



# INLS 534 YOUTH AND TECHNOLOGY IN LIBRARIES

FALL 2017  
FRIDAYS, 9:30-11:45

Manning 303



## TABLE OF CONTENTS

- [Overview](#)
- [Instructor](#)
- [Course Objectives](#)
- [Teaching Philosophy](#)
- [Assignments](#)
  - [Weekly Reading Response](#)
  - [Emerging Technology for Libraries](#)
- [Grant Application](#)
- [Class Participation](#)
- [Technology Policy](#)
- [Grading Scale](#)
- [University Honor System](#)
- [SILS Diversity Statement](#)
- [Students with Disabilities](#)
- [Class Schedule and Readings](#)

## OVERVIEW

As of Spring 2011, the average U.S. teen with a cell phone sent or received 3,364 text messages per month (that's about one every ten waking minutes).<sup>1</sup> Approximately three-quarters of American children ages 0-8 have access to a smartphone or tablet at home, and 43% of U.S. children under ages 2-4 play games or use other apps on a tablet or mobile device on a regular basis.<sup>2</sup> Today's children and teens are growing up with technology, so much so that youth in their generation are called "digital natives" and "screenagers." This course will delve into questions and issues related to youth and technology, especially as related to school and public libraries. Our definition of "youth" will be broad to include both young children and adolescents. Rather than focusing on individual technology tools (which change rapidly), this course will explore more universal issues surrounding access to and use of technology in general. We will also examine the role of adults – in particular librarians, classroom teachers, and parents or guardians – in shaping children's interactions with technology.

## INSTRUCTOR

Sandra Hughes-Hassell, PhD  
Email: [smhughes@email.unc.edu](mailto:smhughes@email.unc.edu)  
Office Hours: Fridays 12:00-1:00, and by appointment

## COURSE OBJECTIVES

Students will:

1. Demonstrate knowledge of learning theories and child development and apply this knowledge to questions and issues surrounding children, teens, and technology.

---

<sup>1</sup> <http://www.nielsen.com/us/en/newswire/2011/kids-today-how-the-class-of-2011-engages-with-media.html>

<sup>2</sup> <http://www.common sense media.org/sites/default/files/research/zero-to-eight-2013.pdf>

2. Identify barriers that prevent children and teens from accessing and using technology effectively.
3. Become familiar with all sides of controversial topics in the area of youth and technology and be able to defend their chosen positions on these topics.
4. Become familiar with emerging technologies and their potential impacts on and uses in libraries.
5. Identify features of technology design for children and teens that support their developmental needs.
6. Become familiar with laws governing children's interactions with technology and the roles of librarians related to those laws.
7. Become familiar with the roles of teachers, librarians, and caregivers concerning youth and technology.
8. Choose, justify, and persuasively request funding for technology in a library setting.

### MY TEACHING PHILOSOPHY

I believe that students learn best in an inquiry-based classroom environment in which they are given the opportunity to construct their own understanding of content through authentic engagement with ideas and with each other. My role is to facilitate your learning, not to impart knowledge; as such, there will be very little "sit-and-get" instruction in this course. Instead, we will spend class time on large- and small-group discussion and/or debate, role-playing activities, case studies, guest speakers, and self and peer reflection. In addition to being your instructor, I am also a student, and my favorite courses are ones with the following characteristics:

1. the instructor cares about the course and the students;
2. class time is used for authentic learning tasks (not lengthy summaries of the readings or dull PowerPoints); and
3. all students participate equally in class activities and discussions.

With your help, I will endeavor to create such an environment in this course.

### ASSIGNMENTS

An overarching goal of any SILS course is to help prepare you to become not only competent professionals, but leaders in your respective fields. While I am happy to meet with you outside of class if you are having trouble with a particular assignment or other aspect of the course, you will be primarily responsible for establishing your own work schedules and internal deadlines and for locating and retrieving information to complete your assignments. Since meeting deadlines is an important professional responsibility, grades on late work will be lowered one full letter. Any incidence of plagiarism or other academic dishonesty will result in an F for the course.

---

### #1 – WEEKLY READING RESPONSES (15 POINTS)

A large portion of this course will be discussion-based and will rely upon everyone's active participation. The best way to prepare for each week's class session is to thoughtfully engage with the assigned readings. To this end, you will write a brief response to each week's readings in an informal, journal-style format. These entries will help you make meaning of the text,

clarify your thoughts and opinions, ask questions, and explore your feelings about the week's topic.<sup>3</sup> These entries will be shared with your classmates via Sakai and you will be expected to read at least six of your classmates' entries before class each week. You are also encouraged to respond to your classmates' writing via the comment feature of the Sakai forums.

Your weekly responses should be brief (around **300 words**) and should focus on your reactions to and questions about the text. What did you find surprising? What did you agree or disagree with? What connections do you see to your life, the world, or other readings? What questions do you have after reading the text? Please do not summarize the readings or include lengthy quotations from the readings (everyone will have read the same articles, so this is unnecessary). Keep your entries focused on **response** rather than review. The style of your entries may be informal – citations are not necessary. To allow time for your classmates and me to read and respond to your entries, each week's response will be **due by 2:00 pm each Thursday**. You may skip up to two responses without penalty.

