



I've Got Google, Why Do I Need You?

A student's perspective on
academic libraries

Ida Aalen, EMTACL10, April 28th

Questions?

@idaAa on Twitter

..or e-mail me at aalen.ida@gmail.com

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

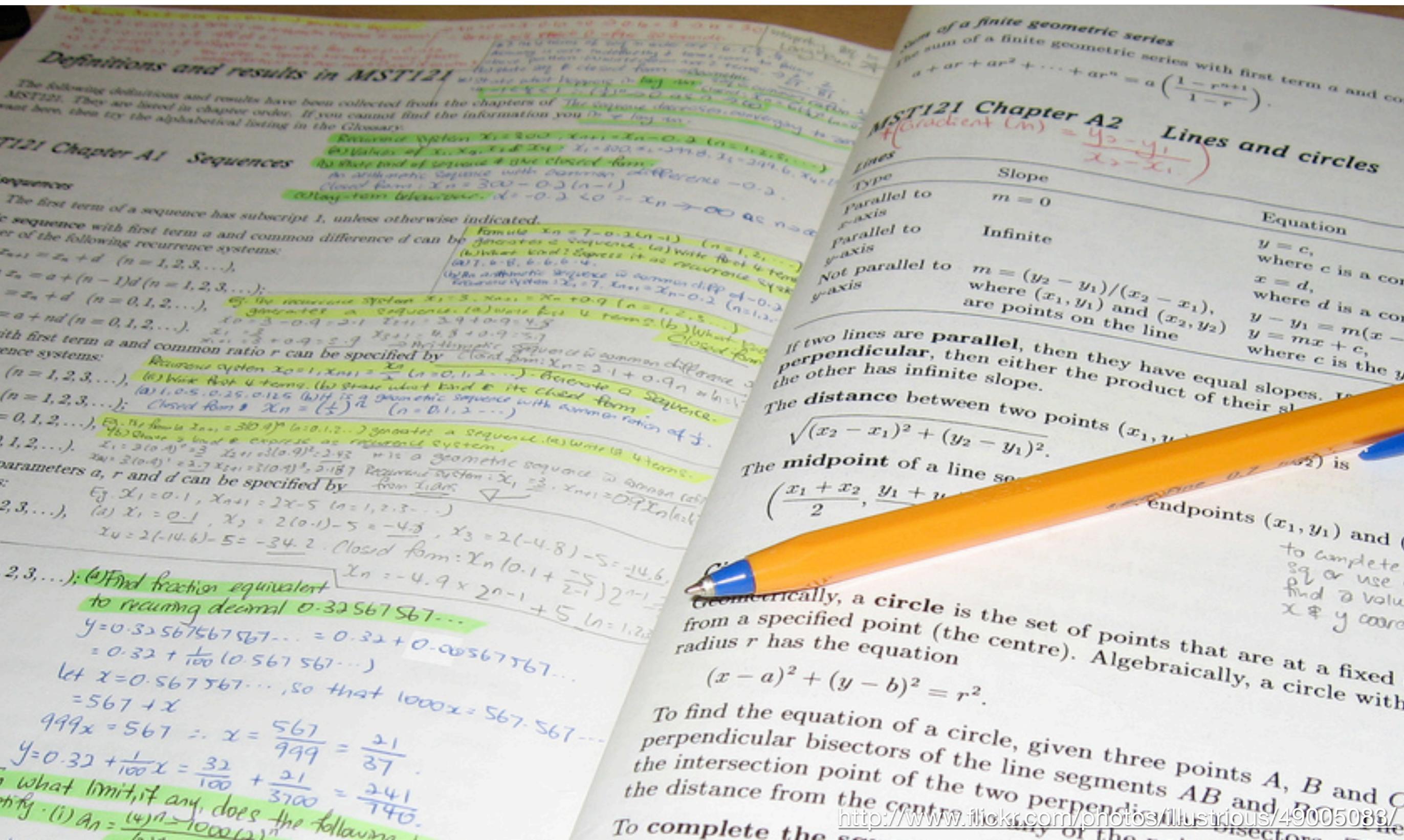


Studying is a whole lot more than reading



Why study analogue rather than digitally?

