

**13th International Association for Sport Information World Congress
11-13 March, 2009 - Canberra, Australia**

Google, libraries and learning and why sport education will never be the same again.

Gene Schembri

Senior Sports Consultant, Innovation and Best Practice,
Australian Sports Commission



Australian Government
Australian Sports Commission



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13th IASI World Congress

11-13 March, 2009 Canberra, Australia

*Building and sustaining sport information communities -
through connectivity, collaboration and sharing*



ROUTLEDGE



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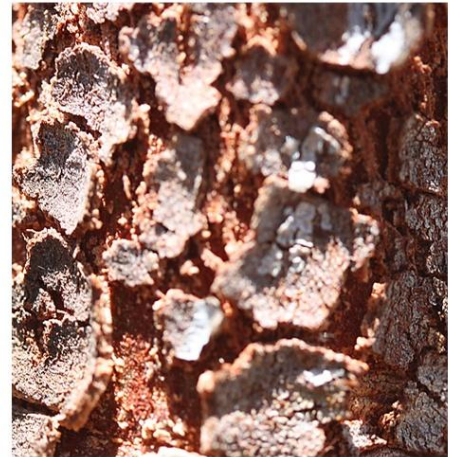
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**13th International Association for Sports Information –
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Web 2.0, yoga, pilates, the GFC, winning coaches & winning librarians

Gene Schembri

(Innovation & Best Practice)

Australian Sports Commission



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**13th International Association for Sports Information –
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The cloud: the new frontier in sport

Gene Schembri

(Innovation & Best Practice)

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**libraries and learning &
why sport education
will never be the same again**

