

# MOBILE INFORMATION LITERACY CURRICULUM

## *Module 5 Guide: Putting It All Together*

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## HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES (JSIS)

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## KEYWORDS

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## Table of Contents

<b>ABOUT THE CURRICULUM .....</b>	<b>4</b>
<b>CURRICULUM DEVELOPMENT .....</b>	<b>5</b>
<b>HOW OTHERS CAN IMPLEMENT THE CURRICULUM .....</b>	<b>5</b>
<b>PREPARING FOR CONDUCTING TRAININGS .....</b>	<b>6</b>
<b>ABOUT THIS MODULE .....</b>	<b>7</b>
<b>MODULE 5: PUTTING IT ALL TOGETHER .....</b>	<b>8</b>
<b>OUTLINE .....</b>	<b>8</b>
<b>ASSUMPTIONS .....</b>	<b>8</b>
<b>PREPARE AHEAD .....</b>	<b>8</b>
<b>BACKGROUND INFORMATION .....</b>	<b>8</b>
<b>OVERVIEW .....</b>	<b>8</b>
<b>PROJECT REQUIREMENTS .....</b>	<b>9</b>
<b>PROJECT WORK .....</b>	<b>10</b>
<b>WRAP UP .....</b>	<b>10</b>

The Mobile Information Literacy curriculum is a growing collection of training materials designed to build information literacies for the millions of people worldwide coming online every month via a mobile phone.

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 better curricula address not only skills, but also concepts and attitudes. 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? As part of the [Information Strategies for Societies in Transition](#) project, we developed a six-module curriculum for mobile-first users. The project is situated in Myanmar, a country undergoing massive political, economic, and social changes, and where mobile penetration is expected to reach 80% by the end of 2015 from just 4% in 2014. Combined with the country's history of media censorship, Myanmar presents unique challenges for addressing the needs of people who need the ability 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.

## About the Curriculum

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.

The curriculum focuses on critical thinking in a digital environment of smart phones, mobile phones, and tablets, filling a critical gap in digital information literacy curricula. Existing curricular models assume people learn on a personal computer (PC). While this has been the case historically, the next billion people coming online will most likely learn on a mobile device. This has huge implications for how people get online, how they access and experience the internet, how much they produce in addition to consume information, and even how they conceptualize the internet itself. For instance, research shows that in Myanmar (and many other countries) more people use Facebook than the internet. Mobile-specific practices, such as zero-rating, mean people are coming online much more frequently through a handful of "walled garden" applications without an understanding of and similar access to the broader internet. Also, some mobile applications and websites don't offer the full functionality of their PC counterparts. The curriculum aims to address these differences and empower mobile internet users to be equal participants in the online world.

The curriculum includes the following six modules:

- Module 1: Introduction to Mobile Information and Communication Technologies (ICTs)
- Module 2: A Mobile Lens on the Internet
- Module 3: Basic Web Searching via Mobile Devices
- Module 4: Working Online and Using Information via Mobile Devices
- Module 5: Putting It All Together
- Module 6: Module 5 Project Presentations

## Curriculum Development

Our initial efforts sought to combine several frameworks in creating a comprehensive mobile information literacy curriculum: [EU DIGCOMP](#), [SCONUL](#), and [Empowering 8](#). At the time of our review there were none that explicitly addressed all of the skills, concepts and attitudes for mobile-centric users. The EU DIGCOMP framework explicitly acknowledges that no curriculum for the mobile environment has been developed. Nevertheless, once we identified our target group as beginner-level participants with no knowledge of the internet, World Wide Web, and mobile technology use, the EU DIGCOMP proved to be the most appropriate framework for designing a basic beginner-level curriculum. SCONUL and Empowering 8 were more appropriate for those with at least a minimum baseline digital information literacy.

## How Others Can Implement the Curriculum

The curriculum and training guide were designed to be flexible and customizable, depending on the baseline skills of those being trained, and translated into other languages. In countries and contexts like Myanmar, where for many using a mobile phone marks their first experience with the internet and digital technology, these training materials can be used by various organizations, such as libraries and NGOs, to both train their staff and to build knowledge, skills, and mobile information literacy competencies within the populations they serve. In Myanmar the materials have been translated into Burmese, and master training sessions have been conducted to train library staff to further train their colleagues, as well as library patrons. Our partners in Myanmar have also conducted training sessions at the Ministry of Information.