Flexibility and non-linearity



Definitions and results in MST121

The following definitions and results have been collected from the chapters of The Sequence... MST121. They are listed in chapter order. If you cannot find the information you need here, then try the alphabetical listing in the Glossary.

MST121 Chapter A1 Sequences

The first term of a sequence has subscript 1, unless otherwise indicated.

A sequence with first term a and common difference d can be generated by the following recurrence systems:

- $x_{n+1} = x_n + d$ ($n = 1, 2, 3, \dots$),
- $x_n = a + (n-1)d$ ($n = 1, 2, 3, \dots$),
- $x_n = x_{n-1} + d$ ($n = 0, 1, 2, \dots$),
- $x_n = a + nd$ ($n = 0, 1, 2, \dots$).

A sequence with first term a and common ratio r can be specified by the following recurrence systems:

- $x_{n+1} = rx_n$ ($n = 1, 2, 3, \dots$),
- $x_n = ar^{n-1}$ ($n = 1, 2, 3, \dots$),
- $x_n = rx_{n-1}$ ($n = 0, 1, 2, \dots$),
- $x_n = ar^n$ ($n = 0, 1, 2, \dots$).

Recurrence system $x_0 = 1, x_{n+1} = \frac{x_n}{2}$ ($n = 0, 1, 2, \dots$). Generate a sequence.

Example: $x_0 = 1, x_{n+1} = \frac{x_n}{2}$ ($n = 0, 1, 2, \dots$). Generate a sequence.

Example: $x_0 = 1, x_{n+1} = \frac{x_n}{2}$ ($n = 0, 1, 2, \dots$). Generate a sequence.

MST121 Chapter A2 Lines and circles

Type	Slope	Equation
Parallel to x-axis	$m = 0$	$y = c$, where c is a constant
Parallel to y-axis	Infinite	$x = d$, where d is a constant
Not parallel to x-axis	$m = \frac{y_2 - y_1}{x_2 - x_1}$	$y - y_1 = m(x - x_1)$ where (x_1, y_1) and (x_2, y_2) are points on the line

If two lines are parallel, then they have equal slopes. If two lines are perpendicular, then either the product of their slopes is -1 or one of the lines has infinite slope.

The distance between two points (x_1, y_1) and (x_2, y_2) is $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$.

The midpoint of a line segment with endpoints (x_1, y_1) and (x_2, y_2) is $(\frac{x_1 + x_2}{2}, \frac{y_1 + y_2}{2})$.

Geometrically, a circle is the set of points that are at a fixed distance (the radius r) from a specified point (the centre). Algebraically, a circle with centre (a, b) and radius r has the equation $(x - a)^2 + (y - b)^2 = r^2$.

