

Click, Blog, Dig, Rock – keep your skills up to date

Katja Kyllönen and Pirjo Sallmén

Libraries.fi
Helsinki City Library
Helsinki, Finland



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Abstract:

The traditional mission of the library in promoting literacy, knowledge and culture has not diminished with the ever evolving media environment in society. In fact the tasks for the library have broadened and have more dimensions.

*In Finland during 2007-2011 the Finnish Library Association implemented a Ministry of Education funded **Media education project**. The purpose of which was to **educate librarians** in appreciating the changing media environment and working as advisor to children, young people and adults in libraries.*

We have now 20 regional trainers all over Finland. Most important sections in their professional skills are pedagogic skills, familiarity with Social media, familiarity with new literacies, especially Media Literacy and familiarity with Digital games.

In 2011 we further continue still by the same draft in other words the educated teach the new ones. This way the knowledge extends and we keep up.

Keywords: media literacy, media education, librarians, new skills, pedagogic skills, public libraries

Click, blog, dig, rock – keep your skills up to date!

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Click, Blog, Dig, Rock

keep your skills up to date

Change!

Earlier library work was basically listing, loaning books, shelving, teaching skills for information retrieval, booktalk and story hours. Then came the new equipments; internet, mobile phones, digital games etc. and it changed our work remarkably. We had to decide which road to take; *stick with the things we used to do and were familiar with, and leave behind the development OR start understanding the new technology and keep up with it so well that we can still be the educators.*

Change!

share!



New media equipments

share!



Media literacy

share!



Library work is changing more and more towards content and education expertise. Teaching has become a significant part of library functions. Traditionally libraries have taught the skills that are connected to seeking information. Now alongside it is the teaching of media and information literacy and knowing the methods of teaching and learning. The library professionals that work with children and youth need special pedagogical skills, media literacy, knowledge of social media, information technology skills and an understanding of the world of digital games.

Understanding....

share!

Social media

Digital Games



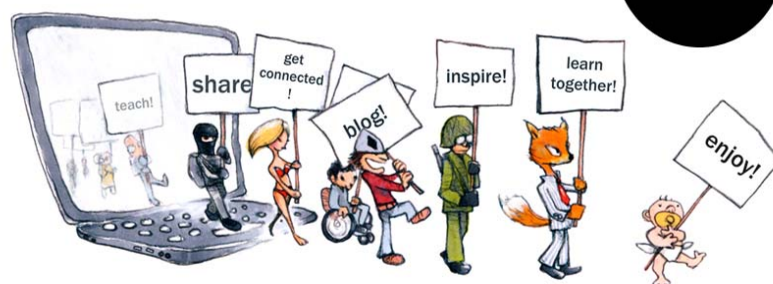
Connect! Communicate! Learn together! - Share!

Media education is not limited only to the realm of official classroom curriculum, but is present in everyday surroundings such as the library. In Finland, media education is based on the cooperative efforts of various bodies, and libraries are one of the pillars in that cooperative chain that builds a safe environment for children and youth to develop their media literacy.

Learning media literacies is a continuum. One is never completed and absolutely media literate – not even a library specialist.

We don't have the money and the possibilities to build huge educational bodies, and resources are limited for library personnel to participate in long studies. We don't necessarily need a large educational entity but we can learn together in our work.

Media environments of children and young!



So we started as follows:

During 2007-2010 the Finnish Library Association implemented a media education project funded by the Ministry of Education and Culture. The purpose of the project was to educate librarians in appreciating the changing media environment and working as advisor to children, young people and adults in libraries.

The project enhanced the librarians' awareness of new trends in the media environment through comprehensive training and media education activity packages.

We have now 20 provincial trainers all around Finland. They plan staff training days, educate, visit schools and day-care centres, and they further improve their own professional skills.

The Project was ment basicly for librarians who work with children and the young. The main goal also was to get at least one person/provincial library area, so the educated can later teach the new ones.

How! Why!



Library's role is to help especially children to

- Offer skills to meet and understand different media texts or pictures and to critically evaluate them as well.
- Skills to produce different media texts.
- Teach children to use internet within bounds.
- Encourage children to come to their own conclusions.
- Protect children against the dark side of the internet
- Help children with their information retrieval skills and help them to compare, to choose and to utilize the information they have found.
- Help and guide them to use communication and media related equipment.

Offering skills...

share!



To seek, compare, choose, utilize the information...
To produce media texts... To come to their own
conclusions... To understand media texts...

And for this demand is this project build for. There were training days for the selected ones and also different days for larger group of participants such as teachers, librarians, youth workers etc.

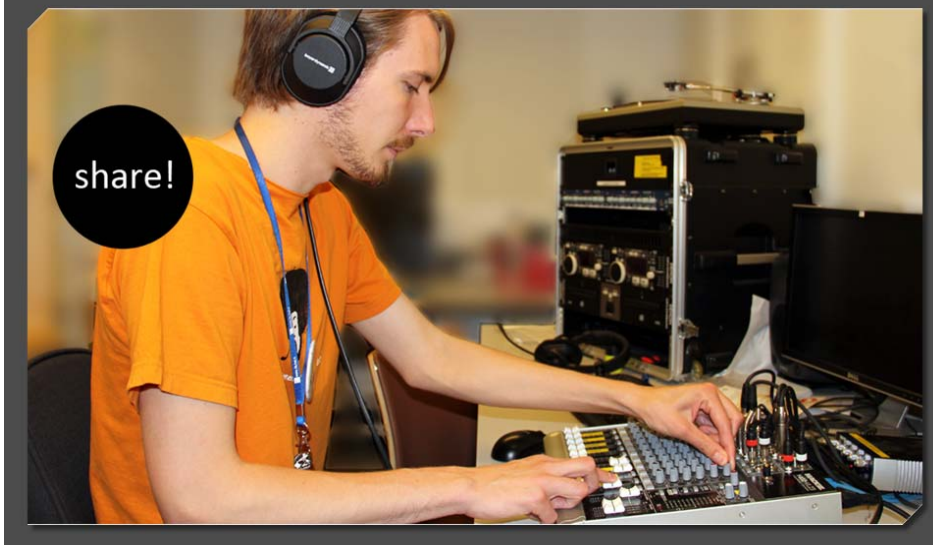
In 2008 the training days consisted with