---

## #2 & 3 - EMERGING TECHNOLOGIES FOR LIBRARIES

Standards for North Carolina school library media coordinators state that school librarians should be familiar with emerging technology tools and be able to “adapt to a rapidly changing information and technology environment.”<sup>4</sup> Similarly, the American Library Association document *Competencies for Librarians Serving Children in Public Libraries* states that public librarians should “stay informed of current trends [and] emerging technologies,” and be able to apply technological skills to provide programs and services for children and their families.<sup>5</sup> Staying aware of the leading edge of technology and the impact of that technology on youth will be critical to your success in your post-SILS career. The following two assignments will help you prepare for this part of your jobs by helping you develop valuable, hands-on experience with at least one type of emerging technology and providing you with experience developing outcomes based evaluation plans.

---

### #2- INNOVATIVE TECHNOLOGY ASSIGNMENT – SMALL GROUP PROJECT (20 POINTS)

In groups of two, choose one innovative technology that you feel has applications in a school or public library setting. Possible technology tools and applications include, but are not limited to, 3D printing, app development, Kinect or other motion-sensing technology, LEGO mindstorms / WeDo or other robotics, Google Cardboard, Oculus Rift, or another virtual reality tool, Raspberry Pi, Makey Makey, Arduino, LilyPad Arduino, ALICE, or Scratch.

---

<sup>3</sup> McIntosh, J. (2006). Enhancing engagement in reading: Reader response journals in secondary English classrooms. *Language & Literacy*, 8(1).

<sup>4</sup> North Carolina Department of Public Instruction (2012). North Carolina school library media coordinators standards.  
[http://it.ncwiseowl.org/UserFiles/Servers/Server\\_4500932/File/North%20Carolina%20School%20Library%20Media%20Coordinators%20Standards%202012.pdf](http://it.ncwiseowl.org/UserFiles/Servers/Server_4500932/File/North%20Carolina%20School%20Library%20Media%20Coordinators%20Standards%202012.pdf)

<sup>5</sup> Association for Library Service to Children (2009). Competencies for librarians serving children in public libraries.  
<http://www.ala.org/alsc/edcareers/alsccorecomps>

The SILS lab has a number of technologies for students to explore. Edutopia.org has some great information about Makerspaces, STEM, etc.

1. Research this technology and provide or develop an example if possible (this could be something you have made or a pre-existing example made by someone else).
2. Find a library (school, public, or academic) that is using this technology and talk to someone who works at this library (via email, phone, or in person) to find out how they are using it, with whom, and what challenges and opportunities this technology has created for their library. If you do not already know of a library using this technology, consider sending out a message over a library listserv such as LM\_NET or PUBLIB.
3. Sign up for one of the Tech Moments slots scheduled during the semester to present your findings to the class, focusing on the potential impact of this technology for children and teens (“impact” could include social, academic, or other components) and libraries serving these youth. Your presentation should be 30 – 45 minutes total, at least 15 minutes of which should be interactive in some way.

---

### #3 – MODIFIED OUTCOMES-BASED EVALUATION PLAN - GROUP PROJECT (25 POINTS)

Increased demands for accountability require librarians to articulate library impact. Traditionally libraries have focused on output measures, such as circulation statistics, door counts, number of participants at specific programs, and so on, as numerical depictions of institutional productivity. While it might be argued that output measures provide an indication of what impacts might be, they are not sufficient. The Institute for Museum and Library Services (IMLS), one of the largest funders of library services in the US, has charged librarians to show how libraries and librarians help society by reporting **concrete “benefits to people**, specifically, achievements or changes in skill, knowledge, attitude, behavior, condition, or life status” that come as a result of library services. In other words, libraries must develop evaluation plans that show how libraries are **making a difference** in the lives of the people who use their services.

For this assignment, you will work in groups of 3, to develop a modified outcomes-based evaluation plan, using a Logic-Model template, for the makerspace at North Side Elementary School. Using materials provided by me, information gained from our visit to the makerspace on September 8<sup>th</sup>, course readings and discussions about the principles of Connected Learning, knowledge of youth and teen development, and additional research your team conducts on Connected Learning, makerspaces and outcomes-based evaluation, your team will identify potential outcomes (i.e. achievements or changes in behaviors, skills, knowledge, attitudes, status or life conditions of youth who use the makerspace and/or participate in the programs offered there) and strategize data collection methods. For each outcome category, you will select one data collection method and create the actual data collection instrument, being sure to demonstrate how this data collection tool will allow you to measure/assess impact. Specific guidelines for this assignment will be distributed in a separate document and will also be available on Sakai

The deliverables for this assignment are due on **October 6<sup>th</sup>**. You should be prepared to share your plan and data collection tools with the class. Each team should also arrange a meeting with me to take place after October 6th to discuss their plan and data collection tools.

---

#### **#4 – GRANT APPLICATION (25 POINTS)**

In today's economic climate, school and public library budgets are stagnant, if not shrinking.<sup>6</sup> Even if you are fortunate enough to be employed in a school or library with a sizable budget, technology is expensive and there will likely be some tech-related expenditure that you would like to make but cannot afford. Grant-writing is one way to address shrinking or inadequate budgets and is a valuable (and marketable) skill for librarians; as the American Library Association states, "In these difficult economic times, seeking grants is more important than ever for librarians. Grants may be the only way to address the changing information needs of the people served by the library while library budgets are flat or shrinking."<sup>7</sup>

The final assignment in this course will require you to write a grant application requesting funding for technology tools (hardware or software) or a technology-related project (for example, development of an online course to teach children about online safety) that will benefit children and/or teens in a hypothetical library setting. You will choose among several possible settings (elementary, middle, or high school library or public library) and will be provided with details about your service population and community, which you will be expected to use when developing your proposal. Specific guidelines for this assignment will be distributed in a separate document and will also be available on Sakai.