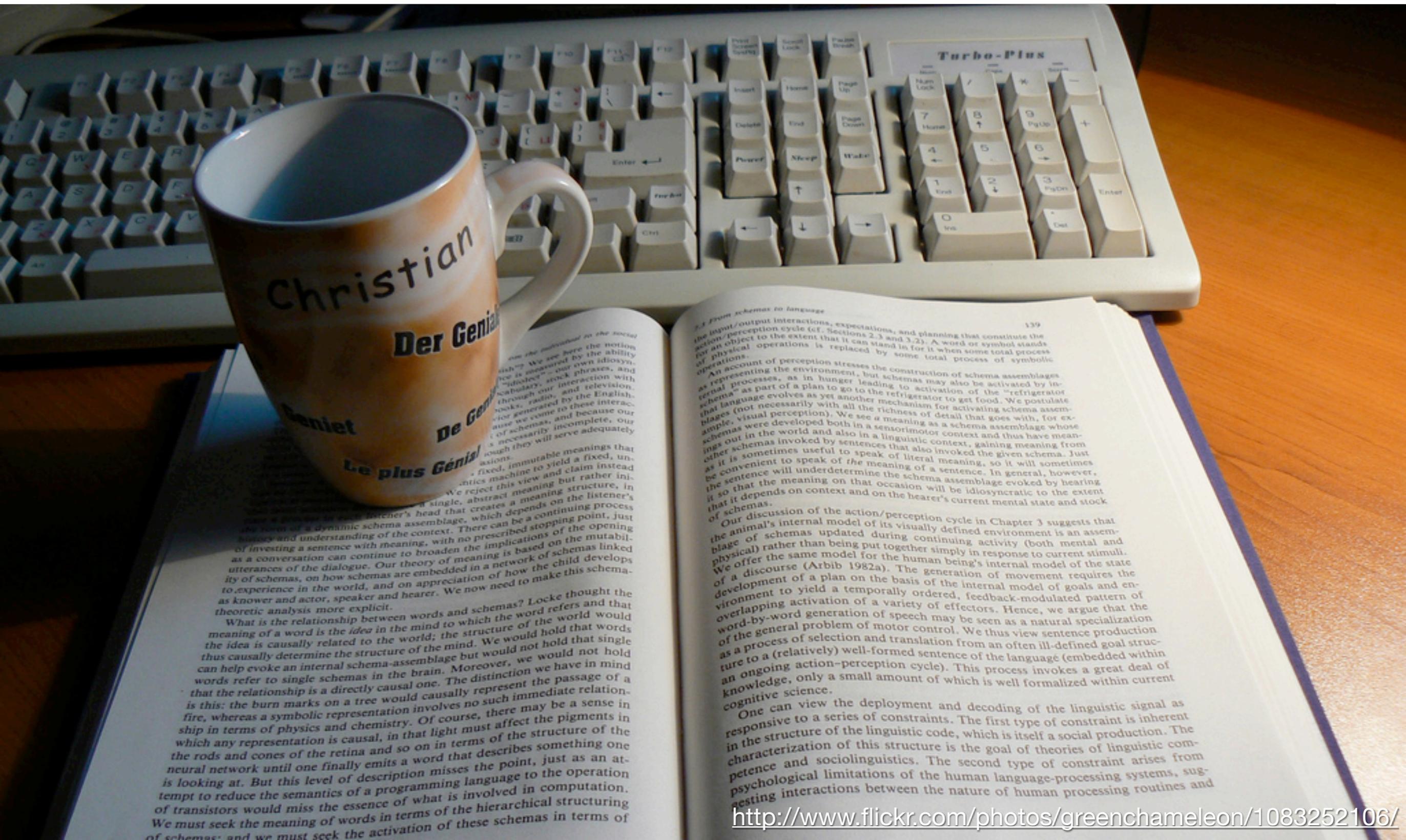
To find the equation of a circle, given three points A, B and C , find the perpendicular bisectors of the line segments AB and BC . The intersection point of the two perpendicular bisectors is the centre of the circle. The distance from the centre to any of the three points is the radius.

Distraction



Why did I go digital?

I can type while I read



...from the individual to the social
... We see here the notion
... is measured by the ability
... "idiosyncratic" - our own idiosyncratic
... stock phrases, and
... interaction with
... through our interaction with
... radio, and television,
... generated by the English-
... because our
... of schemas, and because our
... necessarily incomplete, our
... they will serve adequately
...
... fixed, immutable meanings that
... machine to yield a fixed, un-
... We reject this view and claim instead
... a single, abstract meaning structure, in
... the listener's head that creates a continuing process
... a dynamic schema assemblage, which depends on the opening
... and understanding of the context. There can be a continuing process
... as a conversation can continue to broaden the implications of the opening
... utterances of the dialogue. Our theory of meaning is based on the mutabil-
... to experience in the world, and on appreciation of how the child develops
... as knower and actor, speaker and hearer. We now need to make this schema-
... theoretic analysis more explicit.
What is the relationship between words and schemas? Locke thought the
meaning of a word is the *idea* in the mind to which the word refers and that
the *idea* is causally related to the world; the structure of the world would
thus causally determine the structure of the mind. We would hold that single
words refer to single schemas in the brain. Moreover, we would not hold
that the relationship is a directly causal one. The distinction we have in mind
is this: the burn marks on a tree would causally represent the passage of a
fire, whereas a symbolic representation involves no such immediate relation-
ship in terms of physics and chemistry. Of course, there may be a sense in
which any representation is causal, in that light must affect the structure of the
neural network until one finally emits a word that describes something one
is looking at. But this level of description misses the point, just as an at-
tempt to reduce the semantics of a programming language to the operation
of transistors would miss the essence of what is involved in computation.
We must seek the meaning of words in terms of the hierarchical structuring
of schemas; and we must seek the activation of these schemas in terms of

