



CONCORSO PUBBLICO, PER TITOLI ED ESAMI, A N. 19 POSTI DI CATEGORIA C - AREA BIBLIOTECHE, CON RAPPORTO DI LAVORO SUBORDINATO A TEMPO INDETERMINATO PRESSO L'UNIVERSITÀ DEGLI STUDI MILANO - DIREZIONE SERVIZIO BIBLIOTECARIO D'ATENEO - CODICE 22184

La Commissione giudicatrice della selezione, nominata con Determina Direttoriale n. 2592 del 24.2.2023 e modificata con Determina Direttoriale n. 6067 del 18.4.2023 composta da:

Dott.ssa Tiziana Morocutti	Presidente
Dott.ssa Federica De Toffol	Componente
Dott. Gabriele Rossini	Componente
Dott.ssa Antonietta Vurchio	Componente
Dott.ssa Giada Costa	Componente
Dott.ssa Noemi Cecchetti	Segretaria

comunica i quesiti relativi alla prova orale:

GRUPPO DI QUESITI N. 1

- a) Le aree e gli elementi dell'ISBD.
- b) La cooperazione tra biblioteche.

The goal of this paper is to offer a retrospective analysis of the lessons learned from teaching this class that is shaped by the following two guiding questions:

1. What do undergraduate students need to know in order to question their assumptions and think critically about the information technologies they use every day?
2. How can LIS educators help undergraduate students become more responsible and more informed consumers of the information technologies they use every day?

GRUPPO DI QUESITI N. 2

- a) Intestazione principale e intestazione/i secondaria/e in una registrazione bibliografica.
- b) NILDE

Teaching students who have never known life before Google can be both challenging and rewarding. As a professor of library and information science (LIS), I have long been fascinated by how our experiences with information technologies shape our understanding about the world. In 2015, I started teaching an undergraduate course at Florida State University specifically to learn from our students about how they approach the world in which we now live.

GRUPPO DI QUESITI N. 3

- a) La punteggiatura prescritta dall'ISBD (M) per la separazione dei titoli.
- b) CARE-CRUI

When Beloit College (2015) published its annual "mindset list" for the college class of 2019, they noted that for that year's incoming class of undergraduate students, most of them born in 1997, "Google has always been there, in its founding words, 'to organize the world's information and make it universally accessible.'" Students who were born after 1997, the year that Google.com was registered by Larry Page and Sergey Brin, have literally never known "Life before Google."

GRUPPO DI QUESITI N. 4

- a) L'"intestazione semantica" in catalogazione.



- b) Il servizio di orientamento all'utenza.

With a tip of the hat to Carr (2008), I called the class "Is Google Making Us Stupid? The Unintended Consequences of Information Technology," and I designed the course to provide students an opportunity to question their assumptions about the use of information technology in modern society. In class, we examined how society's increased reliance on information technology has changed how we interact with each other and the world around us, and discussed strategies for weighing the pros and cons of the socio-technical tradeoffs we make every day as we work with information resources, systems, services, and technologies.

GRUPPO DI QUESITI N. 5

- a) L'intestazione formale corretta, secondo le REICAT, nella registrazione bibliografica di una pubblicazione di un ente.
b) Il servizio di reference.

And if Google has literally been a part of one's life forever, one may never have considered how growing up in a world with instant access to information on demand has influenced one's ideas, expectations, and shared understandings about how that world works.

Most undergraduate students at universities today were born "after Google" and, as such, belong to a generation of students frequently referred to as Generation Z (Turner, 2015).

GRUPPO DI QUESITI N. 6

- a) Il titolo parallelo in una registrazione bibliografica.
b) Le statistiche d'uso delle risorse elettroniche ad accesso remoto.

Examining the design and evolution of "Is Google Making Us Stupid?" through the lens of these two guiding questions is important for LIS educators because the ideas and topics discussed in this class affect not just our students but everyone living in the modern information society as well. We find ourselves at a critical tipping point in the transformation of the information age

GRUPPO DI QUESITI N. 7

- a) Variante del titolo in una registrazione bibliografica.
b) Il servizio di Help desk in ambito bibliotecario.

Usually considered to begin in the late 1990s, Gen Z is the first generation to truly have no memory of a time when online access to information was not readily available to a significant number of people at the touch of a button. The more people take modern information technologies for granted, and in particular, as an entire generation that has grown up after Google heads to college, the more important it becomes that we stop to consider how life with Google has influenced how we approach the world. As the joke goes, "I carry in my pocket a device that gives me instant access to all the world's knowledge, and I mainly use it for looking at funny pictures of cats."

GRUPPO DI QUESITI N. 8

- a) L'Area 6 dello standard ISBD(M).
b) I servizi al pubblico di una biblioteca accademica.

This paper presents an overview of the iterative design and evolution of this class over a five-year period from 2015 to 2020. It examines the effectiveness of different teaching approaches for encouraging students to think critically about their use of information technologies in their everyday lives, and it presents important lessons learned from this course that university students and educators need to know as they weigh the unintended consequences of information technologies.

GRUPPO DI QUESITI N. 9

- a) L'Area 3 dello standard ISBD(M).
b) Il servizio di Document Delivery.