You will need to write a one-paragraph prospectus for your grant (describing and briefly justifying what you intend to ask for in your application). Bring this to class with you on **October 13<sup>th</sup>**. The completed assignment is due by **8:00 am on Saturday December 9<sup>th</sup> (when the final exam is scheduled for this course)**.

---

#### **#5 - CLASS PARTICIPATION (15 POINTS)**

The ability to work successfully and communicate effectively with your colleagues will be vital to your career as a professional. Consequently, you must be thoughtful in your interactions with your peers, instructor, and resource people. Your active participation in class is vital not only for your own learning, but for the learning of everyone in the class. I believe that each of you has valuable experiences and contributions that will deepen and extend our understanding of the course content, both during class and online. Therefore, I expect you to be engaged in class and in our online discussion forums. This does *not* mean that you need to raise your hand

---

<sup>6</sup> American Library Association (2011). State of America's Libraries 2011.

[http://www.ala.org/news/sites/ala.org.news/files/content/mediapresscenter/americaslibraries/state\\_of\\_americas\\_libraries\\_report\\_2011.pdf](http://www.ala.org/news/sites/ala.org.news/files/content/mediapresscenter/americaslibraries/state_of_americas_libraries_report_2011.pdf)

<sup>7</sup> Association of College and Research Libraries (2012). "Winning Library Grants."

<http://www.ala.org/acrl/onlinelearning/elearning/courses/winninggrants>

for every question in class - the quality of your participation matters just as much as the quantity, and when a handful of people dominate class discussions it is difficult for other students to fully engage. There are several ways to actively participate in class, and each will factor in to your class participation grade:

- **Attendance:** You are expected to attend class each week and to arrive on time. More than one absence or repeated tardiness will result in a lower class participation grade.
- **Participation in class activities:** In addition to large-group discussion, this class will include individual, pair, and small-group activities, and I will look for your engagement in all of those activities. I understand that it is not always easy to jump into a large-group discussion, so I will often provide opportunities for individual or paired "think time" before such discussions so that everyone can feel comfortable contributing.
- **Participation in the Sakai forums:** As discussed above, you are required to post a reading response each week and to read the responses of your classmates. Responding to your classmates' writings through the "comment" feature of Sakai forums is one way to participate in class. These comments will be considered as part of your class participation grade rather than your reading response grade.
- **Participation in Twitter:** I follow a number of individuals / organizations that focus on technology and youth. During the semester, I will be tweeting and retweeting using the hashtag #inls534. Contributing to the twitter discussion is another way that you can engage in class participation.

#### TECHNOLOGY POLICY

Research on laptop use in higher education has shown that laptops used for course activities can result in learning gains, but that in-class laptop use also can also lead to distraction and decreased course satisfaction, understanding, and overall performance among students.<sup>8</sup> This course will occasionally require the use of a laptop computer or tablet for class activities. I will notify you at least one week in advance when that is the case. During other weeks, you may bring your laptop or tablet to class if you wish, but please use it only for taking notes or looking up information related to class discussions and activities. Other activities such as checking e-mail, social networking, etc. should be restricted to before and after class and break times.

#### GRADING SCALE

H	(95-100 points) "clear excellence", <b>above and beyond</b> what is required
P	(80-94 points) all requirements satisfied at entirely acceptable level
L	(70-79 points) low passing
F	(<70 points) failed

<sup>8</sup> Efaw, J., Hampton, S., Martinez, S., & Smith, S. (2004). Miracle or menace: Teaching and learning with laptop computers in the classroom. *EDUCAUSE Quarterly*, 27(3), 10-18.

Fried, C.B. (2008). In-class laptop use and its effects on student learning. *Computers & Education*, 50(3), 906-914.

Wurst, C., Smarkola, C., & Gaffney, M.A. (2008). Ubiquitous laptop use in higher education: Effects on student achievement, student satisfaction, and constructivist measures in honors and traditional classrooms. *Computers & Education*, 51(4): 1766-1783.

*\*\*\*Undergraduate grading scale: 95-100 (A), 90-94 (A-), 87-89 (B+), 83-86 (B), 80-82 (B-), 70-79 (C, same +/- ranges as above), 60-69 (D, same +/- ranges as above), <60 (F).*

To provide some additional guidelines for this course, here is my interpretation of that grading scale for INLS 534.