2.2 From schemas to language
139
the input/output interactions, expectations, and planning that constitute the
action/perception cycle (cf. Sections 2.3 and 3.2). A word or symbol stands
for an object to the extent that it can stand in for it when some total process
of physical operations is replaced by some total process of symbolic
operations.
An account of perception stresses the construction of schema assemblages
as representing the environment, but schemas may also be activated by in-
ternal processes, as in hunger leading to activation of the "refrigerator
schema" as part of a plan to go to the refrigerator to get food. We postulate
that language evolves as yet another mechanism for activating schema assem-
blages (not necessarily with all the richness of detail that goes with, for ex-
ample, visual perception). We see a meaning as a schema assemblage whose
schemas were developed both in a sensorimotor context and thus have mean-
ings out in the world and also in a linguistic context, gaining meaning from
other schemas invoked by sentences that also invoked the given schema. Just
as it is sometimes useful to speak of literal meaning, so it will sometimes
be convenient to speak of the meaning of a sentence. In general, however,
the sentence will underdetermine the schema assemblage evoked by hearing
it so that the meaning on that occasion will be idiosyncratic to the extent
that it depends on context and on the hearer's current mental state and stock
of schemas.
Our discussion of the action/perception cycle in Chapter 3 suggests that
the animal's internal model of its visually defined environment is an assem-
blage of schemas updated during continuing activity (both mental and
physical) rather than being put together simply in response to current stimuli.
We offer the same model for the human being's internal model of the state
of a discourse (Arbib 1982a). The generation of movement requires the
development of a plan on the basis of the internal model of goals and en-
vironment to yield a temporally ordered, feedback-modulated pattern of
overlapping activation of a variety of effectors. Hence, we argue that the
word-by-word generation of speech may be seen as a natural specialization
of the general problem of motor control. We thus view sentence production
as a process of selection and translation from an often ill-defined goal struc-
ture to a (relatively) well-formed sentence of the language (embedded within
an ongoing action-perception cycle). This process invokes a great deal of
knowledge, only a small amount of which is well formalized within current
cognitive science.
One can view the deployment and decoding of the linguistic signal as
responsive to a series of constraints. The first type of constraint is inherent
in the structure of the linguistic code, which is itself a social production. The
characterization of this structure is the goal of theories of linguistic com-
petence and sociolinguistics. The second type of constraint arises from
psychological limitations of the human language-processing systems, sug-
gesting interactions between the nature of human processing routines and

The software got better



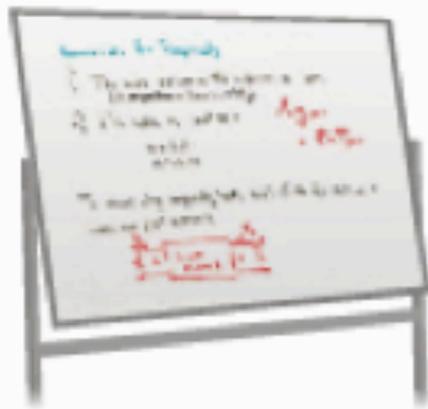
Snap a photo of a business card with your phone, and have an easy way to store and access contacts.



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



But do these tools make me a better student?

Intellectual inefficiency

Material on this subject will be found under
Inefficiency, Intellectual

Reference

..that I can quote from

Google docs Lievrouw, L. A. (2006): New media design and development Saved 12/5/09 12:57 PM by Ida Aalen Saved Share

File Edit View Insert Format Table Tools Help

Styles Verdana 10pt B I U A Link

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,
 - insitutional,
 - 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

"Technology design has been said to lie somewhere between a technology-driven science

<http://docs.google.com>

My flashcards work.