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2 ice-breakers





Access | Knowledge | Thinking



Learning & Teaching



Collaborative
Informal
Constructivist
Connectivist
Situated

Behaviourist
Life-long

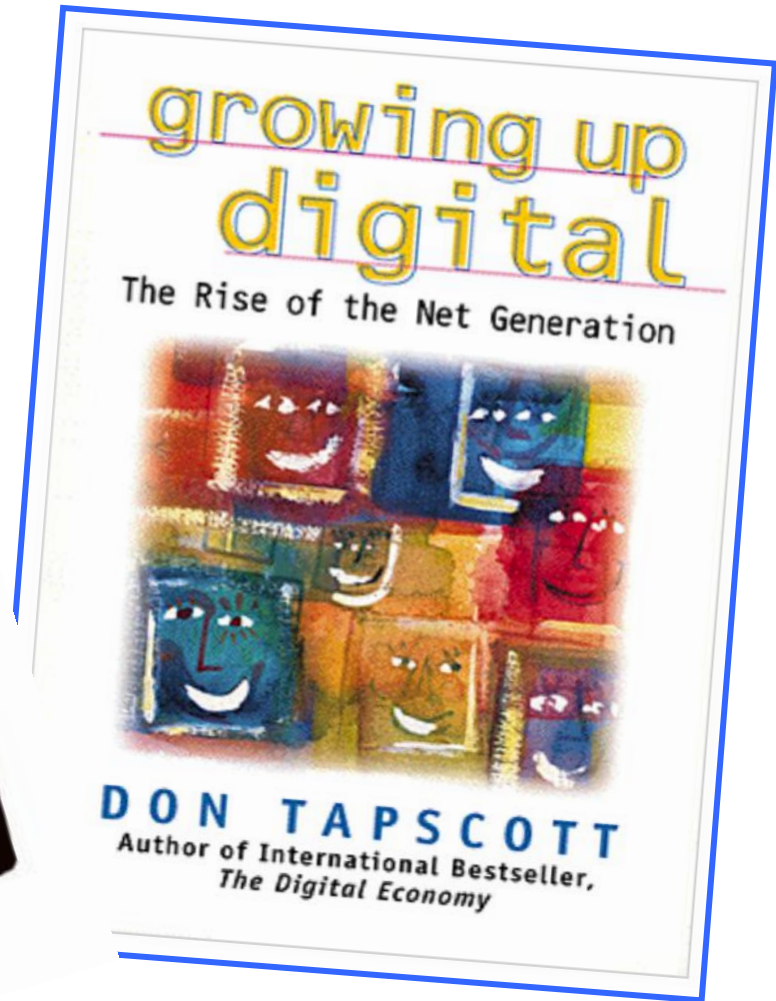
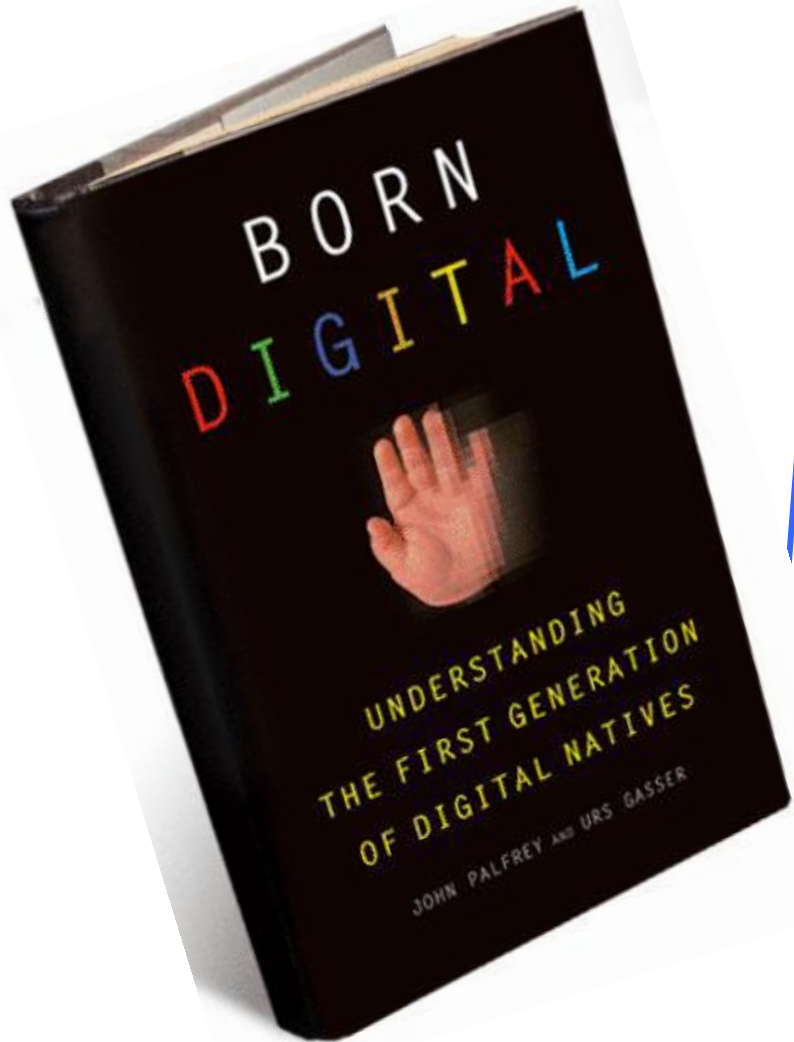
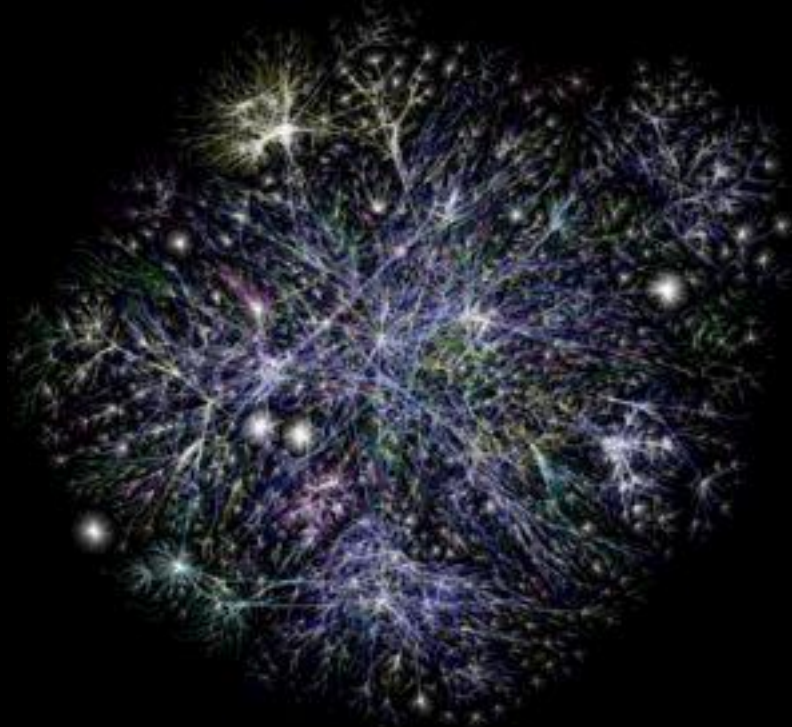




Image from Flickr

Access | Knowledge | Thinking



D I S R U P T I V E



Photo: Google Images

Friedrich Nietzsche (1882)

From
Thoughts to puns
From
Rhetoric to telegram style

Friedrich Kietler



“

the Net influences the way we interact with the information and how we think about it.

If a typewriter can do that to the mind, what on earth is Google doing to us?