- **H Outstanding achievement.** Student performance demonstrates full command of the course materials and evidences a high level of originality and/or creativity that surpasses course expectations. In INLS 530, this means the student has contributed on a regular basis to discussions with insightful comments supported by professional literature beyond that provided by the basic required readings. Command and understanding of the literature is shown in major written assignments and is documented clearly. The H student initiates issue discussions, leads in summary and conclusions, and shares knowledge with classmates. Leadership and initiative are demonstrated throughout the semester.
- **P+ Excellent achievement.** Student performance demonstrates thorough knowledge of the course materials and exceeds course expectations by completing all requirements in a superior manner. In INLS 530, this means the student has command of the basic required readings as well as many of the supplemental materials and demonstrates this through class discussions and in written assignments.
- **P Satisfactory work at the graduate level.** Student performance meets designated course expectations, demonstrates understanding of the course materials, and performs at an acceptable level. In INLS 530, this means the student demonstrates understanding of issues across the entire semester and supports this understanding with the required readings. The student participates in discussions with relevant comments.
- **P- Marginal work.** Student performance demonstrates incomplete understanding of course materials. In INLS 530, this means the student seems to have read most of the required materials, but fails to engage in meaningful discussion, fails to raise questions of merit or to think beyond personal experiences and needs. Basic requirements for the written assignments are met, but there are few signs of critical thought or creative vision.
- **L Unsatisfactory work.** Student performance demonstrates incomplete and inadequate understanding of course materials.
- **F Failing.** Student may continue in the program only with permission of the dean.
- **IN Incomplete.** A grade of incomplete may be taken only because of illness or special circumstances and only with the permission of the instructor.

#### UNIVERSITY HONOR SYSTEM

The University of North Carolina at Chapel Hill has had a student-administered honor system and judicial system for over 100 years. Because academic honesty and the development and nurturing of trust and trustworthiness are important to all of us as individuals, and are encouraged and promoted by the honor system, this is a most significant University tradition. More information is available at <http://www.unc.edu/depts/honor/honor.html>. The system is the responsibility of students and is regulated and governed by them, but faculty share the responsibility and readily commit to its ideals. If students in this class have questions about

their responsibility under the honor code, please bring them to me or consult with the Office of the Dean of Students. The web site identified above contains all policies and procedures pertaining to the student honor system. We encourage your full participation and observance of this important aspect of the University.

#### SILS DIVERSITY STATEMENT

In support of the University's diversity goals and the mission of the School of Information and Library Science, SILS embraces diversity as an ethical and societal value. We broadly define diversity to include race, gender, national origin, ethnicity, religion, social class, age, sexual orientation and physical and learning ability. As an academic community committed to preparing our graduates to be leaders in an increasingly multicultural and global society we strive to:

- Ensure inclusive leadership, policies and practices;
- Integrate diversity into the curriculum and research;
- Foster a mutually respectful intellectual environment in which diverse opinions are valued;
- Recruit traditionally underrepresented groups of students, faculty and staff; and
- Participate in outreach to underserved groups in the State.

The statement represents a commitment of resources to the development and maintenance of an academic environment that is open, representative, reflective and committed to the concepts of equity and fairness.

*~The faculty of the School of Information and Library Science, Dr. Barbara B. Moran.*

#### STUDENTS WITH DISABILITIES

"The Department of Disability Services (DDS), a part of the Division of Student Affairs, works with departments throughout the University to assure that the programs and facilities of the University are accessible to every student in the University community. Additionally, DDS provides reasonable accommodations so students with disabilities who are otherwise qualified may, as independently as possible, meet the demands of University life." Visit their website at <http://disabilityservices.unc.edu/> for more information.

CLASS SCHEDULE

A NOTE ON THE READINGS

Given the rapid pace of technological change, books and scholarly articles written about children and technology are sometimes obsolete before they are even published. In addition, there is virtually no topic or question related to children and technology on which there is universal agreement. Consequently, many of the readings for this course come from blogs, editorials, or websites, and many of them express opinions or otherwise “take sides” on controversial issues. Please note that my goal in assigning these readings is not to get you to agree with everything you read (that would be impossible anyway because several readings are in direct opposition to one another), but rather to expose you to opposing arguments and conflicting evidence so that you may develop and defend your own opinions on these issues. For blog posts and websites, I encourage you to read or skim the comments section after reading the main article – often, commenters will extend or critique the author’s arguments in ways that you might find helpful for your own understanding. There is no required textbook for this course. All readings will be posted on or linked from our course Sakai site.

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
8/25 Session 1	<p><b>Class Intro / How (and How Much) Children and Teens Use Technology</b></p> <ul style="list-style-type: none"> <li>• What qualifies as “technology” for today’s children and teens?</li> <li>• What are children and teens doing with technology, and what are those activities replacing?</li> <li>• How do children and teens learn to use technology?</li> </ul>	<ul style="list-style-type: none"> <li>• Kaiser Family Foundation (2010). Generation M<sup>2</sup>: Media in the lives of 8- to 18-year-olds. Available online at <a href="http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8010.pdf">http://kaiserfamilyfoundation.files.wordpress.com/2013/01/8010.pdf</a> - Read pages 1-5; Skim pages 5-39</li> <li>• Common Sense Media (2013). Zero to eight: Children’s media use in America 2013. Available online at <a href="http://www.commonsensemedia.org/sites/default/files/research/zero-to-eight-2013.pdf">http://www.commonsensemedia.org/sites/default/files/research/zero-to-eight-2013.pdf</a> - Read pages 7-11 and skim pages 13-29.</li> <li>• American Speech-Language-Hearing Association (ASHA). (2015). Parent Poll. Available online at <a href="http://www.asha.org/uploadedFiles/BHSM-Parent-Poll.pdf">http://www.asha.org/uploadedFiles/BHSM-Parent-Poll.pdf</a></li> </ul>	None