Far more worrying is how new information technologies are changing modern society. For many, life in today's "instant society" means living in a world where "big data" is tracking almost everything we do and everywhere we go (Bogost, 2018), where internet and social media addiction is widespread (Pan, Chiu, & Lin, 2020), where problems of disinformation and misinformation threaten modern democracy (Schiffrin, 2017; Tufekci, 2018), where our attention is sold to the highest bidder (Wu, 2016), and where new economic models have developed around the idea of surveillance capitalism (Zuboff, 2019).

GRUPPO DI QUESITI N. 10

- a) Catalogazione descrittiva e semantica.
- b) Il Discovery tool.

LIS faculty have an important role to play in teaching people how to question their assumptions about information technologies, especially students who have been shaped by those technologies for their entire lives (Marty, Saludo, & Kim, 2020). LIS classrooms are the perfect place to address questions such as these: What are the societal implications and unintended consequences of information technology? What are the information literacy skills people need to understand those consequences? How do we weigh the pros and cons of the socio-technical trade-offs we make as we interact with new information technologies?

GRUPPO DI QUESITI N. 11

- a) L'Area della formulazione di serie secondo l'ISBD(M).
- b) Promozione dei servizi bibliotecari in una biblioteca accademica.

To meet those needs and help undergraduate students think critically about their use of information technologies, I developed and evolved my "Is Google Making Us Stupid?" course through an iterative design process over a five-year period in response to student feedback, relying on both formal course evaluation data as well as informal student recommendations and suggestions to improve the course topics, structure, activities, and assignments.

GRUPPO DI QUESITI N. 12

- a) Le funzioni di ricerca nel catalogo.
- b) La Carta delle Collezioni.

Each iteration was taught as an in-person, face-to-face class during a fifteen-week semester (the last few weeks of the spring 2020 semester were offered via synchronous online sessions due to the COVID-19 pandemic), and the structure of those semesters evolved greatly over the five iterations. The first iteration (fall 2015) was extremely lecture heavy, featuring a large amount of information on a wide variety of topics. Each week was offered in a lecture/discussion format, with each lecture covering a different aspect of the unintended consequences of information technology, including "Information Technology and Medical Professionals," "Information Technology and Military Professionals," "Self-Driving Cars and Information Technology Disasters," "Digital Media and the On-Demand Generation," "The Future of Work in the Information Age," and "Do Libraries Matter in the Age of Google?"

GRUPPO DI QUESITI N. 13

- a) Dublin Core.
- b) I principali strumenti per la ricerca bibliografica.

While the content varied from year to year, and the examples used in class changed constantly in response to current events, the main takeaways for the students (i.e., the key ideas they need to understand as members of the information society) became more consistent as the years went on (see below for details). The following list of lecture topics from the spring 2020 iteration of the course offers a good representation of the material covered in class after five years of evolution of the lecture content (see below for examples of the topics and takeaway lessons covered in these lectures):

- Part 1: The Information Age
 - Life in the Instant Society



- Unlimited Access to Funny Pictures of Cats
- Part 2: The Surveillance Society
- Surviving the Big Data World
- You Wouldn't Download a Car, Would You?
- Part 3: The Service Economy
- If You Aren't Paying for It, You're the Product
- The Dark Side of Innovation and Entrepreneurship
- Part 4: The Connected World
- Shaping the Future of a Connected Humanity
- Who Needs Humans, Anyway?

GRUPPO DI QUESITI N. 14

- a) Cosa è il proxy server e a cosa serve.
- b) La collocazione dei volumi: scaffale aperto e scaffale chiuso.

While these assignments did not change significantly over the years, each iteration saw an increased focus on helping students pick topics of interest to them, refine their topics over the course of their research, and develop a better understanding of the process of writing a research paper. Each year, the instructions provided to the students for organizing, formatting, and structuring their statements, bibliographies, and papers evolved to become more detailed (even providing outlines for students to follow when writing their papers). Many undergraduate students do not have a great deal of experience conducting research and writing research papers, so the more guidance provided, the better.

GRUPPO DI QUESITI N. 15

- a) Fonti di informazione prescritte dall'ISBD (M) per titolo e formulazione di responsabilità.
- b) Il quick reference.

When adopting new technologies, for example, we frequently find ourselves trading a certain amount of privacy for convenience, giving up a degree of personal autonomy for improved service, or simply exchanging old skills for new skills—often without recognizing the nature of the transaction we are making. It is important for students to understand that we are giving something up as well as getting something in return when we adopt new technologies

GRUPPO DI QUESITI N. 16

- a) Il titolo parallelo in una registrazione bibliografica.
- b) L'iter del libro dall'acquisizione allo scaffale.

We need people who understand how these changes are shaping society, so that we can make smart decisions about our shared future—legally, culturally, and ethically. Accomplishing this goal means making sure that we develop the necessary literacies to interpret information sources, that we work to ensure that access to information remains seen as a public good, and that we retain our ability to read deeply and understand thoroughly, especially as we are bombarded by information of all types, from all sides.

GRUPPO DI QUESITI N. 17

- a) L'Area del titolo e dell'indicazione di responsabilità secondo l'ISBD(M).
- b) ACNP: definizione e scopo.

