

For the Instructional Design Assignment, we were tasked with creating a digital classroom that linked to an instruction session with activities. This assignment allowed us to be creative in our instruction, but required that we use Google Slides to create our own classroom. The challenge was to create an interactive space for theoretical students to visit and learn. Taking the library resources beyond the physical library is a massive benefit in terms of meeting people where they are. This task was designed to challenge us to make a digital classroom that was not just informative, but engaging enough to encourage interaction with students. This assignment teaches us that the library is no longer confined to four walls— technology allows students to explore lessons and materials without ever having to walk through the door. This is important because there may be times, like the COVID-19 pandemic, where librarians can use technology to help patrons when they cannot physically access them. Having the skills and capabilities of moving to digital formats keeps students learning and communities receiving the help that they need. This assignment was helpful to my development in my time at SLIS because it helped me to understand what tools were available to me as I learned I would need to collaborate with teachers in classroom settings to provide instruction to their students. Previously, I had considered library information to be held within an actual library or media center, but this course taught me that library instruction is possible anywhere. This class and this assignment also made me aware of a large barrier that exists when trying to provide instruction, which is that it can be difficult for a teacher to take time out of their regular lessons to bring students to the library for instruction. Creating a digital module like this classroom allows librarians to send this to a teacher and let them know that this is the kind of lesson the library can offer and that it is available digitally to use at the teachers' convenience, as well, which alleviates the stress of the teacher trying to manage a time to bring their class to the library.

On the other hand, the other work that I have included tasked us with examining another key way in which technology impacts librarianship: privacy. The presentation on the 2015 cyber attack on the Ukrainian power grid is an example of not just how important private information is, but can also serve as an example of what librarians can do to encourage safe internet searching among the patrons of their communities. As librarians work with patrons, especially in a public library setting, they can use the opportunity of assisting someone at computers who might be filling out government forms online or signing in to look at bank accounts, tax identification information, to let them know that their right to privacy is important and that they can protect their privacy by looking out for phishing scams in emails, enabling two-factor authentication, and other tricks of ensuring private browsing. This class was outside of my focus of academic libraries, but it helped me to understand that while cyber terrorism and technology are not my fields of study, they are concepts that are applicable to everyone through how they can affect the public and what the public can do to protect themselves and their privacy. Because they provide outreach to the community, librarians can use their reach to partner with internet technology professionals to provide instruction on how to protect ones' privacy and promote safety as patrons engage with the digital world.