resources with available tools BUT…

Work together

- with other public libraries – do not replicate. **Create bigger projects**

"Twenty-first century digital literacy skills are basic to classroom performance and workforce readiness, as well as full participation in civic life" (Office for Information Technology Policy's Digital Literacy Task Force, 2013).

Photo Bnejami Dada https://unsplash.com/photos/EDZTb2SQ6j0

MADDIE IS ONLINE

Some reflections for public librarians

Website:

https://maddiesonline.blogspot.com/

Subscribe to all the video Playlists

bit.ly/2LwnE6T

POSITIVE ASPECTS

- **connect, play and interact** with friends.
- **get inspired**: watch videos from others around the world.
- develop and showcase **creativity** and talent.
- build a **community** around **interests.**
- express feelings.
- **informal learning** (social norms, digital skills).
- **Explore interests.**
- **Validation/emotional support.**

RISKS
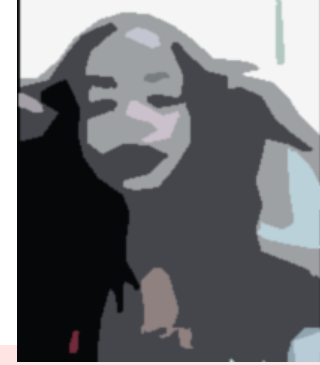
- **Addictive** form of screen entertainment.
- May **replace learning** the hard social "work" of dealing face-to-face with peers.
- Children are adopting **newer social media and games,** social pressure.
- Parents are **not always aware** of the social issues.
- **Safety**: default public account - strangers could directly contact children: people can like or react to a video, follow an account and send messages.
- **Risk taking** in order to get more followers/ likes
- constant stimulation every single moment
- Children may make different types of **videos** including **sexually suggestive.**
- **No real policy** to stop young kids to join the community of adults/ kids participating in adult activities, hiding their age.

WARM UP EXERCISE

WHAT DO CHILDREN DO ONLINE? POPULAR GAMES AND APPS

Social media & messaging / video sharing

Snapchat

Tik Tok

Texting and time being 'plugged in'

Online gaming

Mind craft

Roblox

ROBLOX

Learning about the world, self-expression, identity exploration & formation, acquiring technical skills

How do you make money?

https://youtu.be/JAn0mt0bHtU

Inspired to be a park owner

https://youtu.be/TpfcKj1TaHM
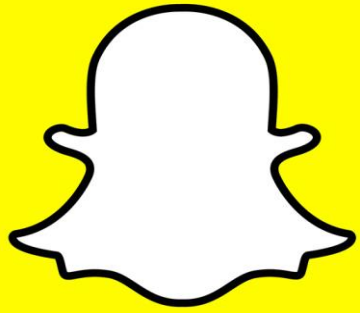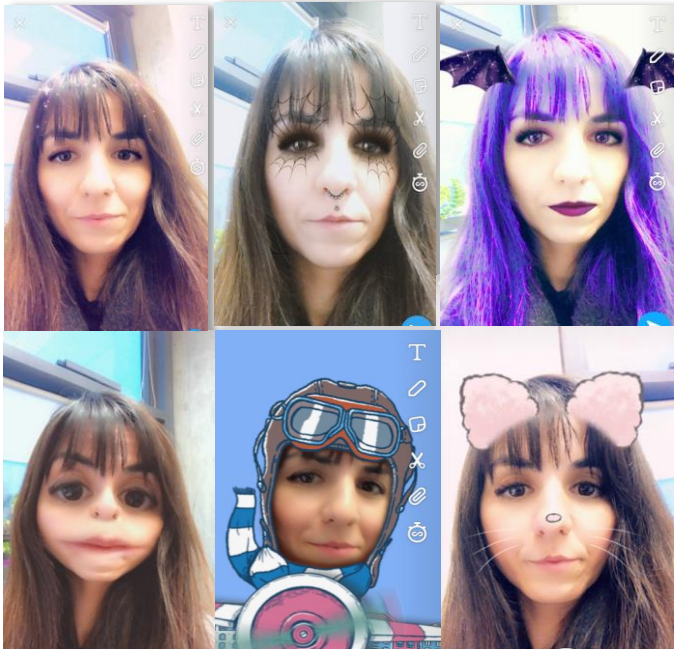
From 'Roblox Theme Park Tycoon'

SNAPCHAT

Photo and video-sharing app with filters (and with a twist): media you send disappear seconds after they are viewed. Messages in group chat disappear after 24 hours.

There are ways to capture and recover images – a false sense of "security" (e.g. saving images by tapping them or taking a screenshot).