This means reading the sources that our students read, and following the content our students follow. Keeping current is not easy, but knowing what is happening with the information technologies we use every day, and the relevant issues that are important to our students, can help identify the best examples to use



at a moment's notice that will resonate with the students in class. The role of technology in society changes so quickly that it is imperative to update lectures on the fly, picking and choosing the most relevant examples almost in real time. While this can be a lot of work, maintaining relevance in a constantly changing environment is an excellent way to make the significance of information technology topics clear to undergraduate students.

GRUPPO DI QUESITI N. 18

- Forma dell'intestazione per le persone vissute in epoca moderna o contemporanea secondo le REICAT.
- I corsi di formazione dell'utenza in una biblioteca accademica.

When encouraging students to discuss their personal rights regarding their digital devices, we might ask students whether they have the right to tinker with the digital devices that they own? Should we be allowed to manipulate, repair, break, make, or reuse our personal devices in new ways? What should we be allowed to do, or not allowed to do, with our digital devices? What about our digital media? What does it mean to own something in the digital world? Reflecting on our future as individuals and as a society, where should we draw the line, how do we control it, and what are the consequences for digital ownership for future generations?

GRUPPO DI QUESITI N. 19

- Monografia superiore, monografia inferiore con titolo significativo, monografia inferiore con titolo non significativo nel trattamento catalografico.
- Strumenti cooperativi per i servizi interbibliotecari

After five years of working with undergraduate students to help them think critically about their use of information technologies in their everyday lives, I am confident that Generation Z is ready to face their future. They are coming into this world with their eyes wide open, well aware of the need to find a balance between the risks and the benefits of adopting new technologies. They know the dangers of opting into or opting out of information systems and services, and they are increasingly well prepared to use that knowledge to weigh the pros and cons of the technology trade-offs they make every day.

GRUPPO DI QUESITI N. 20

- Significato di "serie" secondo l'ISBD.
- Le licenze d'uso per le risorse bibliografiche elettroniche.

For example, students were not so interested in how information technology affects specific populations (e.g., the military, educators, or physicians), so I changed the course outline to spend less time on specific populations and more time on implications that were more generally applicable. On the other hand, students were very interested in how their lives are being affected by "surveillance capitalism," so I changed the course outline to spend more time examining how different societies worldwide are addressing data-privacy issues and concerns about personally identifiable information, including discussions of how the United States might pass legislation similar to the General Data Protection Regulation (GDPR) in Europe.

GRUPPO DI QUESITI N. 21

- Tipologie di utenti di una biblioteca accademica.
- La Carta dei Servizi.

While the content varied from year to year, and the specific questions used to drive group discussions changed constantly in response to current events, the main issues for the students to discuss in small groups (i.e., key concerns of personal interest to them as active members of modern society) became more solidified over the years. The following list of group topics from the spring 2020 iteration of the course offers a good representation of the material covered in class after five years of evolution of the group activities (see below for examples of the discussion questions covered in these activities):

- Weighing the Benefits of Technology Trade-Offs
- Winning the War on Information



- Digital Bill of Rights, Part 1: Your Personal Data
- Digital Bill of Rights, Part 2: Your Personal Devices
- Fighting the Data Giants
- The Future of Work
- Finding Peace in the Connected World

GRUPPO DI QUESITI N. 22

- a) L'Area 5 dello standard ISBD(M).
- b) Anche dati: tipologie e contenuti

Nevertheless, it is important that our students develop the information literacies necessary to think critically about and challenge their biases toward the technologies they use every day. After five years of teaching this class to undergraduate students, I would argue that we can accomplish this goal through a threestep process.

The first step in this process involves helping students realize that adopting new technologies almost always means giving up something in exchange for something else. There are trade-offs involved in nearly every technology decision we make, and it is important that we understand the pros and cons of each of these trade-offs so that we can decide, individually, whether the technologies we choose to adopt are worth the associated advantages and disadvantages.

GRUPPO DI QUESITI N. 23

- a) Il titolo uniforme.
- b) Sistemi di reference cooperativo.

As one student wrote in 2020, “out of the classes I took this year as a freshman, this was the only one that made me think critically about an issue and become more conscious of my decisions.” Similarly, a student wrote in 2018, “I had never previously thought about the trade-offs we make by using technology, but I am way more aware now about the choices I make online and I think that is something very valuable.”

GRUPPO DI QUESITI N. 24

- a) Ente a carattere occasionale, ente subordinato ed ente a carattere territoriale secondo le REICAT.
- b) Social media e biblioteche.

As the weeks of lecture/discussion decreased, students became increasingly engaged in small-group activities, moving from no formal in-class group activity in the first iteration (fall 2015), to three weeks of group activities in the second iteration (fall 2016), to six weeks of group activities in the third iteration (spring 2018), to seven weeks of group activities in the fourth and fifth iterations (spring 2019 and spring 2020). These group activities were closely aligned with the lecture topics covered in class, providing students with the opportunity to discuss in small groups the significance of those topics in their own lives and to determine what changes they might be able to make to their own use of information technology moving forward.

GRUPPO DI QUESITI N. 25

- a) L'Area 1 dello standard ISBD(M).
- b) L'Information literacy in biblioteca.

Modern information technologies are changing the world in unpredictable, unintended, and unanticipated ways. If we, as citizens of today's information technology-focused world, are going to be critical consumers and producers of these technologies, then we need to understand how the world has changed in response to these technologies and reflect on the meaning of these transformations as we adopt and embrace new information systems and services in our lives.



