



Setkání s Alison J. Head na LILAC 2016

Lenka Bělohoubková



LILAC - 21. - 23. 3. 2016
University College Dublin

- Novinky:
 - LAGADOTHON
 - Keynotes
 - Přednášky
 - Knihovníci detektivy
 - Smart postery
- 



Lagadothon

<http://www.lilacconference.com/lilac-2017/lilac-lagadothon/>

What can play do for you?

or

Who would win the fight between
Red Rocker and Blue Bomber?

Nicola Whitton



Alex Moseley

<http://1url.cz/Tt2ey>





ne

#bluePI

#lilacgame

#greenPI

#lilacgame

#goldPI

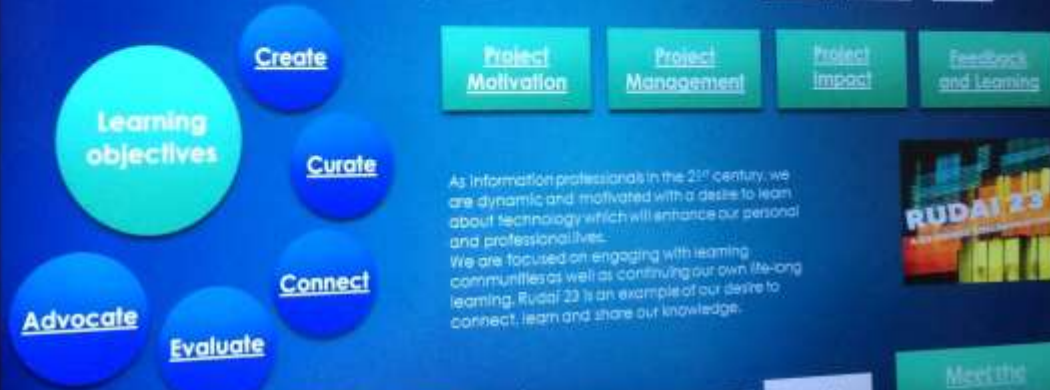
#lilacgame

#redPI

CLEVERTOUCH PLUS

Rudai 23: Using Social Media for Teaching and Learning

Abstract: In July 2015, a free online course was developed and launched by a collaboration consisting of members of the Western Regional Section of the Library Association of Ireland, together with additional contributors from a variety of information and education backgrounds. The course consisted of 23 modules which were made available via a blog over a 14 week period. For each of the 23 modules, participants reviewed a learning component, completed a specific information literacy task and wrote a reflective blog post. The course introduced information professionals to tools and networks to use in their job and for professional development. The course also enabled participants to actively engage in a professional network and to discuss current issues in the information profession.



As Information professionals in the 21st century, we are dynamic and motivated with a desire to learn about technology which will enhance our personal and professional lives. We are focused on engaging with learning communities as well as continuing our own life-long learning. Rudai 23 is an example of our desire to connect, learn and share our knowledge.



Scan this code to see our full blog



Meet the Rudai 23 Team

CLEVERTOUCH PLUS

Feedback and Learning

As the course drew to a close we asked participants for feedback. Here's what they said.

Favourite tool for CPD

We asked participants which tools they were most likely to continue to use for professional development. 93% said they would use Twitter, 83% said Facebook Groups and 67% said LinkedIn.



16 of our 23 modules featured as the favourite for our respondents. We were delighted with this result as it meant that the majority of our course content was relevant to all our participants.



The top three modules were Screencasting, Blogging and Augmented Reality.

Favourite Module

Motivation

We asked participants about their motivation behind doing the course. 63% said they were doing the course for specific CPD purposes such as receiving accreditation from a professional body.



Challenges to Learning

We asked participants what challenges they faced during the course. The two most common answers were time management and technological constraints.



Favourite Networking Tool

We asked participants which networking tool they preferred to connect with the other participants. 41% said Twitter, 31% said by commenting on other blogs and 21% said the Facebook group.