Test: Begreper i SOS1002 Samfunnsvitenskaplig metode - 20 Questions

[← Back to Set Page](#) [↻ Regenerate Test](#) [🖨 Print this Test](#)

5 Written Questions

[Show Symbols](#)

1. Forskjellen mellom det justerte bruttoutvalget 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.

4. Går på om en faktisk måler det en vil måle.

5. Et eksperiment der det er kontrollert for andre variabler gjennom randomisering.

5 Matching Questions

1. Spearmans rho (ρ)

2. Ekstremverdier

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 uønsket grad.

b Det finnes ingen allmenngyldig sannheter. Sannheter er _____ i tid og rom.

c Går på at en sammenheng er reell, eller virkelig. Forskjellelr mellom undersøkelser i ulike land skyldes at

Question Types

- Written
- Matching
- Multiple Choice
- True/False

When grading, ignore

- Case (A = a)
- Punctuation
- Spaces
- Stuff in parentheses

Prompt With

- Term
- Definition

Question Limit

of 165 available terms

[Reconfigure](#)

And we're actually able to collaborate

<input type="checkbox"/>	Revision 3843	2 months ago by Me	nonsører og økonomisk avhengighet Nettavisenes historie Oppstart og profesjonaliser Revisions 3836-3843
<input type="checkbox"/>	Revision 3836	2 months ago by William Y	Bakgrunn Media, demokrati og ytringsfrihet Den fjerde statsmakt: Media Medias påvirk Revisions 3813-3836
<input type="checkbox"/>	Revision 3813	2 months ago by Svein Arild Pettersen	Sammendrag Med lanseringen av de første norske nettavisene i 1995 ble en ny og ras Revisions 3804-3813
<input type="checkbox"/>	Revision 3804	2 months ago by Bjørn Lyngen	Innledning Norske nettaviser er, sett i forhold til folketall, verdens mest leste. Samtidig, Revisions 3801-3804
<input type="checkbox"/>	Revision 3801	2 months ago by Astrid Solberg	Gestaltprinsippene for organisering av objekter -Astrid Solberg 29.01.10 14.33 (e) Kon Revisions 3798-3801
<input type="checkbox"/>	Revision 3798	2 months ago by Karoline Hovstad	Meland, Astrid (2006) "Jezzus! De tegner oss". Hentet 18.01.10 fra http://www.dagblac Revisions 3796-3798
<input type="checkbox"/>	Revision 3796	2 months ago by Svein Arild Pettersen	tnes, Guri, Ragnhild Kr. Olsen og Jo Bech-Karlsen. 2007. Rapport fra ti norske medier Revisions 3792-3796
<input type="checkbox"/>	Revision 3792	2 months ago by Astrid Solberg	Hvordan utnytte Internettets muligheter til formidling av nyheter? Gruppe 3, landsby 59 [Revisions 0-3792

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Does Google and Wikipedia make a better student?

I gave up this..

Simple search | **Advanced search** | Special search

You are searching: [The Library Database](#)

Select search field:
Predefined fields

anc Predefined fields

Select bibliography:

Select material type:

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<input type="checkbox"/> Printed journals	<input type="checkbox"/> Books	<input type="checkbox"/> Tracks (music)	<input type="checkbox"/> Dissertations
<input type="checkbox"/> Internet documents	<input type="checkbox"/> Audio books	<input type="checkbox"/> Tape recordings (music)	<input type="checkbox"/> Theses
<input type="checkbox"/> DVDs	<input type="checkbox"/> Videos	<input type="checkbox"/> Gramophone records (music)	<input type="checkbox"/> Student papers
<input type="checkbox"/> CDROMs		<input type="checkbox"/> Sheet music	

Year(yyyy-yyyy):

Language:

Sort by:

No. of hits per page:

..for Google.

Find articles with **all** of the words
with the **exact phrase**
with **at least one** of the words
without the words
where my words occur

Results per page: 10

anywhere in the article

Author Return articles written by
e.g., "PJ Hayes" or McCarthy

Publication Return articles published in
e.g., J Biol Chem or Nature

Date Return articles published between
e.g., 1996

Collections

Articles and patents

Search articles in all subject areas (include patents).