GRUPPO DI QUESITI N. 26

- a) Forma dell'intestazione per gli autori greci, classici, bizantini e per gli autori che abbiano scritto prima del 1200 secondo le REICAT.
- b) La cooperazione negli acquisti.

The Pew Research Center, for example, has found that adults are twice as likely to be distracted by their phones at work than teens are by their phones at school (Jiang, 2018). Nevertheless, there may be a correlation between screen use and mental health (Twenge & Farley, 2021), and more research is needed regarding the role of technology in the lives of young adults (Przybylski & Weinstein, 2017).

This obligation also falls heavily on LIS educators, who are uniquely situated to help people understand how technologies are shaping how we organize, access, and share information, how people look for information today, and how our information behaviors have changed over time (Case & Given, 2016; Julien, Gross, & Latham, 2020).

GRUPPO DI QUESITI N. 27

- a) Intestazione secondaria in una registrazione bibliografica.
- b) Il reference nell'era digitale.

If we want to prepare students for a future where they truly understand the technology trade-offs they are making, the ramifications of the choices they have made, and the two-way nature of the relationships they have entered into, then we cannot focus on technologies alone. While specific technologies can and should be used as examples, we need to offer our students strategies that are technology-agnostic and reinforce the big-picture ideas and broad takeaways that will encourage them to think critically about the role of technology in their lives.

GRUPPO DI QUESITI N. 28

- a) L'Area specifica del materiale o del tipo di risorsa secondo l'ISBD(M).
- b) Il servizio di prestito interbibliotecario.

When we teach students about the service economy, it is important to help them understand how the services and products they use every day are packaging up and marketing their identity, privacy, creativity, reputation, and personal information to the highest bidder. The more we rely on these services, the harder it can be to give them up, but even if we are unable to give up these services, at the very least we do not have to be someone else's data point blindly.

GRUPPO DI QUESITI N. 29

- a) L'intestazione uniforme ai nomi di persona e di ente nelle REICAT.
- b) La formazione degli utenti.

It is vitally important that we understand the nature of the world that is being shaped around us with respect to information technology, lest we end up trapped by decisions we did not really mean to make. Faster is not necessarily better, connected is not necessarily more useful, and it can be dangerous to adopt technologies that we do not fully understand, just because we are impatient for the future. Only by developing the information technology literacies we need to walk into the future with our eyes wide open can we work together to make the best choices for society.

GRUPPO DI QUESITI N. 30

- a) Trattamento delle collane in una registrazione bibliografica.
- b) L'area personale all'interno del catalogo.

Providing opportunities for peer review encourages students to share ideas with their classmates and build upon each other's thoughts and experiences. Every aspect of the course should reinforce their assignments, and students should view the written assignments as a unique chance to explore the socio-technical



implications of information technologies of personal interest to them that they may have never considered before. The more they learn about how these technologies affect them personally, the more engaged they will be in researching and writing about their socio-technical consequences.

GRUPPO DI QUESITI N. 31

- a) L'area della designazione specifica del materiale nelle ISBD(ER).
- b) I servizi interbibliotecari.

We can do this by encouraging our students to examine their assumptions about technology and to work together to determine how they can play a more active role in society moving forward. The following examples serve to illustrate some of the ways in which I have accomplished this in my "Is Google Making Us Stupid?" class with undergraduate students, including sample discussion questions that have worked well to prompt conversations among students in small groups.

GRUPPO DI QUESITI N. 32

- a) Standard bibliografici di catalogazione internazionali e regole nazionali.
- b) Le competenze del bibliotecario a contatto con il pubblico.

When engaging students in conversations about their personal rights regarding their digital data, we might ask students to reflect on who has access to their personally identifiable information? What do others know about us, and what are they doing with that information? Do we trust them with our personal information? Are they keeping our data safe? Do we have the right to ask for our data back if we want it? Do we have right to be forgotten? How can we work together as a society to protect our rights to privacy, anonymity, and security with respect to our personal digital data?

GRUPPO DI QUESITI N. 33

- a) L'area della descrizione fisica nelle ISBD(ER).
- b) Front office e back office in una biblioteca accademica.

Preparing students who have grown up "after Google" for life in modern society is not easy. This is a different world from the one in which most LIS faculty grew up, and our students need different skills in order to survive. We cannot solve our problems by ignoring technologies; we need to learn how to co-exist with them. This means learning to become more critical and more informed consumers of information systems and services. This means working with our students to identify complex solutions to social interactions in a complicated world full of new technologies that change every day. Failing to give our students those skills means doing them a disservice. As Samuel (2017) wrote, "The off switch has its place, but if that's all we have to offer our kids, we aren't helping prepare them for what it means to live in a digital world."

GRUPPO DI QUESITI N. 34

- a) ISBN e E-ISBN.
- b) La misurazione dei servizi delle biblioteche accademiche.

This is important because big-picture questions tend to be difficult to answer cold, so priming students to talk in small groups about their personal experiences first makes it easier for them to talk more generally about what we should do societally, legally, and ethically to address challenging socio-technical questions. It is also important to remind students that they do not need to agree on the answers to those questions, nor should they expect to find a clear path forward. The idea is to get them discussing the nature of the problems, the type of solutions that might work to address those problems, and the stakeholders responsible for implementing possible solutions.