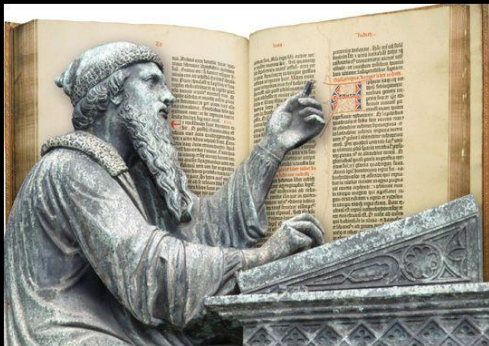
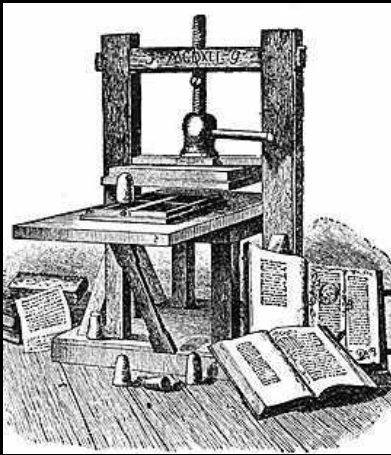
“Once I was a scuba diver in the sea of words. Now I zip along the surface like a guy on a water ski.”

Nicholas Carr, 2008





- Make people less studious and weaken the mind
- Undermine religious authority
- Demean the work of scholars and scribes
- Spread sedition and debauchery





Connectivism

George Siemens



We collect and store knowledge in our friends.

Quoted by Siemens, Learning Technologies Conference, 2008

Libraries

Enormous changes in the information landscape

- Digital world of **massive choice**
- **Switch** between search engines | social networking sites | wikis | book-marked resources | **library services**
- Competition to provide dynamic & personalised experiences (**Facebook**)
- Shift from **physical** space to **virtual** digital environment
- New forms of online browsing: *power browsing*
 - “
Users are promiscuous, diverse and volatile
- Librarians as intermediaries **challenged**
- Rise of **e-book** a major concern



Does age matter?



‘Digital Natives share a common global culture that is *defined not by age, ...*

but by certain attributes and experiences related to how they interact with information technologies, information itself, one another, and other people and institutions.

Those who were not ‘born digital’ *can be just as connected, if not more so, than their younger counterparts.’*

Digital Natives Project
www.digitalnative.org/#home

Quoted in “Understanding Today’s Learner”, Jane Hart, The eLearning Guild, Sept, 2008.

102-year-old grandma is oldest person on Facebook

BY NICOLE LYN PESCE

August 15th 2008, 11:44 AM

At 102, she's the oldest face on Facebook. Ivy Bean many have known for 46 years before the first time she logged on, but that hasn't stopped her from tapping in to the world of social

care workers on a Web site, the British woman decided to sign

n only has nine months left, she hopes to rack up a few more likes since she "loves" the site. In fact, her care

up a special group for the "Oldest Person on Facebook,"

where they regularly posts pics, videos and other content. Their resident cyber celebrity. A recent video highlights high-spirited Ivy snagging a gold medal in Frisbee throwing at a local Over-75 Olympics.



