INLS 534
YOUTH AND TECHNOLOGY IN LIBRARIES

FALL 2022
FRIDAYS 9:05-11:50

Manning 208

OVERVIEW

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
Office Hours: Fridays after class, and by appointment (in person or via Zoom)
*Note: I will be wearing a mask in the classroom. Please plan to wear a mask if you meet with me in my office.

COURSE OBJECTIVES

Students will:
1. Demonstrate knowledge of child development and apply this knowledge to questions and issues surrounding children, teens, and technology.
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; 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.

ASSESSMENT

Assessment for this course will be qualitative in nature as opposed to quantitative. While you will get a grade at the end of the term, as required by the University, instead of assigning points or grades to individual assignments, I will be providing feedback in the form of questions and comments that engage your work rather than simply evaluate it. My intention is to help you focus on *learning* and *understanding* rather than compliance to a prescribed notion of excellence. My goal is to encourage you to engage in deeper thinking, be creative, and take risks.

You will also be reflecting critically on your own work during the semester – completing a mid-term and final reflection in which you will discuss your learning/understandings, the elements of the course that excite you as well as challenge you, and YOUR assessment of your work (what are you proud of, what would you change, what questions do you have, and so forth). I realize this process may cause anxiety for some of you, so please see me at any point to talk about your progress to date. If you are worried about your grade, the best strategy is to join the class discussions, do the reading, and complete the assignments.

*Note: Final Grades for this course will be H/P/L/F for graduate students. Undergraduates will be graded on the A-F scale.

THE WORK OF THE COURSE

#1 – WEEKLY READING RESPONSES

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.[1] These entries will be shared with your classmates via Sakai and you will be expected to read at least five 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.

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[1] McIntosh, J. (2006). Enhancing engagement in reading: Reader response journals in secondary English classrooms. *Language & Literacy, 8*(1).

Your weekly responses should be brief (around **300 words**) and should focus on your reactions to and questions about the texts. 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 texts? <u>Please do not summarize the readings or include lengthy quotations from the readings</u> (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 5 pm each Wednesday.** <u>You may skip up to two responses</u>. **NOTE: No responses due 8/19 or 9/23**

#2 – EMERGING TECHNOLOGIES IN 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."[2] 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.[3] 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 assignment 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.

INNOVATIVE TECHNOLOGY ASSIGNMENT – SMALL GROUP PROJECT

In groups of four, choose <u>one</u> innovative technology that you feel has applications in a school or public library setting. Here's an incomplete list of the types of tools you might consider: augmented reality, virtual reality, video gaming, coding, robotics, music creation, drawing, apps/software that let you gamify content/activities, storytelling (visual, audio, multimedia), team building, accessibility. Looking for ideas?

- Each year AASL compiles a list of the best digital tools for teaching and learning. Check out the lists here: https://www.ala.org/aasl/awards/best
- ALSC also provides a list of Notable Children's Digital Media. Check out the lists here: http://www.ala.org/alsc/awardsgrants/notalists/ncdm for suggestions.
- Dr. Heather Moorefield Lang's Tech15 - a YouTube channel focused on technology and learning- is another place to find digital tools to use with youth in classrooms and libraries. Check it out here: https://www.youtube.com/user/TechFifteen/featured

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[2] 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

[3] Association for Library Service to Children (2009). Competencies for librarians serving children in public libraries. http://www.ala.org/alsc/edcareeers/alsccorecomps

- You can find recommendations for tech tools here: https://www.cultofpedagogy.com/category/technology/
- Edutopia.org also has some great information about Makerspaces, STEM, etc.

1. Research this technology. Think about the following questions:
   a. What is the potential impact (social, academic, or other components) of this technology for children and teens?
   b. How is or might this technology be used with youth in libraries or in the classroom?
   c. What are the pros and cons of this technology?
2. Provide or develop an example (this could be something you made or a pre-existing example made by someone else).
3. 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. You might also be able to find blog posts or articles written by librarians in journals such as *Knowledge Quest*, *School Library Connection*, or *Children and Libraries* describing how a library or librarian has used this technology.
4. 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.