Search only articles in the following subject areas:

- Biology, Life Sciences, and Environmental Science
- Business, Administration, Finance, and Economics
- Chemistry and Materials Science
- Engineering, Computer Science, and Mathematics
- Medicine, Pharmacology, and Veterinary Science
- Physics, Astronomy, and Planetary Science
- Social Sciences, Arts, and Humanities

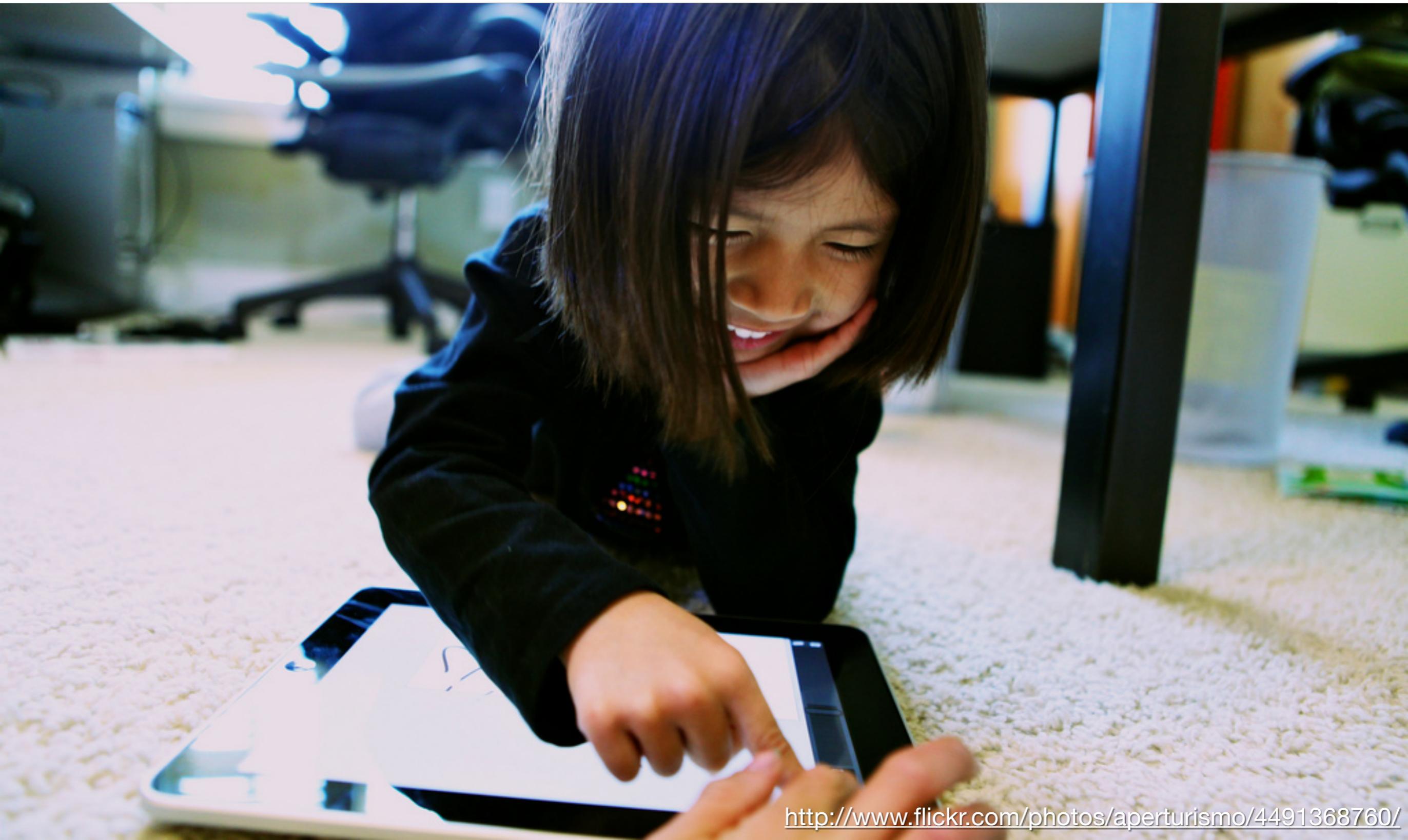
Legal opinions and journals

Search all legal opinions and journals.

Search only US federal court opinions.

This is internet, computer stone-age..

...are we cavemen to the digital natives?



Screen time 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?