Project Impact

Global participant distribution





Allison J. Head – jedna z mnoha
přednášejících



ALISON HEAD



Executive Director and Principal Investigator

Alison Head Ph.D. is Project Information Literacy's Executive Director and Lead Researcher. She is also a Research Affiliate at the [metaLAB \(at\) Harvard](#) and a Visiting Scholar at the [University of Nebraska-Lincoln's University Libraries](#). Since 2008, Head and her team of PIL researchers have interviewed and surveyed over 13,000 undergraduates at more than 60 US four-year public and private universities and colleges and two-year community colleges. PIL has published eight open-access [research reports](#) as part of their ongoing study.

In a 2016 *Inside Higher Education* [column](#), Barbara Fister called PIL "hands-down the most important long-term, multi-institutional research project ever launched on how students use information for school and beyond." Articles about PIL's work have also appeared in *The Atlantic Magazine*, *The Huffington Post*, *The Chronicle of Higher Education*, *Education Week*, *Inside Higher Education*, *Library Journal*, and *The Seattle Times*.

PEOPLE



Alison Head
Executive Director and
Principal Investigator



R. David Lankes
Board Member
Professor and Director
University of South
Carolina iSchool



Peter Morville
Board Member
Founder and Director
Semantic Studios



David Nasatir
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Visiting Professor
UC Berkeley, Sociology
(Retired)



Lee Rainie
Board Member
Founder and Director
Pew's Internet &
American Life Project




Karen Schneider
Board Member

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What happens after graduating from university?

hashtag for today is
#ilac16

Alison J. Head, Ph.D., Project Information Literacy, University of Washington iSchool
21 March 2016 | LILAC, Monday, 16:15 – 17:00 p.m. | Parallel Session #3
University College Dublin | Dublin, Ireland



◀ 1 of 21 ▶ ↗

What happens after graduating from university? Alison Head 319 views

<http://1url.cz/gt2e7>

STAYING SMART:

How Today's Graduates Continue to Learn Once They Complete College



BY ALISON J. HEAD, PH.D.

PROJECT INFORMATION LITERACY RESEARCH REPORT

THE PASSAGE STUDIES

JANUARY 5, 2016

PROJECT INFORMATION LITERACY
<http://projectinfolit.org>

THE UNIVERSITY OF WASHINGTON INFORMATION SCHOOL
RESEARCH SPONSORED BY THE INSTITUTE OF MUSEUM AND LIBRARIES (IMLS)

<http://1url.cz/7t2QM>

2 roky výzkumu...

**Jaro
2014**

63 úvodních interview

**Podzim
2014**

1 651 respondentů on-line dotazníku

**Jaro
2015**

63 následných (dolaďovacích) interview



Odkud byli respondenti

- Chytrá města v USA
 - Místa, která se rychle technologicky rozvíjejí
 - Studenti po ukončení studia zůstávají, protože získají dobrou práci
 - 10 měst : Columbus, Charlotte, Austin, Las Vegas, Nashville, Orlando, Phoenix, Riverside, San Antonio