Social-networking centenarian: At 102, Ivy Bean

Millennials

gen Z
gen Y
gen C

Digital natives

Online generation

Gamer generation

Net generation

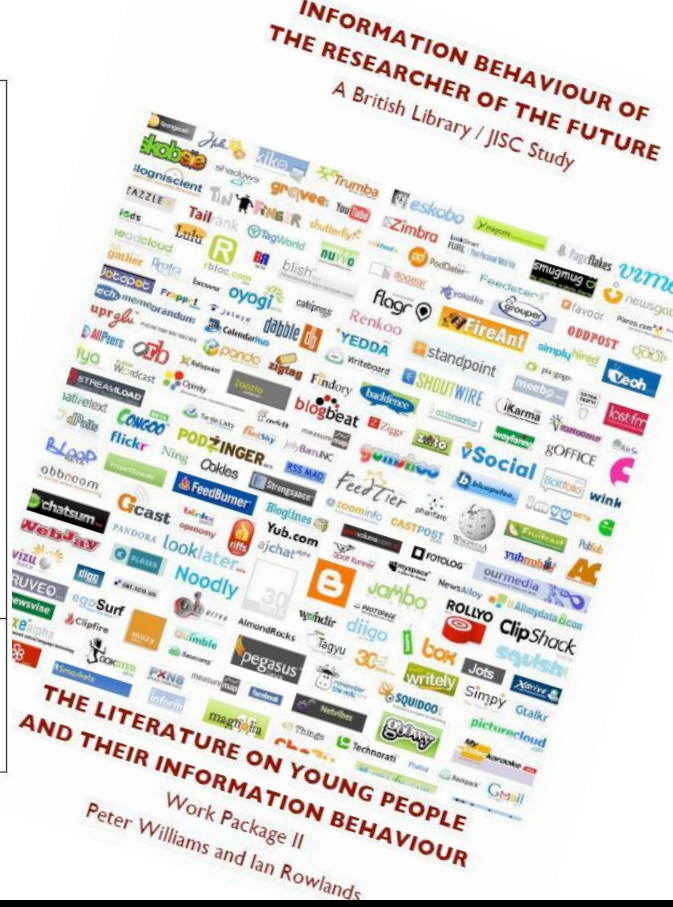
Ivy Bean

Information behaviour of the researcher of the future



a ciber briefing paper

information behaviour of the researcher of the future
11 January 2008



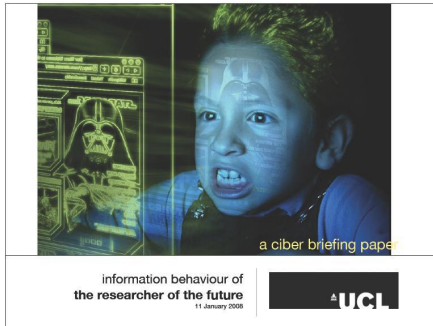
INFORMATION BEHAVIOUR OF THE RESEARCHER OF THE FUTURE
A British Library / JISC Study

THE LITERATURE ON YOUNG PEOPLE AND THEIR INFORMATION BEHAVIOUR
Work Package II
Peter Williams and Ian Rowlands

Tech savvy but deficient ...

- Search skills
- Analytical skills
- Real-world connections (Alex Reid, SUNY)





- Information literacy: **not improved**
- Little time spent on **evaluating** information (relevance, accuracy or authority)
- Poor understanding of **information needs**
- Use natural language **NOT keywords**
- With a long list of search hits – find it difficult to assess the **relevance**
- Many do not find **library-sponsored** resources intuitive



Image from Flickr

Learning & Teaching

Learning: Old



- Syllabus
- Text book
- Regurgitate
- Assess
- Teacher
- Students

Learning: Old



Google image

- Fill in the dots – nothing new
- Connections – in the class not outside
- Memorize lots

Mode of teaching
(Formal – Informal)



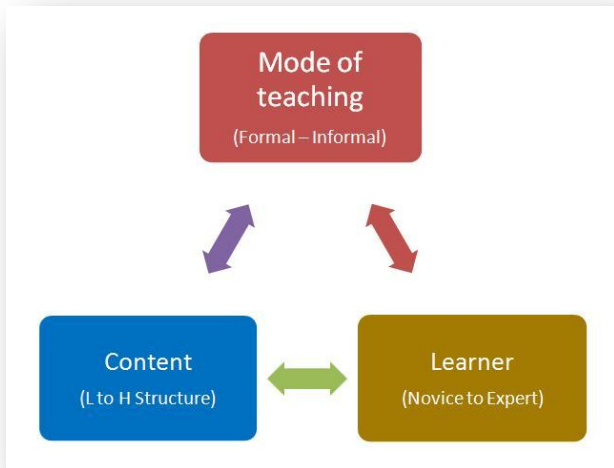
Content
(L to H Structure)



Learner
(Novice to Expert)

Learning: New

What **HAS** changed?