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
		<ul style="list-style-type: none"> <li>• Prensky, M. (2001). Digital natives, digital immigrants. <i>On the Horizon</i>, 9(5), 1-6. (Sakai)</li> <li>• boyd, d. (2014). Chapter 7 – Literacy: Are today’s youth digital natives? In <i>It’s Complicated</i>. Available online at <a href="http://www.danah.org/books/ItsComplicated.pdf">http://www.danah.org/books/ItsComplicated.pdf</a></li> </ul>	
9/1 Session 2	<p><b>Technology and Connected Learning</b></p> <ul style="list-style-type: none"> <li>• What are the intellectual benefits and costs of using technology for young people?</li> <li>• How does connected learning support the cognitive, social, emotional, and interpersonal growth of youth?</li> <li>• As “new literacies” grow in importance, what happens to traditional literacies?</li> </ul>	<ul style="list-style-type: none"> <li>• Hoffman, K. M., Subramaniam, M., Kawas, S., Scaff, L., &amp; Davis, K. (2016). Connected libraries: Surveying the current landscape and charting a path to the future College Park, MD; Seattle, WA: Available online at <a href="http://connectedlib.test.ischool.uw.edu/connected-learning-in-libraries">http://connectedlib.test.ischool.uw.edu/connected-learning-in-libraries</a></li> <li>• Jenkins, H. (2004). Why Heather can write. <i>MIT Technology Review</i>. Available online at <a href="http://www.technologyreview.com/news/402471/why-heather-can-write/">http://www.technologyreview.com/news/402471/why-heather-can-write/</a> (Be sure to read all three pages!)</li> <li>• Ito, M. et al. (2013). Connected learning: An agenda for research and design. Irvine, CA: Digital Media and Learning Research Hub. Available online at <a href="http://dmlhub.net/sites/default/files/ConnectedLearning_report.pdf">http://dmlhub.net/sites/default/files/ConnectedLearning_report.pdf</a>;</li> <li>• George, L. (2008, November 7). Dumbed down: The troubling science of how technology is rewiring kids’ brains. Available online at <a href="http://www2.macleans.ca/2008/11/07/dumbed-down/">http://www2.macleans.ca/2008/11/07/dumbed-down/</a></li> </ul>	Reading Response

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
		<ul style="list-style-type: none"> <li>• Carr, N. (2008). Is Google making us stupid? What the Internet is doing to our brains. <i>The Atlantic</i>. Available online at <a href="http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/">http://www.theatlantic.com/magazine/archive/2008/07/is-google-making-us-stupid/6868/</a></li> </ul>	
9/8 Session 3	<p><b>Technology in the Library</b></p> <p><b>**Class will meet in the Northside Elementary School Library (350 Caldwell Street, Chapel Hill)</b></p> <ul style="list-style-type: none"> <li>• What are libraries already doing with children and technology? What should they be doing in this area?</li> <li>• How do libraries evaluate the outcomes of technology use in libraries?</li> </ul>	<ul style="list-style-type: none"> <li>• Hendrix, J. C. (2010). Checking out the future: Perspectives from the library community on information technology and 21st-century libraries. American Library Association. Available online at <a href="http://www.ala.org/offices/sites/ala.org.offices/files/content/oitp/publications/policybriefs/ala_checking_out_the.pdf">http://www.ala.org/offices/sites/ala.org.offices/files/content/oitp/publications/policybriefs/ala_checking_out_the.pdf</a></li> <li>• Doctorow, C. (2013, February 25). Libraries, hackspaces and E-waste: How libraries can be the hub of a young maker revolution. Available online at <a href="http://www.raincoast.com/blog/details/guest-post-cory-doctorow-for-freedom-to-read-week/">http://www.raincoast.com/blog/details/guest-post-cory-doctorow-for-freedom-to-read-week/</a></li> <li>• Ito, Mimi. (2010). When youth own the public education agenda. The Huffington Post. Available online at <a href="http://www.huffingtonpost.com/mimi-ito/when-youth-own-the-public_b_787866.html">http://www.huffingtonpost.com/mimi-ito/when-youth-own-the-public_b_787866.html</a></li> <li>• Sebring, P.B. et al (2013). Teens, digital media, and the Chicago Public Library. University of Chicago. Available at <a href="https://consortium.uchicago.edu/sites/default/files/publications/YOUmedia%20Report%20-%20Final.pdf">https://consortium.uchicago.edu/sites/default/files/publications/YOUmedia%20Report%20-%20Final.pdf</a></li> </ul>	Reading Response
9/15 Session 4	<p><b>Technology at School</b></p> <p><i>Tentative Guest Speaker: Pam</i></p>	<ul style="list-style-type: none"> <li>• Prensky, M. (2005). Shaping tech for the classroom: 21<sup>st</sup>-century schools need 21<sup>st</sup>- century</li> </ul>	Reading Response