Deliverables:
Presentation materials
Submit to Sakai Assignments folder day of presentation.

#3 – GRANT APPLICATION – SMALL GROUP ASSIGNMENT

In today's economic climate, school and public library budgets are stagnant, if not shrinking.[4] 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

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[4] 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

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."[5]

The final assignment in this course will require you to work in teams to write a grant application requesting funding for a technology-related project (for example, development of a program like Teens + Libraries = Powerful Communities which we will read about in Week 3) that will benefit children and/or teens in a hypothetical or real library setting. You will choose among several possible hypothetical settings (elementary, middle, or high school library or public library) and will be provided with details about the service population and community, **or** you may research a real community of interest to you. Specific guidelines for this assignment will be distributed in a separate document 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 9/23**.** You will also be required to schedule 2 meetings with me discuss your proposal during the semester. These sessions are intended as opportunities for me to give you iterative feedback on your proposal as you write it (and also to encourage you work on the assignment throughout the semester rather than waiting until the last week). We will also be spending one class period writing and receiving feedback (11/18). **The completed grant proposal is due by 5:00 pm on December 2nd.**

Deliverables:
Prospectus (bring with you to class; post a copy for the instructor)
Completed grant proposal
Both submitted via Sakai

#4 – CLASS PARTICIPATION

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 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:

- **Attendance:** You are expected to attend class each week and to arrive on time.
- **From the News:** You will find that many of the issues we discuss this semester re: technology are commonly discussed in the media. Most weeks we will reserve 15

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[5] Association of College and Research Libraries (2012). "Winning Library Grants."
http://www.ala.org/acrl/onlinelearning/elearning/courses/winninggrants

minutes of class time for students to briefly highlight current media occurrences or coverages from the week.

- **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 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.

#5 – SELF REFLECTION

Twice during the term (at the mid-point and at the end) you will be asked to complete a self-reflection. The reflection will include questions such as "What have you learned that you are most excited about? What challenges have you encountered? Talk about the work you've done for the class so far." You will also be asked to give yourself a grade. (Note: While I prefer to give everyone the grade they give themselves, I reserve the right to change grades as appropriate.) Note: the self-assessment will be conducted using a Google Form.

CAMPUS RESOURCES & OTHER INFORMATION

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.

COUNSELING AND PSYCHOLOGICAL SERVICES AT UNC

Counseling and Psychological Services (CAPS) staff at UNC are available to provide mental health services to students. Visit their website at: https://caps.unc.edu/ to learn about their services or to schedule an appointment. For severe or potentially life-threatening medical or mental health emergencies, CALL 911, GO TO A LOCAL HOSPITAL EMERGENCY ROOM, OR CALL CAMPUS POLICE AT 919-962-8100.

TITLE IX AND THE VIOLENCE AGAINST WOMEN ACT (VAWA)

"Title IX and the Violence Against Women Act (VAWA) are two of the federal laws that are focused on providing safe, inclusive, and welcoming learning and work environments on campus. Title IX prohibits sex discrimination and sexual harassment. Sexual assault and sexual violence are forms of sexual or gender-based harassment that are prohibited by Title IX. VAWA also requires Universities to address sexual violence, interpersonal violence, and stalking."

FOR MORE INFORMATION:

View a **Quick Reference Guide** for a step by step approach about how to get help in emergency situations for incidents of sexual and gender-based discrimination, sexual

harassment, sexual assault or sexual violence, interpersonal (relationship) violence, and stalking.

View a **Comprehensive Resource Guide** that provides more detailed information about how to get help following an incident of sexual and gender-based discrimination, sexual harassment, sexual assault or sexual violence, interpersonal (relationship) violence, and stalking.

BASIC NEEDS SECURITY

Any student who faces challenges securing their food or housing and believes this may affect their performance in the course is urged to contact the *office of the* dean of students for support *(*https://odos.unc.edu/*)*. Also, please notify the professor if you are comfortable in doing so. This will enable her to provide any resources that she may possess.