- Technology
- Students?
- Policy / Theory

Web 2.0



NOUNS

VS

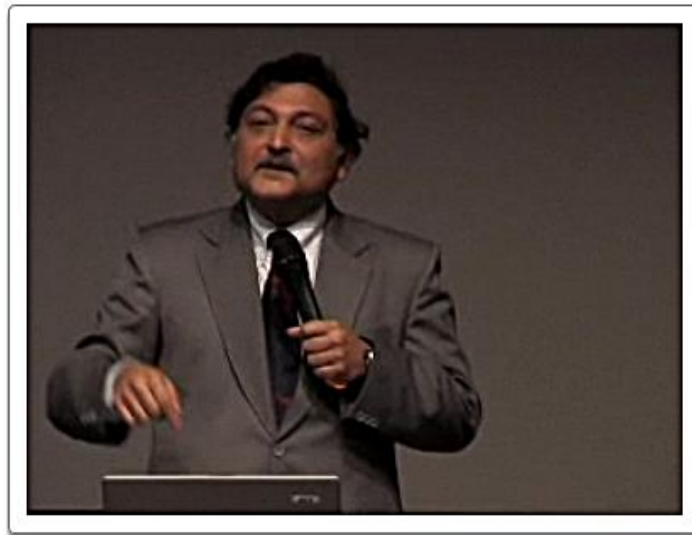
VERBS

Google™

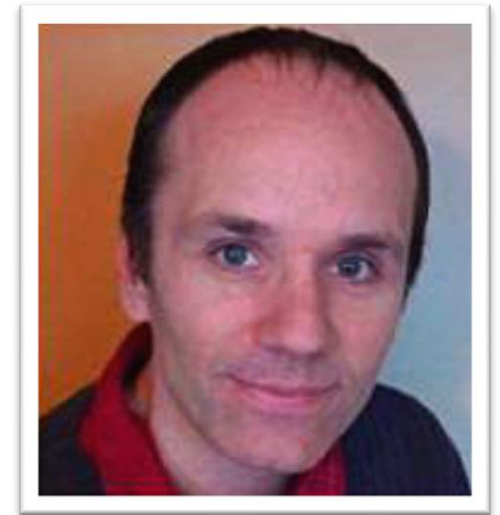
Create



2 Case studies

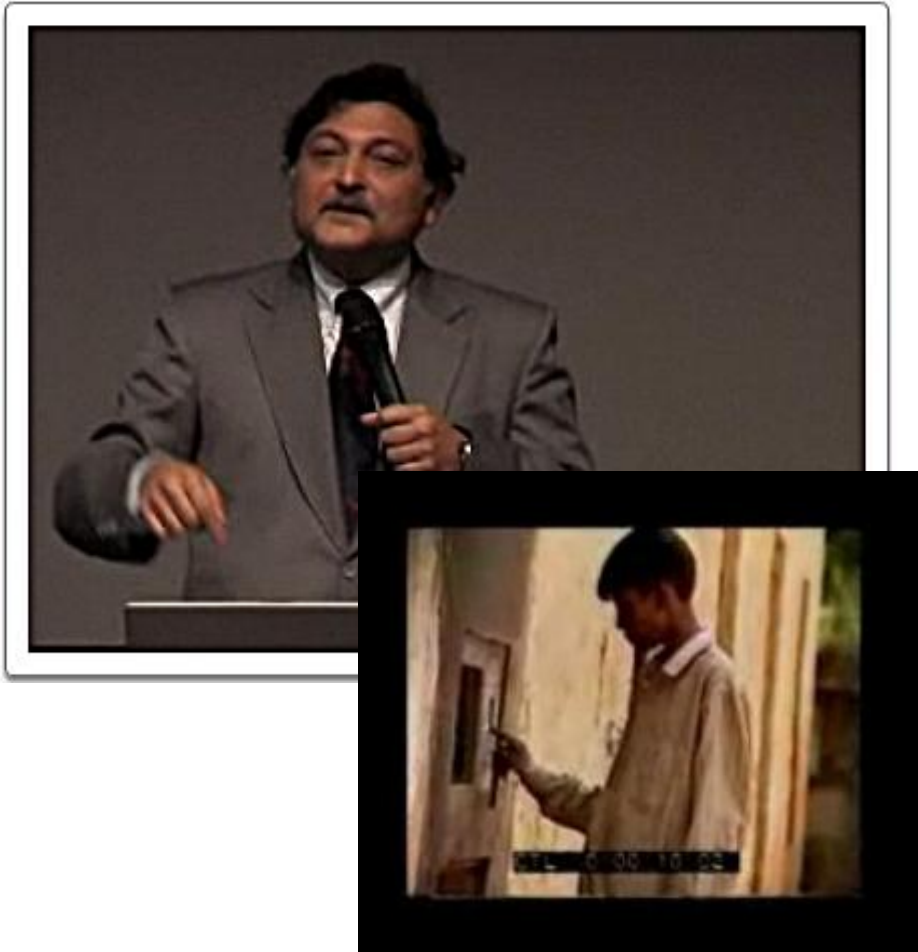


India



Canada

Can kids teach themselves?



- Education as a self-organising system
- The importance of groups

Sugata Mitra

TED Ideas worth spreading



Daniel Lemire PhD

Professor of computer science
University of Quebec

- I have a PhD in math and still don't have the multiplication tables memorised
- I still deduce my age from my birth date (a minute or so each time)
- I still don't know my office phone number
- I get the birthdays of my sons mixed up



- But I know what a soliton is
- I can solve nonlinear differential equations by multi-scale methods
- I can program my very own bitmap index in C++

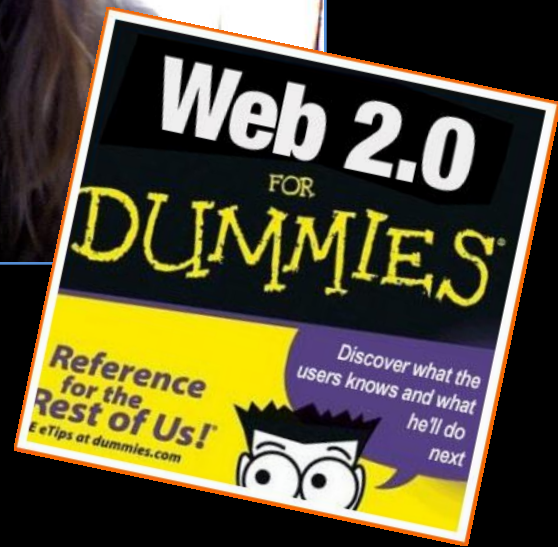
- Let's face it: the purpose of school should not be to teach specifics.
- You should never judge kids by what you expect them to achieve. Let them surprise you!