My Eyes Only

"If you ever get a Snap that you want to keep extra private, you can always add it to My Eyes Only! That way, you can hand over your phone to friends when sharing Memories, without being worried they might catch an eyeful of something meant just for you 🙈"

TIK TOK

Challenges

- Clothes challenge: https://www.dailymotion.com/video/x6uwk2l
- Lip challenge: #kyliejennerchallenge
- Kidlipchallenge https://www.youtube.com/watch?v=gf05YGj31SM
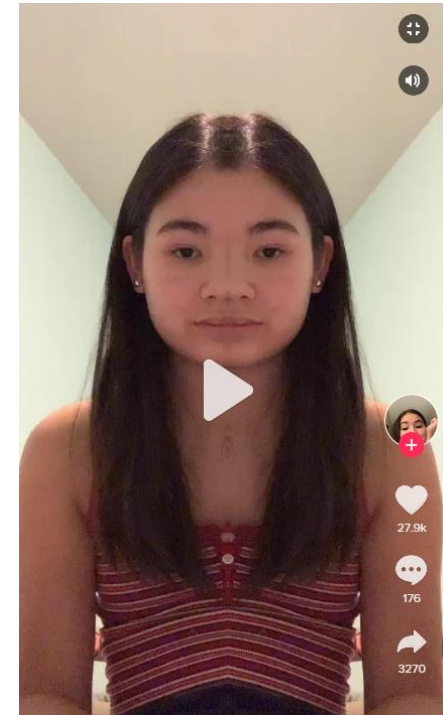- #10YearChallenge

Age inappropriate content

- Self-harm
- Life threatening challenges

Privacy

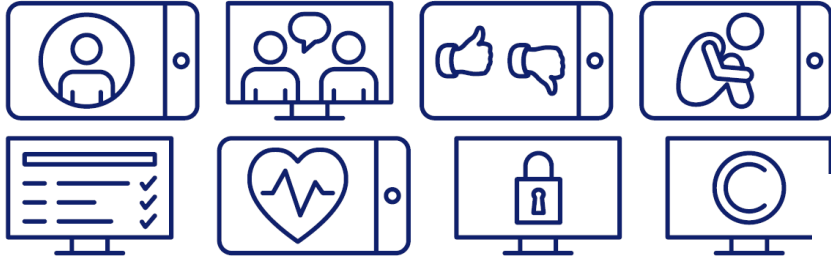**Private mode:** only the creator can watch the videos

Public: anyone within the app can see the videos

By default the settings are public unless a user changes them

Education for a Connected World

A framework to equip children and young people for digital life

UKCCIS
UK COUNCIL FOR CHILD INTERNET SAFETY

U.K. COUNCIL FOR CHILD INTERNET SAFETY

Self-image and identity

This strand explores the differences between online and offline identity beginning with self-awareness, shaping online identities and how media impacts on gender and stereotypes. It identifies effective routes for reporting and support and explores the impact of online technologies on self-image and behaviour.

Online relationships

This strand explores how technology shapes communication styles and identifies strategies for positive relationships in online communities. It offers opportunities to discuss relationships and behaviours that may lead to harm and how positive online interaction can empower and amplify voice.

Online reputation

This strand explores the concept of reputation and how others may use online information to make judgements. It offers opportunities to develop strategies to manage personal digital content effectively and capitalise on technology's capacity to create effective positive profiles.

Online bullying

This strand explores bullying and other online aggression and how technology impacts those issues. It offers strategies for effective reporting and intervention and considers how bullying and other aggressive behaviour relates to legislation.

Managing online information

This strand explores how online information is found, viewed and interpreted. It offers strategies for effective searching, critical evaluation and ethical publishing.

Health, well-being and lifestyle

This strand explores the impact that technology has on health, well-being and lifestyle. It also includes understanding negative behaviours and issues amplified and sustained by online technologies and the strategies for dealing with them.

Privacy and security

This strand explores how personal online information can be used, stored, processed and shared. It offers both behavioural and technical strategies to limit impact on privacy and protect data and systems against compromise.

Copyright and ownership

This strand explores the concept of ownership of online content. It explores strategies for protecting personal content and crediting the rights of others as well as addressing potential consequences of illegal access, download and distribution.

'EDUCATION FOR A CONNECTED WORLD':

U.K. COUNCIL FOR CHILD INTERNET SAFETY

Online bullying

I can describe ways that some people can be unkind online.

I can offer examples of how this can make others feel.

I can describe how to behave online in ways that do not upset others and can give examples.

I can give examples of bullying behaviour and how it could look online.

I understand how bullying can make someone feel.

I can talk about how someone can/would get help about being bullied online or offline.

| Early years - 7 | 7 - 11 | 11 - 14 | 14 - 18 |

Online bullying

I can explain what bullying is and can describe how people may bully others.