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
	<p><i>Berger (Westchester BOCES, NY)</i></p> <ul style="list-style-type: none"> <li>• How much emphasis should school districts, schools and classrooms place on technology?</li> <li>• How can technology be used to move beyond traditional instruction and address the needs of today's diverse learners?</li> </ul>	<p>technology. <i>Edutopia</i>. Available online at <a href="http://www.edutopia.org/adopt-and-adapt">http://www.edutopia.org/adopt-and-adapt</a></p> <ul style="list-style-type: none"> <li>• Waters, A. (2012, March 17). "The Audrey test": Or, what should every techie know about education? Hack Education (blog). Available online at <a href="http://hackeducation.com/2012/03/17/what-every-techie-should-know-about-education">http://hackeducation.com/2012/03/17/what-every-techie-should-know-about-education</a></li> <li>• Technology in Schools: An Overview. (8 August, 2016). Education Week. <a href="http://www.edweek.org/ew/issues/technology-in-education/">http://www.edweek.org/ew/issues/technology-in-education/</a></li> <li>• Kleiman, G. M. (2001). Myths and realities about technology in K-12 schools. <i>LNT Perspectives</i>, 14. Available online at <a href="http://www.sfu.ca/educ260/documents/myths.pdf">http://www.sfu.ca/educ260/documents/myths.pdf</a></li> <li>• Knewton (2011). The flipped classroom (infographic). Available online at <a href="http://www.knewton.com/flipped-classroom/">http://www.knewton.com/flipped-classroom/</a></li> <li>• Walsh, K. (2015). 8 Examples of Transforming Learning Through the SAMR Cycle. Available online at <a href="http://www.emergingedtech.com/2015/04/examples-of-transforming-lessons-through-samr/">http://www.emergingedtech.com/2015/04/examples-of-transforming-lessons-through-samr/</a></li> </ul>	Tech Moment #1
9/22 Session 5	<p><b>The Digital &amp; Social Divides</b></p> <ul style="list-style-type: none"> <li>• To what extent do we still need to be concerned with issues of access to technology?</li> <li>• Other than access, what other</li> </ul>	<ul style="list-style-type: none"> <li>• boyd, d. (2014). Chapter 6 – Inequity: Can social media resolve social divisions? In <i>It's Complicated</i>. Available online at <a href="http://www.danah.org/books/ItsComplicated.pdf">http://www.danah.org/books/ItsComplicated.pdf</a></li> <li>• Nielsen, J. (2006, November 20). Digital divide:</li> </ul>	Reading Response  Tech Moment #2

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
	<p>digital divides exist for children and teens?</p> <ul style="list-style-type: none"> <li>• How do social media &amp; other technologies mirror/bridge social divides in the U.S?</li> </ul>	<p>The three stages. <i>Alertbox</i>. Available online at <a href="http://www.useit.com/alertbox/digital-divide.html">http://www.useit.com/alertbox/digital-divide.html</a></p> <ul style="list-style-type: none"> <li>• Watkins, S. C. (2011). Digital divide: Navigating the digital edge. <i>International Journal of Learning and Media</i>, 3(2), 1-12. (Sakai)</li> <li>• Richtel, M. (2012, May 29). Wasting time is new divide in digital era. <i>The New York Times</i>. Available online at <a href="http://www.nytimes.com/2012/05/30/us/new-digital-divide-seen-in-wasting-time-online.html?pagewanted=1&amp;r=1">http://www.nytimes.com/2012/05/30/us/new-digital-divide-seen-in-wasting-time-online.html?pagewanted=1&amp;r=1</a></li> <li>• Jurgenson, N. (2012, May 31). Critiquing the “digital divide” rhetoric. <i>Cyborgology</i>. Available online at <a href="http://thesocietypages.org/cyborgology/2012/05/31/critiquing-the-digital-divide-rhetoric/#more-10513">http://thesocietypages.org/cyborgology/2012/05/31/critiquing-the-digital-divide-rhetoric/#more-10513</a></li> <li>• Neuman, Eric. (2015). Disconnected in the connected world. <i>School Library Connection</i>, 1(4), 34-35. (Sakai)</li> </ul>	
9/29 Session 6	<p><b>Social Networking</b></p> <ul style="list-style-type: none"> <li>• What developmental needs are being met when children and teens use social networking?</li> <li>• At what age is it appropriate for children to use social networking?</li> </ul>	<ul style="list-style-type: none"> <li>• boyd, d. (2007). Why youth (heart) social networking sites: The role of networked publics in teenage social life. In Buckingham, D. (Ed.), <i>MacArthur Foundation Series on Digital Learning – Youth, Identity, and Digital Media Volume</i>. Cambridge, MA: MIT Press. Available online at <a href="http://www.danah.org/papers/WhyYouthHeart.pdf">http://www.danah.org/papers/WhyYouthHeart.pdf</a></li> <li>• Cheng, J. (2013, September 25). What inner city</li> </ul>	<p>Reading Response</p> <p>Tech Moment #3</p>