GRUPPO DI QUESITI N. 35

- a) La "catalogazione partecipata" e la "catalogazione derivata".
- b) Il servizio di prestito libri in una biblioteca accademica.

LIS programs have a long history of teaching information literacies to help students understand new information systems and services (McNiff & Hays, 2020; Saunders et al., 2015). LIS faculty have led the way



in encouraging their students to think critically about misinformation and disinformation, skills that are especially important in today's data-driven world (Bergstrom & West, 2020; Hernon, 1995). LIS faculty have also helped students develop not just information literacy skills but also the critical metaliteracies necessary to navigate the complicated societal implications of information technology, including information ethics, data privacy, and media literacy skills (Burgess & Knox, 2019; Cooke, 2017; Mackey & Jacobson, 2011).

GRUPPO DI QUESITI N. 36

- a) Il "controllo di autorità" nel catalogo di una biblioteca.
- b) Gestione dei reclami in biblioteca.

This smaller class size encouraged experimentation and made it possible to design, iterate, and evaluate the course content before rolling it out more broadly. The final three iterations (spring 2018, spring 2019, and spring 2020) were open to all students on campus and enrolled 99, 60, and 59 students, respectively. In total, 266 students enrolled in this course over five iterations, reaching students from a wide range of majors and departments.

GRUPPO DI QUESITI N. 37

- a) UNIMARC.
- b) L'Approval Plan.

Technology relationships are a two-way street, and it is important that we learn as much as we can about the trade-offs we engage in every day, so that we can determine who is benefiting from the deal on each side of the equation.

The third step involves helping students understand that technology trade-offs are at their most dangerous when one side (all too often, the end-user's) does not fully understand the changes that are taking place, or grasp the nature of the deals being struck as we interact with technology. Many people are scared of new technologies, but new technologies, on their own, are not necessarily dangerous, or inherently good or bad; new technologies can be very helpful.

GRUPPO DI QUESITI N. 38

- a) Il concetto di "polo bibliografico" in SBN.
- b) Copyright e Copyleft.

When we discuss the nature of the surveillance society with undergraduate students, it is important to help them recognize that we have an obligation to find out who is gathering our personal information, whether they are keeping it safe, and how we can get it back if we want it. We need to be sure that whenever possible, we are in control of our own information environments, and that when that is not possible, we know who is controlling our data, what they know about us, and what they are doing with that knowledge. It is important that we understand the fine print of the bargains we agree to as we create, use, and share digital content.

GRUPPO DI QUESITI N. 39

- a) La scheda chiusa in una registrazione bibliografica.
- b) La ricerca bibliografica alla luce delle nuove tecniche di information retrieval.

Brano in inglese.

When we teach students about the connected world, it is important to help them understand the potential dangers of rushing ahead, building new technologies, and pushing new boundaries without first thinking about the kind of world we are trying to create. How can we take control of our own online experiences in a world of surveillance capitalism and attention merchants? How can we maintain our privacy and security as we build smart homes connected to the internet of things and generate data trails that follow our every move?

GRUPPO DI QUESITI N. 40



- a) La Classificazione Decimale Dewey.
- b) Bibliografia e sitografia.

The third approach relies on using small-group activities to give students more chances to explore class materials in detail (the popularity of this approach is why these activities became more important, more numerous, and more structured each time the class was taught). The trick to making small-group activities relevant for students is to start the activities by asking personal questions that encourage students to reflect on how any given topic affects them directly, and only then lead them through prompts that encourage them to consider how this topic affects society more broadly.

GRUPPO DI QUESITI N. 41

- a) Definizione di Thesauro e relative funzioni.
- b) Lo scarto.

“This was one of the most insightful classes I have experienced in my life. I think your course should be mandatory for all students as it has made a huge impact on my digital awareness.”

Anonymous student, spring 2020

Each semester on the first day of class, I start out by asking my students the same question: “How is it that Google can make money by offering you services like Gmail for free?” In fall 2015, almost no student could answer this question (many of them had never even considered it), but by spring 2020, almost every student understood clearly that their personal information was being monetized in exchange for the services they were receiving for “free.”

GRUPPO DI QUESITI N. 42

- a) I metadati: definizione, funzioni e principali tipologie.
- b) La normativa sul diritto d'autore in una biblioteca accademica.

There are worries about technology isolating us from each other and our communities (Putnam, 2000; Turkle, 2017). And while these are real problems, it is important to remember that technology has always been changing what it means to be human (Frischmann & Selinger, 2019). In fact, people have been worrying about the negative effects of information technology on our memories for more than two thousand years (cf. Plato, Phaedrus 274c). The ability to adapt to new technologies, while potentially unnerving, is also part of what makes us human.

GRUPPO DI QUESITI N. 43

- a) I “Functional requirements for bibliographic records” (FRBR): definizione e scopo.
- b) La customer satisfaction in una biblioteca accademica.

This obligation falls heavily on Generation Z, who are often described as the “smartphone generation” (Siewiorek, 2012) and frequently depicted as being overly connected with technology in a negative way. Twenge (2018), for example, argues that “today’s super-connected kids are growing up less rebellious, more tolerant, less happy and completely unprepared for adulthood.” Of course, concerns about the long-term effects of our always online and on-demand world are not limited to a single generation.