I can describe rules about how to behave online and how I follow them.

I can identify some online technologies where bullying might take place.

I can describe ways people can be bullied through a range of media (e.g. image, video, text, **chat**).

I can explain why I need to think carefully about how content I post might affect others, their feelings and how it may affect how others feel about them (their reputation).

I can recognise when someone is upset, hurt or angry online.

I can describe how to get help for someone that is being bullied online and assess when I need to do or say something or tell someone.

I can explain how to block abusive users.

I can explain how I would report online bullying on the apps and platforms that I use.

I can describe the helpline services who can support me and what I would say and do if I needed their help (e.g. **Childline**).

I can describe how to capture bullying content as evidence (e.g **screen-grab, URL, profile**) to share with others who can help me.

I can identify a range of ways to report concerns both in school and at home about online bullying.

| Early years - 7 | 7 - 11 | 11 - 14 | 14 - 18 |

MADDIE IS ONLINE : INTRODUCING THE STORY & SCENARIOS — SERIES 1 ONLINE RESILIENCE/SAFETY

Maddie is Online - Introduction
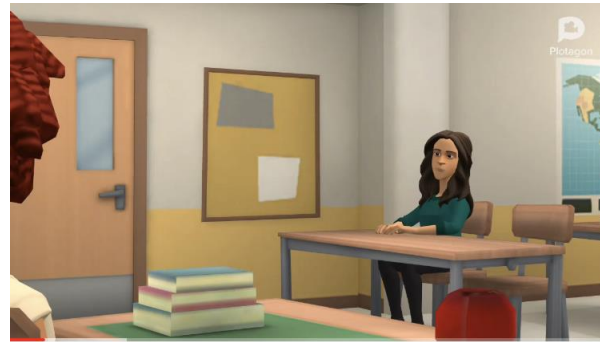
Maddie is Online - Scenario 1 Ignore the message

Maddie is Online - Scenario 2 Confront the Child

Maddie is Online - Scenario 3 - Go to mum and ask her what to do

Maddie is Online - Scenario 4 Give the phone to mum

Maddie is Online - Scenario 5 Go to mum and ask her to speak to the child

Maddie is Online - Scenario 6 Unfriend and block the child

https://maddiesonline.blogspot.com/

SERIES 2 ON MISINFORMATION

https://maddiesonline.blogspot.com/

If you are interested in using the series in your school or library please get in touch directly with Dina via k.martzoukou@rgu.ac.uk. Twitter @MaddiesOnline

A short anonymous [evaluation questionnaire](#)

- understand whether the tool was useful
- design new episodes of interest.

AREAS FOR PUBLIC LIBRARIANS

Photo by: Alexander Dummer https://unsplash.com/photos/UH-xs-FizTk

- Clearly **define** your digital citizenship **role**
- Make greater efforts to **engage** families in digital citizenship initiatives/ work (create your own initiatives!)
- **Make a case** for creating a Digital Officer post in schools (and be the one!)
- **Design** and **promote** learning opportunities and interesting resources to schools and families
- **Monitor** emerging trends and research
- **Identify** and **curate** resources
- **Conduct** your own **research** within context to better understand values, attitudes, skills.
- Do not reinvent the wheel – **work together** with other public libraries and schools to create playful, flexible, open learning in collaboration
- Promote your activities via national and global events (e.g. UNESCO Global Media & Information Literacy week, UK Safer Internet Week)
- **Help to add more to these recommendations!**

THE ROLE OF THE PUBLIC LIBRARY AS AN ENABLER OF ACCESSIBLE AND INCLUSIVE INFORMATION LITERACY

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RESOURCES

- **EU Kids Online:** a multinational research network, funded by the EC's Better Internet for Kids programme http://www.lse.ac.uk/media-and-communications/research/research-projects/eu-kids-online

- **Digital resistance:** https://pjp-eu.coe.int/en/web/charter-edc-hre-pilot-projects/digital-resistance "To promote digital citizenship of pupils by supporting the development of digital skills and competences through inquiry-based learning"

- Ofcom. Protecting your child in the Digital World: https://www.ofcom.org.uk/__data/assets/pdf_file/0015/7107/managemedia.pdf Also published a range of guides

- ParentPort was jointly developed by the Advertising Standards Authority, the Authority for Television on Demand, the BBC Trust, the British Board of Film Classification, Ofcom, the Press Complaints Commission and the Video Standards Council/Pan-European Game Information.

- Get Safe Online, the UK's national internet security awareness initiative. Ofcom also works closely with UKCCIS - the UK Council for Child Internet Safety - which brings together more than 180 organisations to help keep children and young people safe online.

ADDITIONAL REFERENCES

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