The curriculum materials are offered here with a [Creative Commons Attribution-ShareAlike 3.0 license](#), so others are free to use, adapt, and share the materials with attribution. We are also available to help organizations create customized materials based on their particular country or regional contexts and literacy training needs.

If you have questions on the curriculum or would like more information on how we can help, please email us at [tascha@uw.edu](mailto:tascha@uw.edu). We also encourage individuals and organizations that use and adapt this curriculum and training to provide us with any feedback, ideas, and adapted materials. There are many ways you can do this: email [tascha@uw.edu](mailto:tascha@uw.edu), leave a comment and upload materials on the main Mobile Information Literacy curriculum webpage <http://tascha.uw.edu/mobile-information-literacy-curriculum>, and/or participate on our Facebook page <https://www.facebook.com/MobileInformationLiteracy>.

## Preparing for Conducting Trainings

By default, digital information literacy implies access to information on the internet. Technology often fails or can be difficult for many to use under time and pressure constraints. A good practice is to test run the presentation on the equipment in the facility well ahead of the actual training. This ensures that the presentation will go as intended and so trainers can determine and anticipate alternative options. Before conducting any presentation, trainers should be sure that:

- The training facility is equipped with the necessary materials and technology
- All equipment has been tested and is operational
- They are familiar with how to operate the equipment
- They have a backup plan for continuing the training should issues arise

## About this Module

### Putting It All Together

In this module, you will apply your knowledge by developing a project, and we will share our project results in the next module. Although you will be working together in your groups in the same space, the idea is to imagine how you might work together on a project when you are in different spaces, for example, when you all return to your respective communities. Each person in the group should provide input and contribute to the project.

#### Prerequisites:

- Module 1: Introduction to Mobile Information & Communication Technologies (ICTs)
- Module 2: A Mobile Lens on the Internet
- Module 3: Basic Web Searching via Mobile Devices
- Module 4: Working Online and Using Information via Mobile Devices

#### Topics covered:

- Mobile Information Literacy project-based learning (putting all 4 previous modules together)

#### Objectives covered through the end of this module:

- Prepare a project using your newly-acquired mobile and digital information literacy skills and knowledge

#### How long does this module take?

3 hours (180 minutes)

# Module 5: Putting It All Together

Estimated total time: 3 hours

## Outline

1. Overview <1 min
2. Project Work 150 mins + 15 mins break

## Assumptions

- All participants have mobile devices such as smartphones or tablets.
- Wi-Fi is available at the facility for participants to access.
- Participants have completed Module 4: Working Online and Using Information via Mobile Devices.

## Prepare ahead

Review the activities and ensure that you set up any necessary demo requirements on your device ahead of the module.

## Background information

The most effective way to reinforce digital information literacy is through constant practice and practical application. This module sets up a project-based learning environment for participants to apply the skills they've learned in the previous modules. The projects provided are examples. Trainers should use appropriate projects as necessary according to the needs and experience of their participants. Select projects that will allow participants to practice their mobile information skills and knowledge without focusing too much effort on the content that is generated.

## Overview

(<1 min)

[Slide: Overview]

Set up the role of project-based learning, expectations for the group project environment, and the requirements for participants:

- *In the previous modules, we've covered a wide range of mobile information literacy concepts and techniques. In this module, you will apply your knowledge by developing a project, and we will share our project results in the next module. Although you will be working together in your groups in the same space, the idea is to imagine how you might work together on a project when you are in different spaces, for example, when you all return to your respective communities. Each person in the group should provide input and contribute to the project.*

[Slide: Project Options]

Trainers should determine ahead of time if they will allow participants to choose from a variety of projects or if they will provide a more directed approach to project assignment. Trainers should consider the experience level of participants and the amount of time necessary for trainers to monitor progress and assist groups as necessary. Trainers may wish to print out or project the various project ideas below or ones that they create for the participants to have as guides.

