

MOBILE INFORMATION LITERACY CURRICULUM

Module 6 Guide: Module 5 Project Presentations

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HENRY M. JACKSON SCHOOL OF INTERNATIONAL STUDIES (JSIS)

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KEYWORDS

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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. 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, 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

Module 5 Project Presentations

In this module, groups will share their project results with an audience.

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
- Module 5: Putting It All Together

Topics covered:

- Mobile Information Literacy project presentations

Objectives covered through the end of this module:

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

How long does this module take?

3 hours (180 minutes)

Module 6: Module 5 Project Presentations

Estimated total time: 3 hours

Outline

1. Overview 5 mins
2. Presentations 75 mins
 - Groups 1, 2, and 3
3. Break 15 mins
4. Presentations 50 mins
 - Groups 4 and 5
5. Discussion and Recap 20 mins
6. Post Survey 20 mins

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 5: Putting It All Together.

Prepare ahead

Trainers should test that all group projects will display correctly ahead of time.

Overview

(<1 min)

[Slide: Overview]

Explain the format for presentations and expectations:

- *Now that you have completed your group projects, let's share your results with everyone. As you present your project, be sure to include:*
 - *The name of your project*
 - *What your projects is*
 - *What you did*
 - *Any issues you encountered, and how you resolved them*
 - *Any "aha" moments you encountered*
 - *What you learned from the experience*
 - *What you might do differently in the future as a result*

Presentations

(75 mins)

Break

(15 mins)

Presentations

(50 mins)

Discussion and Recap

(20 mins)

Engage participants in a debrief and discussion:

- *Was this project a useful experience for you?*
- *How might you use the lessons in this workshop in the future?*
- *What do you feel was the most useful thing you learned?*
- *What was the least useful thing you learned?*
- *What would make this type of program more useful for you?*
- *How might others in your network benefit from the lessons you've learned?*

Provide a recap of the module and modules. Thank and congratulate the participants.

Post Survey

(20 mins)