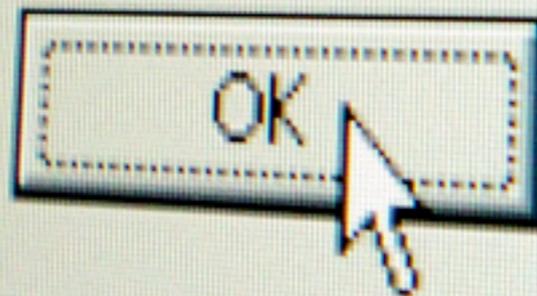




Warning



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*?

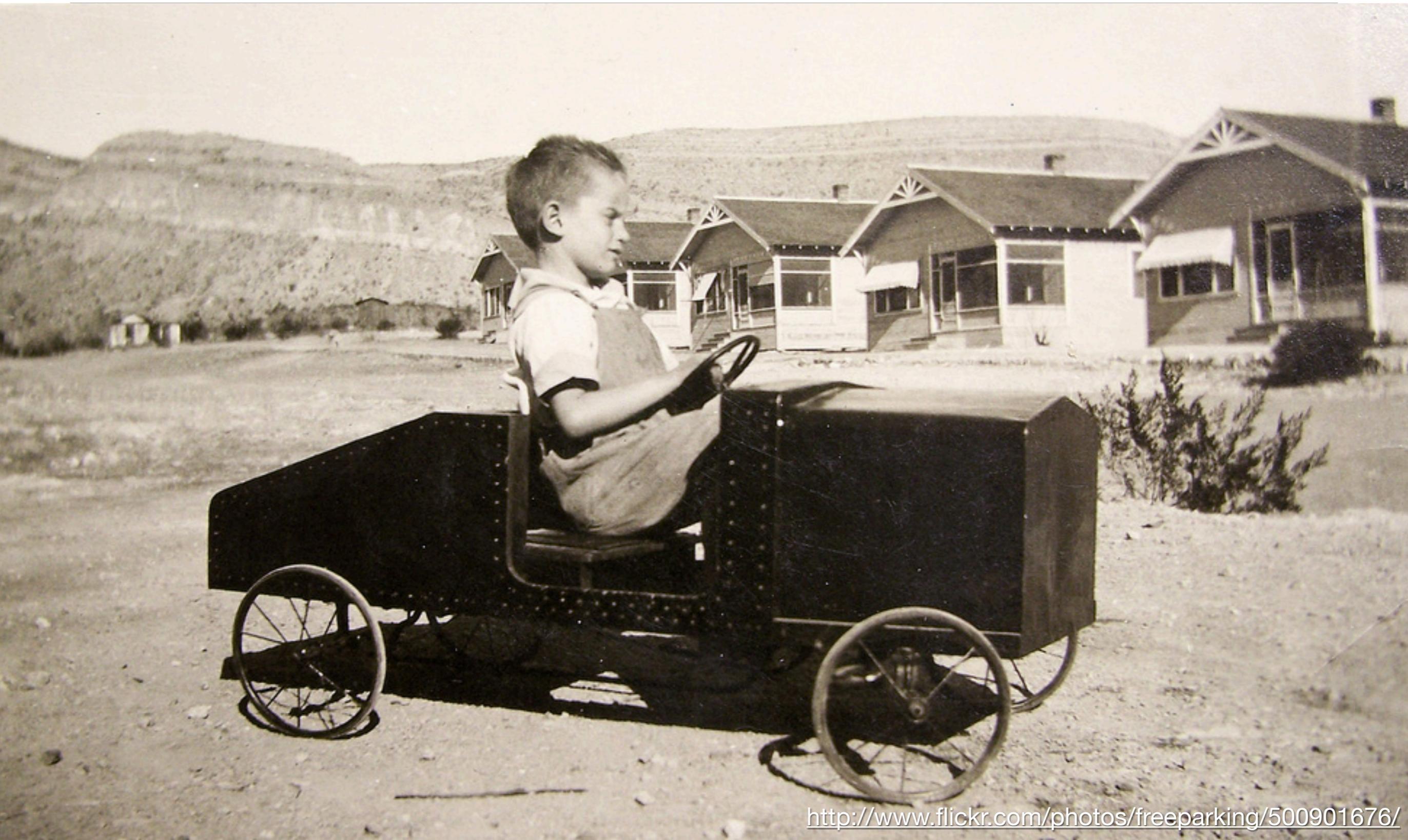


The Real Work is not formatting the margins, installing the printer driver, uploading the document, finishing the PowerPoint slides [...]. The Real Work is teaching the child, healing the patient, selling the house, logging the road defects, fixing the car at the roadside [...].