Photo: Flickr – by wentloog



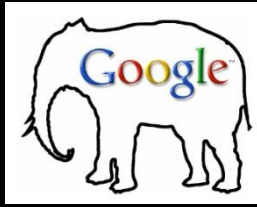
Policy
+
Learning
Theories





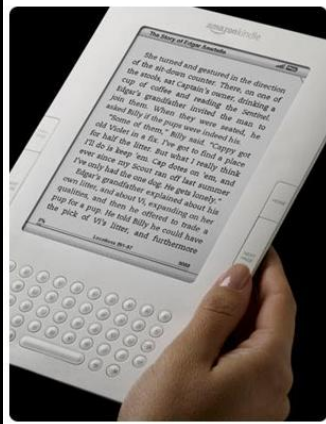
Conclusions

Q1: the internet and access to information



- **Add value**
- **Don't compete**
- **Simple interfaces / single entry points**

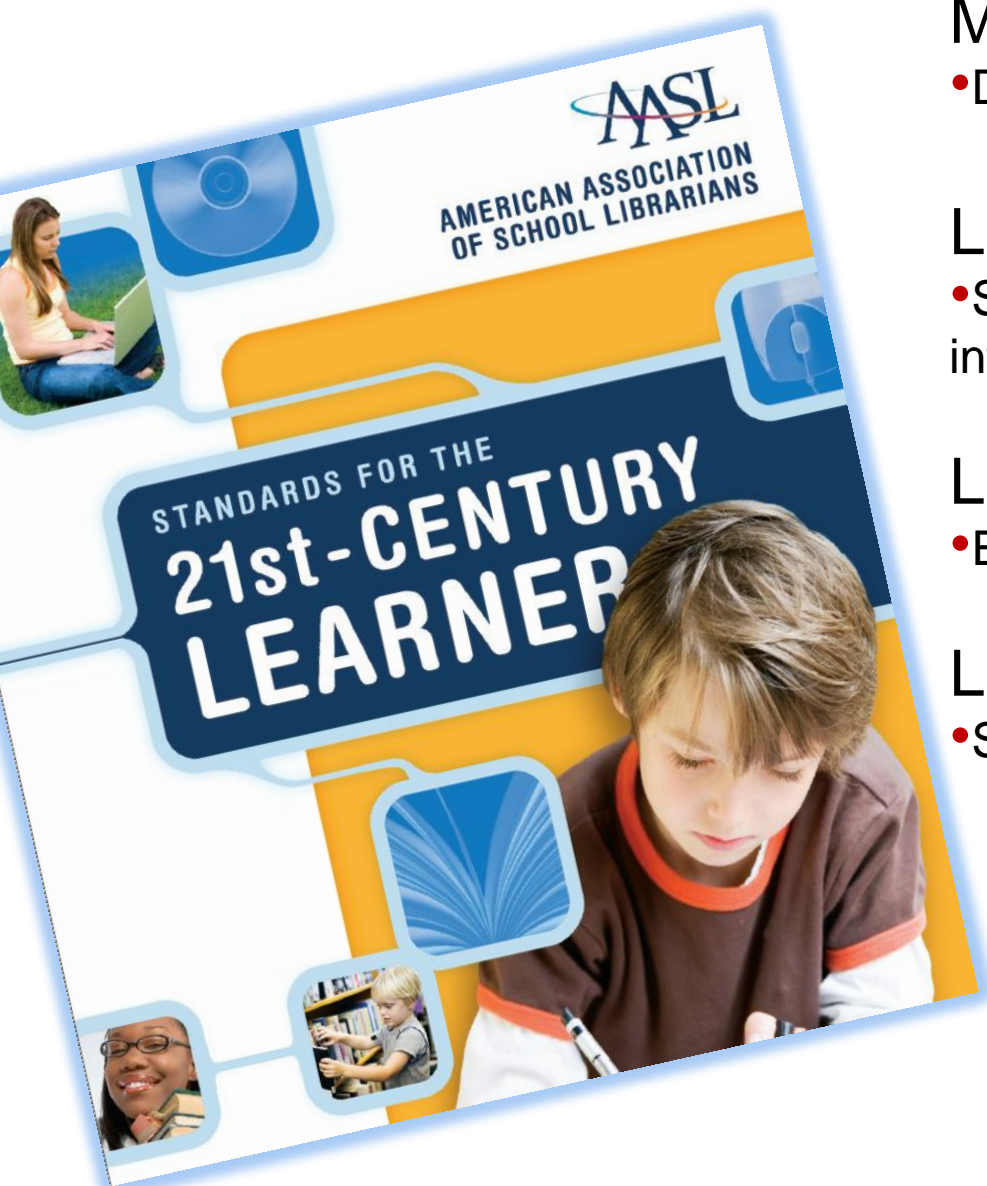
How we get it?



Big changes in the
information landscape

What do we do about it?

Libraries helping sport with ...



Multiple information literacies

- Digital, visual, textual, technological

Learn by self

- Skills to select, evaluate & use information appropriately

Libraries and equity

- Equitable access to resources

Learning has a social context

- Share knowledge & learn with others



Conclusions

Q2: the internet & learning | teaching

Lessons for sport educators



- Use the web for nuggets **and** ...

