I’ve Got Google, Why Do I Need You?

A student’s perspective on academic libraries

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Questions?

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I’ve Got Google, Why Do I Need You?
I’m not your typical student
I’m a paperless student
Studying is a whole lot more than reading
Studying is a whole lot more than reading
Studying is a whole lot more than reading
Why study analogue rather than digitally?
Learnability and usability
Flexibility and non-linearity
Distraction
Why did I go digital?
I can type while I read
The software got better

- Snap a photo of a business card with your phone, and have an easy way to store and access contacts.
- Capture plane tickets and confirmation numbers, hotel invoices, and receipts for your expense reports.
- Get inspired. Keep a file of anything cool you want to buy for yourself or as a gift, whether it’s online or out in the real world.
- Keep notes from your meetings all in one place. Take a picture of a whiteboard and you’ll be able to find it later.
- Plan your next trip. Clip web pages, maps, and itineraries. Capture sights, sounds, tastes, and anything else.
- Research web sites and clip pages directly from your browser.
..and my self-discipline got a little help

![Focus Time!](http://www.rescuetime.com/tour)
But do these tools make me a better student?
I get searchable notes
The development of new media technologies

"As with other technologies, new media development is not just a matter of engineering or optimal solutions to technical problems; it can be characterized as a sociotechnical phenomenon [...]. It brings together

- engineering specifications (such as
  - interoperability,
  - ergonomics,
  - human factors,
  - interface design,
  - navigation,
  - system implementation) and
- media production values (such as
  - visual or sound quality,
  - post-production techniques or style)
- in the changing
  - social,
  - institutional,
  - economic,
  - cultural and
  - policy
- context of everyday reception and use." s247

"It is often tempting to focus on the origins [...] to give designers or inventors priority in the process. But this can be a misleading approach because 'Technologies are created not by lone inventors or geniuses working in a social vacuum, but by a combination of social processes and processes' [...]" s247

"Moreover, some observers argue that technology design continues in use [...] 'Design and use mutually shape one another in iterative, social processes' [...]s247"
My flashcards work.

Test: Begreper i SOS1002 Samfunnsvitenskaplig metode - 20 Questions

5 Written Questions

1. Forskjellen mellom det justerte bruttutvalget og nettoutvalget.
   
2. Et mål på tyngdepunkt for variabler som minst er på ordinalnivå. _______ er den verdi som splitter en ordnet fordeling i to like store mengder av enheter.
   
3. Viser endringen i Y når X endres med en måleenhet, kontrollert for de andre variablene i modellen.
   
   
5. Et eksperiment der det er kontrollert for andre variabler gjennom randomisering.
   
5 Matching Questions

1. _____ Spearmans rho (p)
2. _____ Ekstremverdi
3. _____ Oddsratioet
4. _____ Substansielle forklaringer
5. _____ Relativistisk kunnskapssyn

a | Enheter som har verdier på en eller flere variabler som skiller seg sterkt fra resten av fordelingen. Slike enheter kan påvirke regresjonen i ønsket grad.

b | Det finnes ingen allmenngyldig sannhet. Sannhet er _______ i tid og rom.

c | Går på at en sammenheng er reell, eller virkelig. Forskjelelir mellom undersøkelser i ulike land skyldes at
And we’re actually able to collaborate
..and I save money.
Does Google and Wikipedia make a better student?
I gave up this..
..for Google.
This is internet, computer stone-age..
are we cavemen to the digital natives?
Screentime does not make you competent!
The Internet is not a place!
Are we lazy, or maybe just stupid?
Nobody wants to stay a beginner
People don’t like to be incompetent, and beginners, by definition, are incompetent. Conversely, learning and improving is rewarding, so beginners become intermediates very quickly - or they drop out altogether.
It’s easy to forget what you don’t practice
Should librarians even teach students anything?
But how can we be able to use advanced computers if we don’t take the time and energy to let someone teach it to us?
Runtime Error: receiver is not a Boolean (see error.log for more information)
Computer literacy [...] is nothing more than a euphemism for forcing human beings to stretch their thinking to understand an alien, machine logic rather than having software-enabled products stretch to meet people’s way of thinking.
The librarian’s logic is just as alien to me as the programmer’s logic.
So should I adapt, or should you?
What’s the *real* work?
The Real Work is not formatting the margins, installing the printer driver, uploading the document, finishing the PowerPoint slides [...]. The Real Work is teaching the child, healing the patient, selling the house, logging the road defects, fixing the car at the roadside [...].

What are the excise tasks?
That’s a difficult distinction
What is the *real* work a student should be doing?

Googling university courses?
Buying or borrowing books?
Taking notes?
Organizing my notes?
Going to a lecture?
Looking through old exams?
Doing tests and writing essays?
Am I losing important skills or am I just being more efficient?
Focus on goals rather than tasks
Questions I’ve asked in my years as a student

• How do I know how to quote?

• I’m wondering whether there are any good books on this subject.

• I want to get an overlook over this research field.

• What do I do with these journal articles and papers?
The computer does the work and the person does the thinking
Why does this matter to a library? And why should the library matter to me?
Questions?

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Further reading

My blog is at http://idaaalen.wordpress.com

A good starting point is *The Design of Everyday Things* by Donald Norman. If you want to read more about concepts like “excise tasks” and “goal-directed design”, check out *About Face 3.0* by Cooper, Reimann & Cronin.