GRUPPO DI QUESITI N. 44

- a) La scheda aperta in una registrazione bibliografica.



- b) Servizi per l'utenza esterna in una biblioteca accademica.

This section provides an overview of the evolution of this course through five iterations: fall 2015, fall 2016, spring 2018, spring 2019, and spring 2020. It presents an analysis of the topics of class discussion and the evolution of teaching methods from lecture/discussion to small-group activities. It explores the structure of each semester, the nature of the student assignments, and the way in which the student evaluations contributed to the evolution of the class over time.

GRUPPO DI QUESITI N. 45

- a) Elementi caratteristici della descrizione catalografica dei periodici.
- b) User education sincrona e asincrona

The lecture topics also evolved along with changing societal norms about information technology over the five iterations. In order to keep the class materials relevant for the students, specific examples used in class were updated almost in real time. Lectures had to be written such that it would be very easy to integrate last-minute examples from recent news stories, such as changes to net neutrality or legal challenges to “big tech” monopolies.

GRUPPO DI QUESITI N. 46

- a) ISSN e E-ISSN.
- b) I tutorial nella user education.

Ensuring that the small-group activities were directly related to the questions raised in the lectures (and personally relevant to the students' own lives) helped students become more invested in the course. Over the course of five years, the group activities settled into a pattern where each week of lecture was followed by a week of small-group activities and group presentations (students were randomly assigned to the groups, so the composition of the groups changed for each small-group activity).

GRUPPO DI QUESITI N. 47

- a) Le differenze tra OPAC e Discovery Tool.
- b) L'orientamento all'utente nei servizi bibliotecari accademici.

Examining the design and evolution of “Is Google Making Us Stupid?” through the lens of our first guiding question—what do undergraduate students need to know in order to question their assumptions and think critically about the information technologies they use every day?—provides insight into how courses such as this one can help students assess the unintended consequences of information technology. Encouraging students to question assumptions about information technologies they have lived with their entire lives (technologies that many take for granted, especially when they have never known a world without them) is not an easy task.

GRUPPO DI QUESITI N. 48

- a) Enti a carattere permanente ed enti a carattere temporaneo nelle REICAT.
- b) I sistemi R-FID per il servizio di prestito.

When we ask undergraduate students to reflect on life in the modern information society, it is important to help them recognize that we have a shared obligation to be responsible users of information systems and technologies. We must all do our part to become intelligent consumers of information resources, and to understand how our personal use of information technology affects both us and those around us.



GRUPPO DI QUESITI N. 49

- a) La letteratura grigia.
- b) L'indice di circolazione delle monografie

Encouraging students to make meaningful, personal connections to the material covered in class is one of the best ways to reinforce those lessons and their value, individually and societally. After five years of teaching this class to undergraduate students, I would argue that we can accomplish this goal through three connected pedagogical approaches.

The first approach involves relating material covered in class lecture and discussion to current events that are relevant to the personal lives of our undergraduate students. Maintaining relevance means keeping current not just in the discipline but with what is happening within the popular conception of the discipline.

GRUPPO DI QUESITI N. 50

- a) Il catalogo della Biblioteca.
- b) I software citazionali.

Helping students make meaningful personal connections to course materials via these three approaches can be challenging because it is often easier to draw connections to specific technologies than it is to draw connections to big-picture, societal issues. If we want students to reflect on the societal implications of information technology, then we need to help them transition from exploring specific examples to making meaningful personal connections that are independent of specific technologies. While connecting the lessons or broad takeaways with specific examples that have meaning to students is important, we need to help our students see that these societal issues are significant regardless of the technologies involved.

GRUPPO DI QUESITI N. 51

- a) L'uso di titoli, appellativi, termini onorifici o altri elementi di distinzione nell'intestazione per nome secondo le REICAT.
- b) Solleciti e sanzioni nel servizio di prestito.

Every year that goes by, there are more people who have never known a world without instant, immediate access to information on demand. And while Google has not made them stupid, it has made it more important than ever that we understand how our increased reliance on information technology has changed how we interact with each other as we navigate our instantly connected, fully networked, and always online world. This paper shines a light on how LIS faculty can play a unique role in shaping this transformation.

GRUPPO DI QUESITI N. 52

- a) Le entità FRBR.
- b) I servizi a pagamento.

It is important that we think carefully about our choices and our actions, because only if we are aware of our decisions as we make them can we be sure the trade-offs we make as members of the information society have a net positive benefit for the betterment of humanity as a whole.

For example, one frequently hears worries about how new technologies are changing humans as individuals. There are worries about our brains being overwhelmed by information, and technology destroying our memories (Carr, 2008; Finley, Naaz, & Goh, 2018).

GRUPPO DI QUESITI N. 53

- a) Le fasi dell'attività di descrizione bibliografica di una monografia.
- b) Servizi di una biblioteca accademica per gli studenti.



The dangers of digital culture are well-documented (Lanier, 2013), especially as we bring the internet of things and unsecured smart devices like networked baby monitors (Albrecht & McIntyre, 2015) or wifi-enabled toasters (McGill, 2016) into our homes. As members of a global information society, the more we sign up for new services, purchase new devices, and adopt new technologies, the more we have a shared obligation to become responsible users and critical consumers of these technologies.