- A new partnership



- Get Web 2.0 hands-on experience
- Be guided by learner needs & not the technology or arbitrary age groupings ... *next slide*

Which is the odd one out?



Television

Computer

Finger painting

“

People don't **get** ideas, they **make** them.

Mitchel Resnick, *Rethinking Learning in the Digital Age*, The Media Lab, MIT.

Final words ...

We need to change:

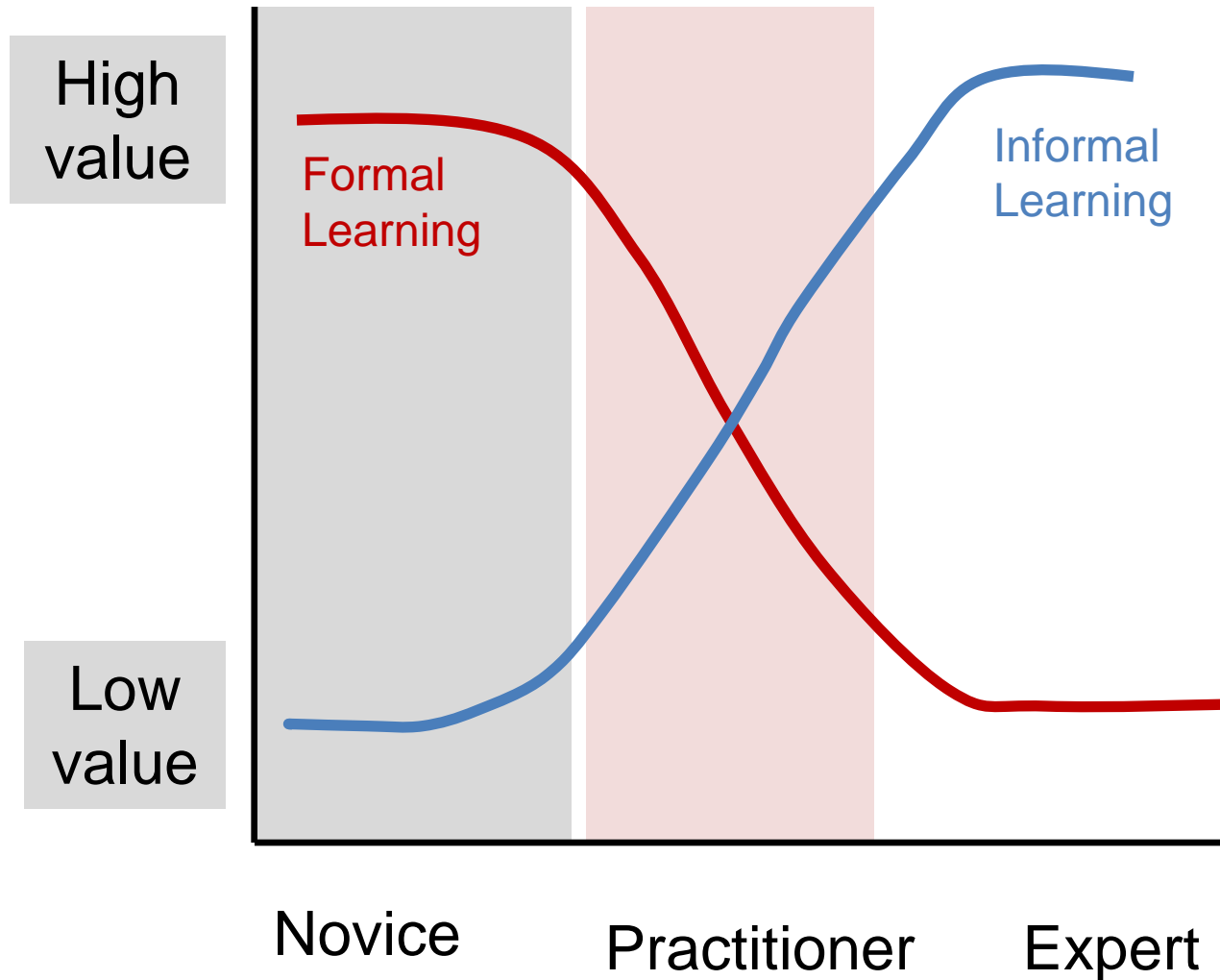
1. The ways in which we **access**, **interact** with and **create** information.