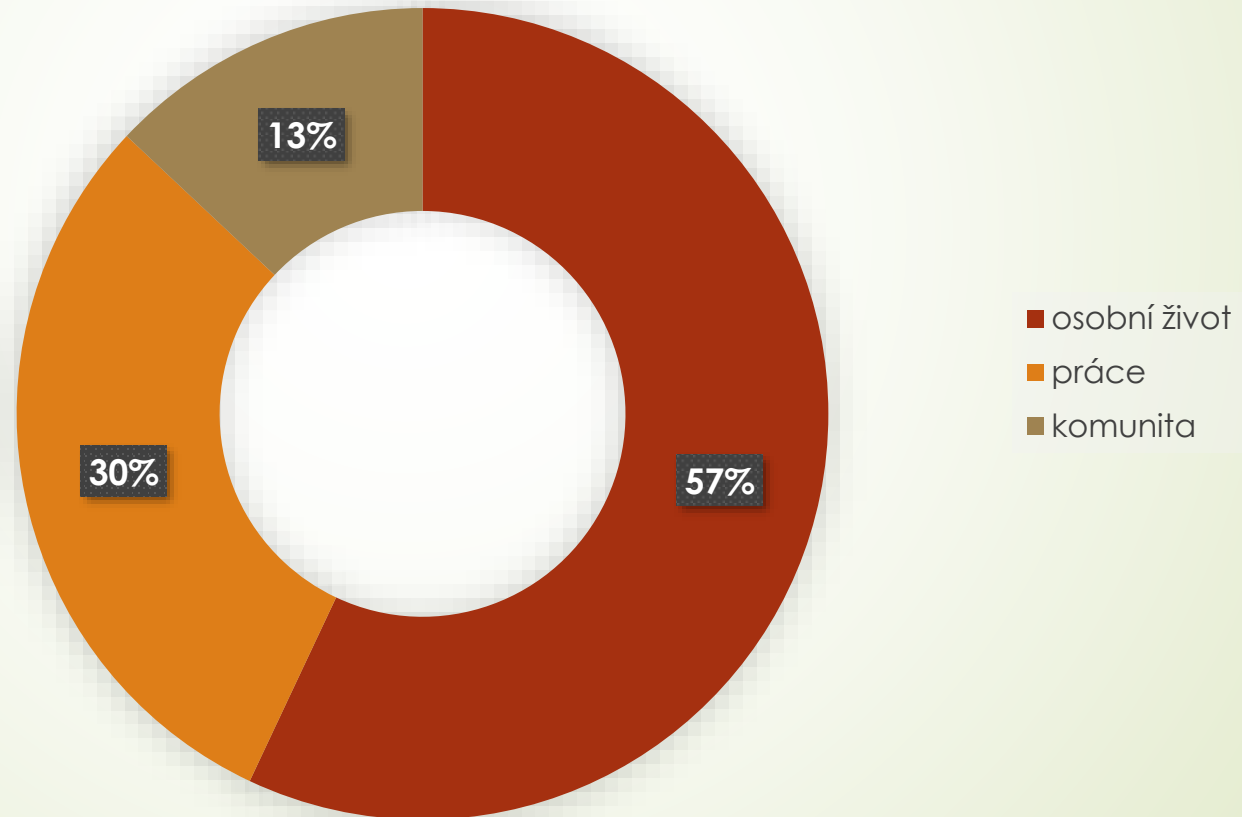


1. zjištění : absolventi byli překvapeni, že reálný život vyžaduje neustálé vzdělávání



Oblasti následného vzdělávání

Odpovědi respondentů:



2. zjištění : k hledání informací využívají Google, ale stejně často se obrací i na lidi

57% celkem

Osobní život

- Vyhledávače 88%
- Sociální sítě 79%
- Přátelé 79%

30% celkem

Práce

- Vyhledávače 83%
- Spolupracovníci 84%
- Vedoucí (Boss) 79%

13% celkem

Komunita

- Vyhledávače 38%
- Přátelé 24%
- Sociální sítě 26%

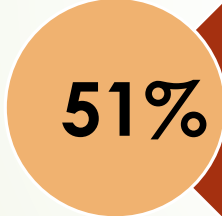


Co používají kromě Google?



79%

YouTube



51%

Pinterest



21%

Duolingo



Podle čeho si vybírají zdroj informací



Převzato z : <http://1url.cz/ft2Qr>

Co jim stále působí problémy...

88% Čas na vzdělávání

73% Dostupné zdroje

70% zůstat „v obraze“

62% Motivace

50% Přístup k VŠ zdrojům

29% Nalezení srozumitelných informací



3. zjištění : často (ale ne vždy) – kritické
myšlení naučené na škole používají v praxi



Kategorie podle ACRL



Absolvovaný obor je
důležitý



Problém – umění klást
otázky



Co z toho plyne pro knihovníky:



Vysokoškolské vzdělávání



Veřejné knihovny



Středoškolské vzdělávání



University College Dublin Library



University College Dublin Library



Chelsea Physics Garden, London

Děkuji za pozornost



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