GRUPPO DI QUESITI N. 54

- a) Concetto di stampa, ristampa, edizione per il libro moderno.
- b) I servizi su prenotazione.

As more LIS programs offer undergraduate programs and reach more undergraduate students (Zins & Santos, 2017), the more pressing it becomes that LIS faculty help the next generation learn how to become more discerning members of the digital citizenry.

LIS educators are well positioned to provide undergraduate students the opportunity to learn not just how to use information technologies in the modern world but also how to use them effectively, safely, and ethically for the social good.

GRUPPO DI QUESITI N. 55

- a) Cosa è il peer review.
- b) Servizi connessi al servizio di prestito libri.

“Is Google Making Us Stupid?” was offered as part of the E-Series program at Florida State University, an interdisciplinary program specifically designed to encourage students from all majors to explore important topics of broad interest (all undergraduate students were required to take at least one E-Series course regardless of major). The first two iterations (fall 2015 and fall 2016) of the course were offered to students in the university’s Honors Program, each enrolling 24 undergraduate students.

GRUPPO DI QUESITI N. 56

- a) Le qualificazioni dei nomi di persona nelle REICAT.
- b) L’e-learning nella user education.

How we interact with technologies today will shape the future of society tomorrow, and given that Generation Z has been shaped by technology for their entire lives, there is a need for this generation in particular to develop the skills necessary to understand the long-term effects of technology on society. If we do not prepare our students with the critical literacies they need to question their assumptions about everyday information technologies and understand how their actions and expectations influence the transformation of the information society—to become more responsible and more informed consumers of the information technologies they use every day—then we may well lose our chance to change things for the better and to shape the world into how we want it to be.

GRUPPO DI QUESITI N. 57

- a) Il “linguaggio controllato” in ambito catalografico.
- b) La collocazione del materiale bibliografico in una biblioteca accademica.

While the students appreciated the wide range of diverse topics, they requested in their student feedback more opportunities to discuss these topics in smaller groups. As a result, subsequent iterations of the course offered fewer weeks of lecture/discussion and more weeks devoted to small-group activities (see below). The fall 2016 iteration offered twelve weeks of lecture/discussion, the spring 2018 iteration offered nine weeks of lecture/discussion, and the spring 2019 and spring 2020 iterations each offered only eight weeks of lecture/discussion.



GRUPPO DI QUESITI N. 58

- a) I servizi offerti attraverso il catalogo.
- b) La revisione delle raccolte.

With each iteration, the group activities became more tightly integrated with the lecture materials. Students were given a list of questions to discuss in class in small groups at the beginning of the week, and then each group presented their ideas to the entire class at the end of the week. Their goal was to discuss strategies for shaping the future of life in the information society for the greater good – legally, ethically, and culturally. To guide the students through each week's group activities, students were asked to reflect first on how any given topic affected them personally, and then to expand their discussion into broader conversations about how each topic affected society writ large.

GRUPPO DI QUESITI N. 59

- a) L'inventariazione di una risorsa bibliografica.
- b) La collocazione a scaffale aperto.

Each week's readings were chosen specifically to stimulate discussion on topics of interest to the students, and they were generally selected from more popular, rather than academic, sources, such as the Atlantic, the Economist, the New Yorker, WIRED, and the New York Times. For a detailed list of the weekly topics and readings covered in the course, please see <https://marty.cci.fsu.edu/ids2683/outline.html>. Over the course of five years, the lecture/discussion portion of the class settled into four parts, each including two weeks of lecture materials.

GRUPPO DI QUESITI N. 60

- a) Che cos'è il complemento del titolo e come si descrive in una registrazione bibliografica.
- b) Bibliografia corrente e bibliografia retrospettiva

As an E-Series course, this class was required to include extensive writing assignments, including drafts, revisions, and peer reviews. As a result, the written assignments in this class did not change dramatically over the five iterations. In each instance, students were asked to write a topic statement (where they identified a general topic area for which they'd like to explore the unintended consequences of information technology), peer review each other's topic statements (providing helpful examples and suggestions related to each other's topics), conduct a literature review and write an annotated bibliography, write a first draft of a research paper (exploring issues, problems, or concerns relating to their chosen topic that have the potential to disrupt modern society in unexpected, unanticipated, and unintended ways), peer review each other's draft papers, and submit a final paper at the end of the semester.

GRUPPO DI QUESITI N. 61

- a) Applicazioni della Classificazione Decimale Dewey in una biblioteca accademica.
- b) I MOOC nella user education.

It was also important to provide detailed guidance on the process of writing peer reviews, so that the students could learn more effectively from each other's work and provide more useful, formative, and constructive feedback to their peers. For detailed assignment descriptions, please see <https://marty.cci.fsu.edu/ids2683/assignments.html>.

Finally, each year's class built on feedback from the previous year's students, making it possible to identify course topics that were important to students in both the lectures and group activities.

GRUPPO DI QUESITI N. 62

- a) Le funzioni personalizzate del catalogo.
- b) I sistemi R-FID per la ricognizione inventariale.