- social media (blogs, wiki, Facebook, Twitter)
- Lessons in media education -professionals
- Second life
- Gaming day (playing digital games)
- Messenger, YouTube, Skype
- Semantic web
- Websites for children and the young
- Individual improvement project for each participants library

In 2009 – 2010 the training days consisted with

- New reading skills
- Social media (e.g. Facebook, Twitter, Flickr)
- Information retrieval in internet
- Media reading skills
- Copyright

New skills! New tools!



Blog! Co-operate! WWW! - Share!

In 2010 also a nationwide media education plan for libraries was made. The whole project consisted also among these all a huge material for media lessons, a book called Library education & media education, www.okariino.fi – website for children and <http://mediakasvatus.kirjastot.fi>, website which is all about media education and everything around it.

<http://mediakasvatus.kirjastot.fi> is a place where anyone can find help for different problems with media education. Material has been produced for libraries to help in executing media lessons for children. The point is that we use other media among books. The goal of such media lessons is to involve children with media skills and to encourage them to work in a safe and versatile environment with varying media. The goal of media recommendation is to encourage children to use media formats that libraries offer such as movies, magazines, games, and internet to give them guidance of versatile use of media.

In addition the website holds copyright issue, information about the media education specialists, material for information retrieval, information about digital games, book about the cooperation between libraries and schools etc. So help is always available!

We also have websites, www.okariino.fi and www.sivupiiri.fi for children and the young that any library can use as their own websites. Consequently we ease the burden for individual libraries so they don't need to do everything themselves.

Okariino.fi is ment for children aged 6-12 yrs. Minimum recommendation for the user is that she/he can read. The main task of it is to inspire children among books and other media, and to inspire children to read, write, use libraries, seek information and especially to express themselves in their own way. The priority of this website is children's literature with its phenomena, heroes, readers, writers and illustrators.

Among books, comics, games, movies and later also magazines and music are widely presented in the web service. The reviews and recommendations are made by children and librarians across Finland. So the Okariino's childrens culture consists of the culture made for children and the

culture that children make themselves.

<http://www.sivupiiri.fi/>

Sivupiiri.fi is a website for the young about books. It's mainly about book reviews made by young people and book recommendations made by librarians.

Librarians can now enjoy and say they dig their work among new media surroundings, children and the young. We have the support and encouragement of librarians around Finland. We have the educated local trainers to help, and we have the packages of different kinds of media lessons. So we just enjoy teaching and learning!

Encourage! Inspire! Teach! Enjoy! - Share!

We don't need to figure it out alone or do it all alone! Whenever you invent a great media lesson or other good action, you can and you should share it. There is no reason why we should keep good ideas to ourselves. We really should emphasize the importance of sharing knowledge. That is the way we can assure that all librarians keep up with the changes that are happening.

In 2011 we still continue in public libraries with the same principal: in other words the educated teach the newcomers. We started with 20 library professionals and educated them to teach new ones in their own provincial library area. And then the new ones can continue educating librarians in their own towns and communes. This way the knowledge extends forward. Also the producer of the material will join the training so we get the view of pedagogical knowing. These media sessions will be practiced with real groups of children. The only thing you need is an open mind.

We also have our common nationwide networks (okariino.fi, sivupiiri.fi, mediakasvatus.kirjastot.fi) where we have an extensive network of content providers. We provide content together, so the burden for individual library ain't so heavy.

We teach, help, encourage and inspire each other. So it doesn't matter if you are old or young or studied 20 years or 2 years ago, you're hip anyway!

We rock!

Keep up with the changes



CASE: Teaching picture literacy to children

Donald's demeanor

Title: Donald's demeanor

Task: Examine Donald Duck's expressions, posture, and emotions.

Objectives: Get acquainted with the comic, empathize with the character, and develop visual literacy.

Age group: 5-6 year olds

Size of group: 5-15

Duration: 30 min.

Equipment: Any Donald Duck comic book (also camera for documenting).

1) View the comic

The group is positioned in such a fashion that everyone can see the leader who is holding the Donald Duck comic. If a camera for documentation is available, it will make the task easier. The leader selects a comic strip of Donald with certain expressions on which the exercise will focus. First the guide will lead the group to examine the comic strip and ponder what is happening.

2) Examining the expressions

The leader guides the task through various expressions of Donald Duck, one at a time. How does Donald appear to feel? Why? In what situations does one look like that? After considering these, the children can try to imitate the expressions and then discuss how it felt to try them.

3) Examining the postures

Donald's different postures are examined. How do the postures affect the expressions? What do the postures reveal about Donald's emotions? The children can be directed to try imitating a couple of Donald's postures.

4) Contemplating expressions and emotions

After attempting the imitations, there is a discussion about whether some expressions were more difficult to imitate than others. Alternatively, a discussion can be had about what kinds of emotions or feelings were evoked in the children by trying to imitate certain expressions. For example did the children become sad themselves after trying to make a sad expression?

HINTS

The task can be accomplished with other comics or magazines. As part of the task / In conjunction with the task, it can be contemplated why the magazine has chosen an image of a crying/happy/solemn/etc. child.