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.

OBSERVANCE OF RELIGIOUS OR SPIRITUAL HOLIDAYS/EVENTS

If you need to miss class to observe a religious or spiritual holiday/event, please submit the dates of your absence to me in writing by the end of the second full week of classes. You will be permitted to make up work within a mutually agreed-upon time.

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.

CAMPUS RESOURCES, CENTERS, AND CAUCUSES

The University provides a number of resources for students. To learn more visit this libguide: https://guides.lib.unc.edu/campusresources

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. Most of them are relatively short so don't be alarmed if it looks like a lot of readings each week. 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 site.

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
8/19 Session 1	**Introduction to the course & to each other** **How (and How Much) Children and Teens Use Technology** • What qualifies as "technology" for today's children and teens? • What are children and teens doing with technology, and what are those activities replacing? • How do children and teens learn to use technology?	• Teen Social Media Statistics 2022 (What Students and Parents Need to Know) https://smartsocial.com/post/social-media-statistics • Common Sense Media (2021). Media Use by Teens and Tweens 2021: Infographic. Available at: https://www.commonsensemedia.org/sites/default/files/research/report/2022-infographic-8-18-census-web-final-release_0.pdf • Common Sense Media (2020). Common Sense Census: Media Use by Kids Zero to Eight. Key Findings Available online at https://www.commonsensemedia.org/research/the-common-sense-census-media-use-by-kids-age-zero-to-eight-2020 • American Academy of Pediatrics (2022). Constantly Connected: How Media Use Can Affect Your Child. https://www.healthychildren.org/English/family-	None