The second step involves helping students recognize that these technology trade-offs are not simple, unidirectional interactions but instead are complicated, multi-way relationships that can be easily misunderstood or misinterpreted. There is often no easy explanation of benefits for everyone involved in these interactions precisely because there is a give and take happening on both sides of the equation. When signing up for new services, for example, many people think only about the benefits for them (e.g., if I give this company access to my email, they will unsubscribe me from all those annoying mailing lists) but rarely think about what they are giving up in return (e.g., if I give this company access to my email, they will sell marketing data about me to other people).

GRUPPO DI QUESITI N. 63

- a) Utenti istituzionali e utenti di enti convenzionati.
- b) Le collezioni di periodici in una biblioteca accademica.

Students were very receptive to these changes, as indicated by their quantitative and qualitative course feedback. Annual course evaluations were consistently high, with at least 95% of all students evaluating the course as Excellent or Very Good each year. Written feedback from students was also consistently positive, with frequent comments about how this course changed how they thought about the role of information technology in their everyday lives.

GRUPPO DI QUESITI N. 64

- a) La cooperazione nelle procedure catalografiche.
- b) L'indice di vitalità delle collezioni.

Instead, we should be frightened of the problems that arise when people do not recognize that they have engaged in a technology trade-off in the first place. It can be very scary when we do not understand the socio-technical changes that are shaping modern society, because that means we are increasingly disengaged from the very society we are co-creating in the information age.

Helping students understand the nature of technology trade-offs via this three-step process can be challenging because it is often easier for people to think about these tradeoffs from the perspective of specific technologies, yet these technologies (along with their trade-offs) are constantly changing.

GRUPPO DI QUESITI N. 65

- a) Che cosa è la ristampa anastatica.
- b) Sistemi per la collocazione a scaffale.

We need to take a careful look at the benefits, drawbacks, and unintended consequences of innovation and entrepreneurship, as information services that look like a good deal at first might actually trap us into new ways of thinking, acting, and believing that will radically reshape society. Understanding the trade-offs we are making, and the world we are creating, and being careful not to trade too much information about ourselves for improved customer service, are the only ways to ensure that we are using these tools to shape society to be how we want it to be.

GRUPPO DI QUESITI N. 66

- a) Il titolo subordinato in una registrazione bibliografica.
- b) SBN: definizione e scopo.

We can do this by encouraging our students to explore the socio-technical implications of information technologies in ways that are broadly independent of the technologies themselves. The following examples serve to illustrate some of the ways in which I have accomplished this in my "Is Google Making Us Stupid?" class with undergraduate students, including sample topics and takeaway lessons that resonated with students as important issues to explore in class:

GRUPPO DI QUESITI N. 67



- a) L'Area della descrizione fisica o collazione secondo l'ISBD(M).
- b) L'applicazione della normativa sul diritto d'autore al servizio di DD.

Examining the design and evolution of “Is Google Making Us Stupid?” through the lens of our second guiding question—how can LIS educators help undergraduate students become more responsible and informed consumers of the information technologies they use every day? – provides insight into the pedagogical strategies that LIS faculty can employ to help students grapple with these takeaway lessons and change their thinking about everyday information technologies. Engaging students in ways that help them understand the importance of these lessons is essential to helping them develop the information literacies they will need to navigate modern society.

GRUPPO DI QUESITI N. 68

- a) Lo spoglio delle riviste.
- b) La gestione del materiale bibliografico a magazzino.

It falls upon us to demand control over where these technologies are taking us, to ask difficult but important questions about information security and data privacy, and to determine for ourselves whether these technology trade-offs are in our best interests. Only by working together can we ensure that our social, legal, moral, and ethical systems keep pace with changing information technologies in a way that is best for the future of humanity in the information society.

GRUPPO DI QUESITI N. 69

- a) Caratteristiche della registrazione bibliografica di un periodico.
- b) L'auto-prestito.

When asking students to weigh the relative benefits of technology trade-offs in their everyday lives, we might ask students to discuss what some of the socio-technical trade-offs (such as trading privacy for convenience) are that they make as they engage with the information technologies they use every day. How can we ensure that the pros and cons of these trade-offs result in a net positive benefit both for ourselves as individuals and for society as a whole? How can we become more intelligent consumers of smart technologies and make smarter decisions about how our personal use of technology affects both us and those around us?

GRUPPO DI QUESITI N. 70

- a) Cos'è la catalogazione.
- b) Disintermediazione vs user education.

The second approach depends on using the written assignments to connect class materials with topics of personal interest to each individual student. Offering students the chance to pick topics that interest them personally helps make the work more relevant for the students by allowing them to write about the unintended consequences of information technologies that have personal connections to them. Structuring the course so that each assignment builds upon the previous one allows students to refine their concepts as they work and expand their ideas as they learn more about their chosen topics.

GRUPPO DI QUESITI N. 71

- a) Definizione di Soggettario e relative funzioni.
- b) I sistemi R-FID nel trattamento fisico dei volumi.

When asking students to discuss strategies for managing information overload and fighting against misinformation online, we might ask students how they make sense of the sheer amount of information available to them in their everyday lives, decide what is useful, and determine what is real and what is not. How do they decide what sources are authoritative, avoid falling for internet scams, and fight back against misinformation? How can we work together to develop the information literacy skills we need to assess the quality of information sources, conquer information overload, and fight against disinformation on social media?



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