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
		<p>kids know about social networking, and why we should listen. Available online at <a href="https://medium.com/i-m-h-o/53ea514c9ec0">https://medium.com/i-m-h-o/53ea514c9ec0</a></p> <ul style="list-style-type: none"> <li>• Turkle, S. (2012). Connected, but alone? Ted Talk. Available online at <a href="http://www.ted.com/talks/sherry_turkle_alone_together.html">http://www.ted.com/talks/sherry_turkle_alone_together.html</a></li> <li>• Young Adult Library Services Association (2011). Teens &amp; social media in school &amp; public libraries: A toolkit for librarians &amp; library workers. Available online at <a href="http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/professionaltools/Handouts/sn_toolkit11.pdf">http://www.ala.org/yalsa/sites/ala.org.yalsa/files/content/professionaltools/Handouts/sn_toolkit11.pdf</a></li> <li>• O’Keeffe, G. S., &amp; Clark-Pearson, K. (2011). Clinical report: The impact of social media on children, adolescents, and families. American Academy of Pediatrics. Available online at <a href="http://pediatrics.aappublications.org/content/early/2011/03/28/peds.2011-0054.full.pdf">http://pediatrics.aappublications.org/content/early/2011/03/28/peds.2011-0054.full.pdf</a></li> <li>• Twenge, J.M. (2017). Have Smart Phones Destroyed a Generation. <i>The Atlantic</i>. Available online at <a href="https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/">https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/</a></li> <li>• Davis, K., Weinstein, E., &amp; Gardner, H. (2017). In Defense of Complexity: Beware of Simplistic Narratives About Teens and Technology. Medium. Available online at</li> </ul>	

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
		<p><a href="https://medium.com/@kedavis/in-defense-of-complexity-beware-of-simplistic-narratives-about-teens-and-technology-f9a7cb59176">https://medium.com/@kedavis/in-defense-of-complexity-beware-of-simplistic-narratives-about-teens-and-technology-f9a7cb59176</a></p>	
<p>10/6 Session 7</p>	<p><b>Technology at Home / Gaming</b></p> <ul style="list-style-type: none"> <li>• What are parents’ attitudes toward their children’s use of technology, and how does that affect at-home technology use among children and teens?</li> <li>• What are the potential advantages of gaming?</li> </ul>	<ul style="list-style-type: none"> <li>• Horst, H. Families. In Ito, M. et al. Hanging out, messing around, and geeking out: Kids living and learning with new media. Cambridge, MA: MIT Press, pp. 149-178 (stop at “Plans, Minutes, and Cards”; you can skip the boxed family profiles.). Available online at <a href="http://mitpress.mit.edu/sites/default/files/titles/free_download/9780262013369%20Hanging_Out.pdf">http://mitpress.mit.edu/sites/default/files/titles/free_download/9780262013369%20 Hanging Out .pdf</a></li> <li>• Gee, J.P. (2005). Good video games and good learning. Phi Kappa Phi Forum, 85(2), 33-37. Available online at <a href="http://www.jamespaulgee.com/sites/default/files/pub/GoodVideoGamesLearning.pdf">http://www.jamespaulgee.com/sites/default/files/pub/GoodVideoGamesLearning.pdf</a></li> <li>• Gee, J. P. (2012). Digital games and libraries. <i>Knowledge Quest</i>, 41(1), 60-64. [Sakai]</li> <li>• PBS Idea Channel (2013). Is Minecraft the ultimate educational tool? Available online at <a href="http://www.youtube.com/watch?v=RI0BN5AWOe8">http://www.youtube.com/watch?v=RI0BN5AWOe8</a></li> <li>• Thompson, Clive. (2016). The Minecraft generation. New York Times Magazine. Available online at <a href="http://www.nytimes.com/2016/04/17/magazine/the-minecraft-generation.html?_r=0">http://www.nytimes.com/2016/04/17/magazine/the-minecraft-generation.html?_r=0</a></li> </ul>	<p>Assignment #3</p> <p>Reading Response</p> <p>Tech Moment #4</p>
<p>10/13 Session 8</p>	<p><b>Technology design for children and teens / Grant-Writing</b></p>	<ul style="list-style-type: none"> <li>• Alertbox articles (Jakob Nielsen): <ul style="list-style-type: none"> <li>○ Children’s Websites: Usability Issues in</li> </ul> </li> </ul>	<p>Reading Response</p>

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
	<p><b>Workshop</b></p> <ul style="list-style-type: none"> <li>• How can websites, apps, and hardware be designed to meet the developmental needs of children and teens?</li> <li>• What does an excellent interface for children or teens look like?</li> </ul>	<p>Designing for Kids  <a href="http://www.useit.com/alertbox/children.html">http://www.useit.com/alertbox/children.html</a></p> <ul style="list-style-type: none"> <li>○ Usability of Websites for Teenagers  <a href="http://www.useit.com/alertbox/teenagers.html">http://www.useit.com/alertbox/teenagers.html</a></li> <li>• Druin, A. (2002). The role of children in the design of new technology. <i>Behaviour and information technology</i>, 21(1), 1-25. [Sakai]</li> <li>• Druin, A., et al. (1998). Children as our technology design partners. In Druin, A. (ed.), <i>The design of children's technology</i>. San Francisco, CA: Morgan Kaufman. [Sakai]</li> </ul>	<p>Assignment #4  Prospectus (one-paragraph grant proposal idea) - bring print copy to class</p>
10/19	<b>FALL BREAK</b>		
10/27 Session 9	<p><b>Assistive Technologies</b></p> <ul style="list-style-type: none"> <li>• How do different populations of children and teens approach, use, or learn about technology?</li> <li>• How do we know if we are reaching <i>all</i> of the youth in our service population?</li> <li>• What kinds of assistive technologies are available to youth &amp; their families?</li> </ul>	<ul style="list-style-type: none"> <li>• Brady, T. Salas, C., Nuriddin, A., Rodgers, W., &amp; Subramaniam, M. (2014) MakeAbility: Creating Accessible Makerspace Events in a Public Library, <i>Public Library Quarterly</i>, 33(4), 330-347. (Sakai)</li> <li>• “Think Accessible Before You Buy: Questions to ask to ensure the electronic resources your library plans to purchase are accessible”  <a href="http://www.ala.org/ascla/asclaprotocols/thinkaccessible/default">http://www.ala.org/ascla/asclaprotocols/thinkaccessible/default</a></li> <li>• “Assistive Technology: What You Need to Know”  <a href="http://www.ala.org/ascla/sites/ala.org.ascla/files/content/asclaprotocols/accessibilitytipsheets/tipsheets/11-Assistive_Technol.pdf">http://www.ala.org/ascla/sites/ala.org.ascla/files/content/asclaprotocols/accessibilitytipsheets/tipsheets/11-Assistive_Technol.pdf</a></li> <li>• Mies, Ginny. (2015). Assistive technology tips from expert librarians. TechSoup for Libraries. Available online at  <a href="http://www.techsoupforlibraries.org/blog/assistiv">http://www.techsoupforlibraries.org/blog/assistiv</a></li> </ul>	<p>Reading Response   Tech Moment #5</p>