2. The way we **access**, **interact** and **connect** with **each others**.

George Siemens, June 08

Thank you

One size doesn't fit all

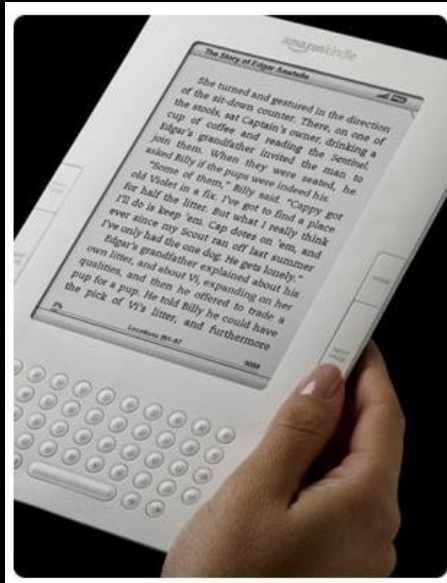
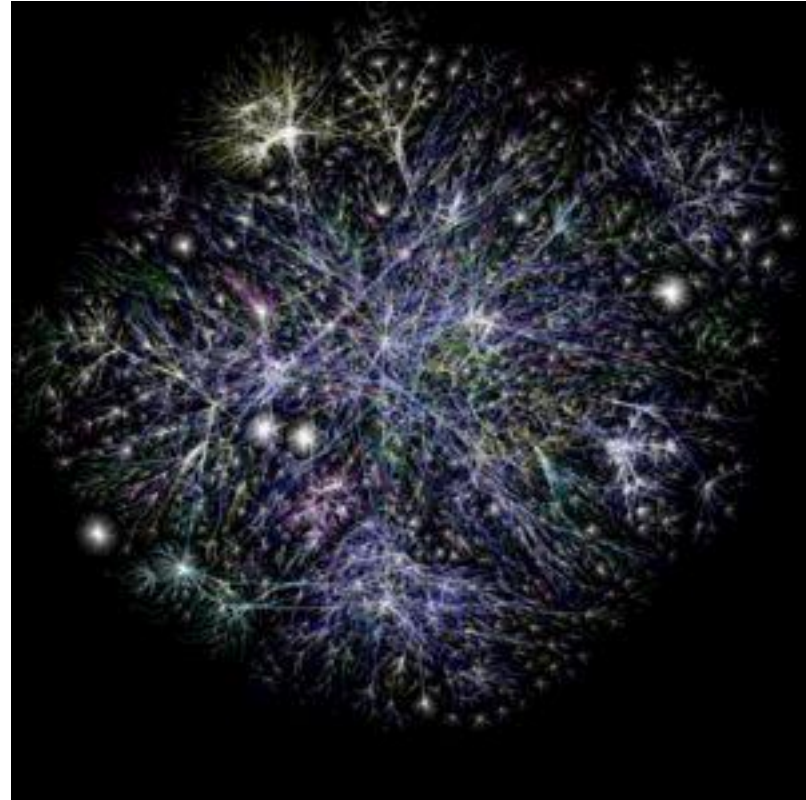
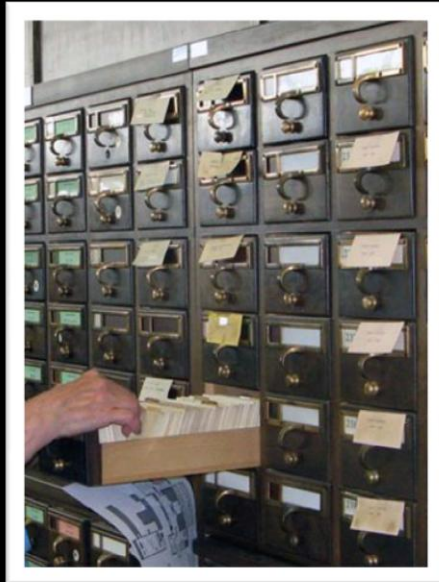


Learning: New



Some things don't change!

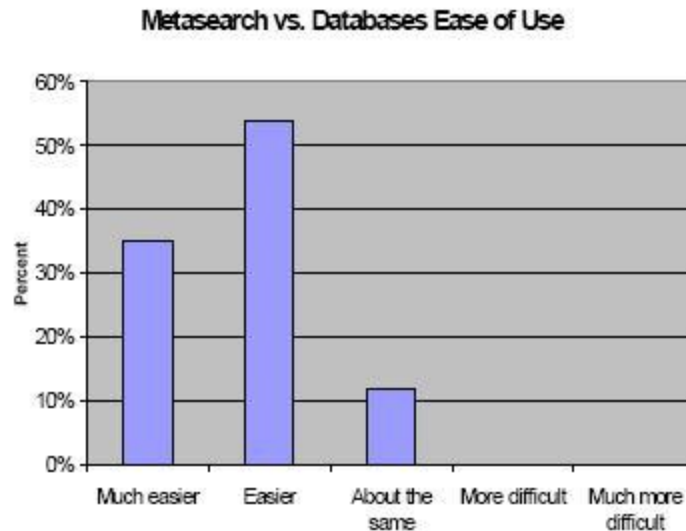
Huge implications



What's Wrong With This Picture?

Users

Librarians



Adventures in Federated Metasearch Technology
LITA National Forum, 2005



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