- *The project(s) you will [or may] work is/are: [..]*

# Project Requirements

(15 mins)

[Slide: Project Requirements]

While the project examples below vary, each project should cover the following:

1. Creating a shared online document to work with
  2. Providing individual input from all group members on the document content
  3. Inserting a table with group member information: name, org, email, phone
    - Advanced: hide table borders
  4. Inserting images into the document:
    - Search for images in the public domain
    - Advanced participants: search for and use Creative Commons images along with the appropriate form of citation
  5. Exporting the document
    - Advanced participants: save / convert to different file formats
  6. Downloading the document to local devices
  7. Sharing the document as an attachment (Facebook, email, Dropbox, listserv, etc.)
  8. Sharing the document as a link (Facebook, email, Dropbox, listserv, etc.)
    - Advanced participants: change the hypertext of the link (in Facebook, email, Dropbox, listserv, etc.)
  9. Practice presenting the group project
- Note: trainers should be on the Facebook groups, email, Dropbox, listerv, and other accounts where groups will be sending files. Trainers should project the files for groups during their presentations.
- Advanced participants: create a slide deck to present

Depending on what was determined ahead of time for the project options, explain one, all, or optional projects in more detail for participants:

## Sample Project 1: Event Flyer

- *The goal of the project is to create a 1-page flyer for an event that you are hosting. Using Google Docs, create a new document for your flyer. Each member in the group should have input and work directly on the flyer. The flyer should contain the following information:*
  - *Title of the event*
  - *Purpose of the event*
  - *Description of the event*
  - *Date, Time, and Location*

## Sample Project 2: Comic Strip

- *The goal of the project is to create a 1-page comic strip. Using Google Docs, create a new document for your comic strip. Each member in the group should have input and work directly on the comic strip. The comic strip should contain the following information:*
  - *Title of the comic strip*
  - *At least 6 panels for the comic strip*
  - *Text for storylines, speech, sound, etc.*

### Sample Project 3: My Favorite Thing

- *The goal of the project is to create a 1-page write-up. Using Google Docs, create a new document for your write-up. Each member in the group should have input and work directly on the write-up. The write-up should contain the following information:*
  - *Title of write-up*
  - *A clear subject for the write-up (e.g. favorite song, favorite recipe, favorite soccer team, etc.*
  - *Description of the subject and what makes it a favorite*

### Sample Project 4: How-to Instructions

- *The goal of the project is to create a 1-page set of how-to instructions. Using Google Docs, create a new document for your how-to instructions. Each member in the group should have input and work directly on the how-to instructions. The write-up should contain the following information:*
  - *Title of the how-to instructions*
  - *Description of what the how-to instructions will demonstrate*
  - *Numbered, step-by-step instructions*
  - *Any notes or disclaimers*

### Sample Project 5: Wikipedia Article (for advanced participants)

- *The goal of the project is to create a Wikipedia article. Using Google Docs, create a new document for your draft Wikipedia article. Each member in the group should have input and work directly on the Wikipedia article. Once a satisfactory draft has been established, paste the content into a new Wikipedia article. The Wikipedia article should:*
  - *Be on a topic that at least one member of the group is an authority on*
  - *Provide credible references for claims and statements*

## Project Work

Allow groups to get set up and begin working. Trainers should periodically check in with groups and assist as needed. Trainers should strive to help groups by talking groups through accomplishing tasks rather than simply showing them. If all groups seem to have a similar issue, trainers may find it easier to talk through the issue with everyone rather than with separate groups. If groups are having particular difficulty and are moving slowly, trainers may wish to modify projects to an appropriate level where groups will achieve a point of success by the end of the module. For advanced groups, trainers may wish to add more complexity into projects to provide more challenging requirements.

## Break

(15 mins)

Trainers may set a time for a break or allow groups to break as necessary.

## Wrap Up

[Slide: End Module 5]

- *This concludes module 5: Putting it All Together. We covered a lot of ground in modules 1-4, and through developing a small project, you were able to apply the mobile information literacy skills and*

*concepts that you learned and practiced. In the next module, you will present your group project, and we will get to see what everyone came up with.*

Take any questions or comments if any.

