

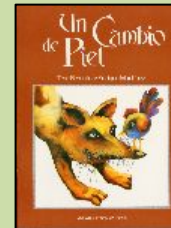
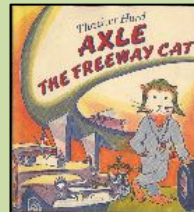
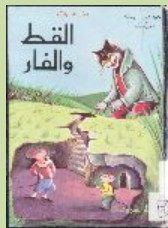


The International Impact of the International Children's Digital Library

Ben Bederson, Allison Druin, Ann Weeks, Sheri Massey, Anne Rose, Mary Ramos, Tracy Masterson, Amy Datsko, Alex Quinn, Sabrina Liao, Takeshi Arisaka, Tim Browne

University of Maryland

Human-Computer Interaction Lab





The research **goal**...

...To understand children's interests and concerns in **books, libraries, technology,** and the **world** around them during extended use of a digital library.



Emerging trends that inform our research ...

- Increasing **diversity** in a child's world
(Agosto, et al., 2003; Banks, 1998; Hengst, 1997; Webb, 1990)
- Changing roles of **books** and **libraries** for children (Lance, 2002; McIntyre, 2002; Sabljak, 2003;)
- Increasing use of all forms of **technology** by children (Cole, 2003; Dresang et al., 2003; Druin, 2005)



The participants and places...

- 12 children, 12 parents, 6 teachers, 6 librarians, 4 principals
- 2 private schools, 2 public schools

Honduras



Germany



U.S. (Chicago)



New Zealand





Research **approach**...

- Qualitative **case study**
- Multiple **methods**
 - interviews, drawings, book reviews
- Over 4 years, in 4 countries
 - 3 visits, frequent email contact, remote data collection

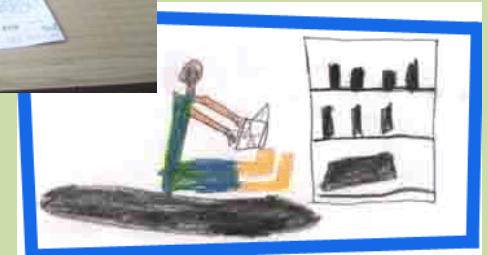


Children's **experience...**

- Given a Tablet PC with **ICDL**
- Asked to read a certain number of **books** a month (varied by year)
- Wrote **book reviews** and submitted
- **Interviewed** three times over 4 years (along with adults)
- **Drew** ideas and asked their classmates to draw



Data collected...



- **301 Book reviews**
 - first reviews any 4 books a month
 - 2nd & 3rd reviews pre-selected and choice books
- **236 Drawings** from children and classmates
 - world trips, current and future libraries, computers of the future, favorite books,
- **152 Interview transcripts** (see **URL** for tools)



Data **analysis**...

- **Open** coding based on 4 interest areas
- Frequency/omission **analysis** of artifacts/content
- Trends identified when..
 - 3 or more countries raised the issue in **interviews**
 - AND could be **confirmed** in drawings or book reviews



Findings concerning **books/libraries...**

- **Variety** of books children read **increased**
 - *“First I used to read cartoon books. Now I read long books, short books, funny books, a lot of kinds of books!” (Honduras)*
- Preferred physical books for reading but **technology for searching**
 - *“... “[The ICDL] was okay, but it was not the same as reading a real book. .” (Germany)*
 - *“It’s quite cool to be able to go through all of the processes to be able to find a book. (NZ)*
- Increased **social interaction** surrounding books
 - *“[I wanted to] teach her how to spell and read better and handle fluency.” (US)*
- **No change** in interest for traditional libraries
 - *“I don't want to split the ICDL up with the library. I like the library, but I like the ICDL, too!” (NZ)*

Findings concerning **technology**...

- **Increased technology skills and confidence**
 - most dramatic changes in children less technology-aware, less academic-achievers, from low-incomes
 - *“I like the fact that since I’ve used the ICDL, I’ve become more confident with the computer.” (NZ)*
- **Use of technology motivated reading**
 - *“Kids wanted to come to the library and use the computers--they were motivated to use the ICDL.” (US)*



Findings concerning **world view...**

- Children showed **increased interest** in exploring **other cultures**
 - *“With all the different languages and stuff in [the ICDL], it sort of dawned on me, like, all the different cultures that are out there and the possibilities that you could read about them.” (NZ)*
 - *“Because of the ICDL [my daughter] was able to see that there are other [cultures]...she was able to accept other cultures.” (US)*



Implications of research...

- Important to develop **diverse digital library** materials
- Greatest **impact** may be on less tech-savvy, and less experience with diversity
- **New reading tools** needed for future
- Libraries of the future should include **computers** side-by-side with **books**



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Interested in getting involved with the ICDL?
email: ICDL-info@umd.edu