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?

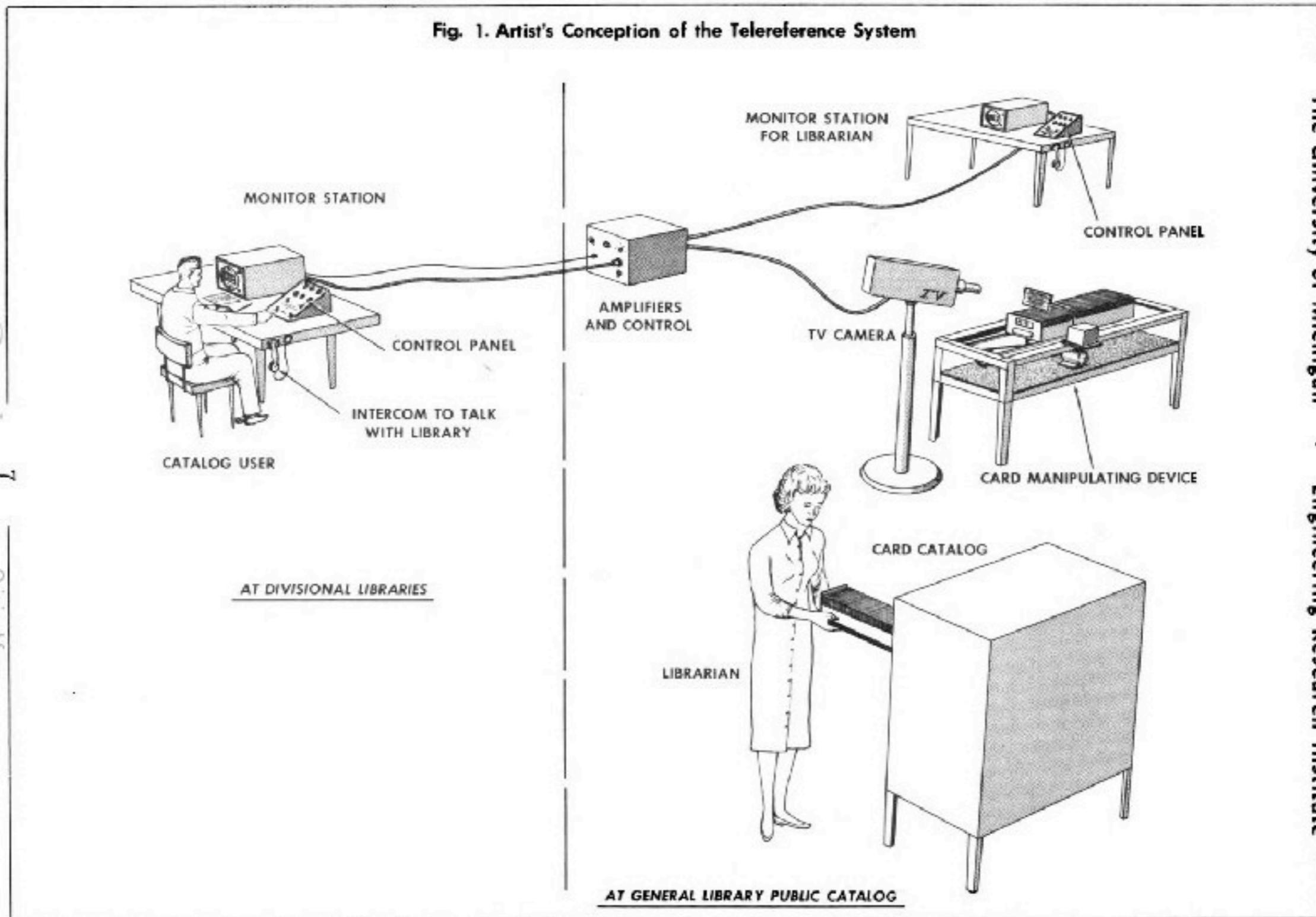
Going to a lecture?

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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E-mail: aalen.ida@gmail.com

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.