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
		e-technology-tips-from-expert-librarians	
11/3	<b>NO CLASS</b> <b>SANDRA AT YALSA SYMPOSIUM</b>		
11/10	<b>NO CLASS</b> <b>SANDRA AT AASL</b>		
11/17 Session 10	<p><b>Safety and Privacy for Children and Teens Online</b></p> <ul style="list-style-type: none"> <li>• What are the potential negative consequences of being online for children and teens?</li> <li>• What can teachers, librarians, and parents do to protect children and teens from these dangers?</li> </ul>	<ul style="list-style-type: none"> <li>• danah boyd on cyberbullying: <a href="http://www.zephorias.org/thoughts/archives/2008/11/30/reflections_on.html">http://www.zephorias.org/thoughts/archives/2008/11/30/reflections_on.html</a></li> <li>• Abilock, Rigele, &amp; Abilock, Debbie (2016). I agree, but do I know? Privacy and student data. <i>Knowledge Quest</i>, 44(4), 11-21.</li> <li>• Gillette, F. (2013, February 7). Snapchat and the erasable future of social media. <i>Bloomberg Business Week</i>. Available online at <a href="http://www.businessweek.com/articles/2013-02-07/snapchat-and-the-erasable-future-of-social-media#p1">http://www.businessweek.com/articles/2013-02-07/snapchat-and-the-erasable-future-of-social-media#p1</a></li> <li>• Internet Safety Technical Taskforce (2008). <i>Enhancing Child Safety and Online Technologies</i>. Cambridge, MA: Berkman Center for Internet and Society. Available online at <a href="http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/ISTTF_Final_Report.pdf">http://cyber.law.harvard.edu/sites/cyber.law.harvard.edu/files/ISTTF_Final_Report.pdf</a> - Read "Summary of Literature Review," pp. 14-21.</li> <li>• Batch, Kristen R. (2015). Filtering beyond CIPA: Consequences of and alternatives to overfiltering in schools. <i>Knowledge Quest</i>, 44(1), 61-66. (Sakai)</li> <li>• Online safety 3.0: Empowering and protecting youth. <i>Connect Safely</i>. Available online at <a href="http://www.connectsafely.org/online-safety-30-">http://www.connectsafely.org/online-safety-30-</a></li> </ul>	<p>Reading Response</p> <p>Tech Moment #6</p>

DATE	TOPIC & ESSENTIAL QUESTIONS	READINGS	ASSIGNMENTS DUE
		<a href="#">empowering-and-protecting-youth/</a>	
11/25	<b>THANKSGIVING BREAK</b>		
12/1 Session 11	<p><b>Children, Technology, and the Law</b>  <i>Tentative Guest Speaker: Will Cross (Director of Copyright and Digital Scholarship, NCSU)</i></p> <ul style="list-style-type: none"> <li>• What laws govern children and teens' interactions with technology?</li> <li>• What is our role as teachers, librarians, and parents in relation to these laws?</li> </ul>	<ul style="list-style-type: none"> <li>• Scott, E. &amp; Wollard, J. (2004). The legal regulation of adolescence. In Handbook of Adolescent Psychology, 2nd ed., 523-529.</li> <li>• Macleod-Ball, M. (2011). Student speech online: Too young to exercise the right to free speech?, 7 I/S: A Journal of Law and Policy for the Information Society, 101.</li> <li>• ALA Policy Brief, Fencing Out Knowledge: Impacts of the Children's Internet Protection Act 10 Years Later  <a href="http://connect.ala.org/files/cipa_report.pdf">http://connect.ala.org/files/cipa_report.pdf</a>            (Read the Executive Summary, the rest is optional)</li> <li>• Teaching Copyright  <a href="http://www.teachingcopyright.org/curriculum/h">http://www.teachingcopyright.org/curriculum/h</a>            s&gt; (Read the FAQ's on Copyright, Fair Use, and the Public Domain, the rest is optional)</li> <li>• The Law and Disabilities from LEARN NC: <a href="http://www.learnnc.org/lp/pages/773">http://www.learnnc.org/lp/pages/773</a></li> </ul>	Reading Response