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
		life/Media/Pages/adverse-effects-of-television-commercials.aspx • Prensky, M. (2001). Digital natives, digital immigrants. *On the Horizon, 9*(5), 1-6. (Sakai) • boyd, d. (2014). Chapter 7 – Literacy: Are today's youth digital natives? In *It's Complicated*. Available online at https://seeingcollaborations.files.wordpress.com/2014/08/itscomplicated.pdf	
8/26 Session 2	**Technology and Connected Learning** • What are the intellectual benefits and costs of using technology for young people? • How does connected learning support the cognitive, social, emotional, and interpersonal growth of youth? • As "new literacies" grow in importance, what happens to traditional literacies?	• Jenkins, H. (2004). Why Heather can write. *MIT Technology Review.* Available online at http://www.technologyreview.com/news/402471/why-heather-can-write/ (Be sure to read all three pages! AND I realize this is an older piece but Henry Jenkins & Paul Gee are important researchers to know). • Basu, Tanya. Screen Time Might be Physically Changing Kid's Brains. MIT Technology Review. November 4, 2019. Sakai PDF • Orlando, Alex. Kids are Growing Up Wired – and That's Changing Their Brains. Discover. April 13, 2020. https://www.discovermagazine.com/mind/screen-time-is-replacing-playtime-and-thats-changing-kids-brains • Explore this website which contains an updated version of the Connected Learning Model: https://clalliance.org/about-connected-learning/ • Hoffman, K. M., Subramaniam, M., Kawas, S., Scaff, L., & Davis, K. (2016). Connected libraries: Surveying the current landscape and charting a path to the future	Reading response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
		College Park, MD; Seattle, WA: Available for you to download online at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2982532	
9/9 Session 3	**Design Thinking** • What are the benefits of using design thinking with youth? What are the drawbacks? • How can libraries incorporate design thinking into their programs and services? • How can design thinking be used to make libraries more inclusive and better able to reach communities they often underserve or overlook?	• What is Design Thinking and Why is It so Popular? https://www.interaction-design.org/literature/article/what-is-design-thinking-and-why-is-it-so-popular • Rush, Martha. (2018).Why We Need Design Thinking in Our Schools. ASCD Blog. https://www.ascd.org/blogs/why-we-need-design-thinking-in-our-schools • Burd, Katherine. (2020). Design Thinking: The Problem with Education's Latest Trend. Education Week. [PDF Sakai] • Explore the KidsTeam project website. Make sure to watch the introductory video on the home page. Take a look at the chapters in the KidsTeam UW eBook that have been completed (under resources). Explore some of the team's projects. https://www.kidsteam.ischool.uw.edu/ • Explore VRtality: Teens + Libraries = Powerful Communities. https://www.vrtality.org/	Reading Response
9/16 Session 4	**Computational Thinking** • What are the benefits of engaging youth in computational thinking? • How can libraries incorporate computational thinking into their programs and services? • How are computational thinking, design thinking, and connected learning related?	• Computational Thinking Across the Curriculum. (2017). Edutopia. https://www.edutopia.org/blog/computational-thinking-across-the-curriculum-eli-sheldon • Pinder, Nick. (2022). Why You Should Integrate Computational Thinking Into Your Curriculum. ISTE Blog. Available online at: https://www.iste.org/explore/computational-	Reading Response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
		thinking/why-you-should-integrate-computational-thinking-your-curriculum • Computational Thinking in Libraries: Case Studies of Youth Programs in Action. Available online at: https://www.ala.org/advocacy/sites/ala.org.advocacy/files/content/tools/RtC%20Case%20Studies_FINAL2.pdf • Explore this website: Libraries Read to {Code}. https://www.ala.org/tools/readytocode/	
9/23 Session 5	**Grant Writing**	See Sakai for assignment and supporting materials – Review these prior to coming to class	Tech Moment #1 Grant Writing Prospectus due (one-paragraph grant proposal idea) -
9/30 Session 6	**Digital Inclusion & Equity** *Guest Speaker: TBA* • To what extent do we still need to be concerned with issues of access to technology? • What are the prevailing assumptions about access (how it is defined; who has it; what kind is best, etc.) that libraries need to consider? • How do access to social media & other technologies mirror and/or bridge other systemic divides in the U.S?	• What is the Digital Divide? (2022). Available online at: https://www.internetsociety.org/blog/2022/03/what-is-the-digital-divide/ • Digital divide: The three stages. Available online at https://www.nngroup.com/articles/digital-divide-the-three-stages/ • Mizuko Ito. (2017) From Good Intentions to Real Outcomes: Equity by Design in Learning Technologies. Available at https://clalliance.org/wp-content/uploads/2017/11/GIROreport_1031.pdf • The Digital Divide Has Left Millions of School Kids Behind. Available online at: https://www.cnet.com/home/internet/the-digital-divide-has-left-millions-of-school-kids-behind/ • Explore Digital Durham. https://digitaldurham.net/	Tech Moment #2 Reading Response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
10/7 Session 7	**Access & Assistive Technologies** *Guest Speaker: Kendra Allen (Director of Media Services, WCPSS)* • What is universal design and how does it benefit youth and their families? • Why is access to assistive technologies an intellectual freedom issue; a digital divide issue? • What kinds of assistive technologies are available to youth & their families?	• Universal Design. http://universaldesign.ie/What-is-Universal-Design/ • Brady, T. Salas, C., Nuriddin, A., Rodgers, W., & Subramaniam, M. (2014) MakeAbility: Creating Accessible Makerspace Events in a Public Library, Public Library Quarterly, 33(4), 330-347. (Sakai) • "Think Accessible Before You Buy: Questions to ask to ensure the electronic resources your library plans to purchase are accessible" http://www.ala.org/asgcla/sites/ala.org.asgcla/files/content/asclaprotools/thinkaccessible/thinkaccessible.pdf • "Assistive Technology: What You Need to Know" https://www.ala.org/asgcla/resources/tipsheets/assistive-technologies • Check out the Tech15 playlist focused on Making Learning Accessible. https://www.youtube.com/watch?v=MksKY8y79Yk&list=PLvINh8DVp6Rjm359K0UiklYVDC_LUP5JQ	Tech Moment #3 Reading Response
10/14 Session 8	**Social Networking** **Safety & Privacy for Children & Teens Online** • What developmental needs are being met when children and teens use social networking? • At what age is it appropriate for children to use social networking? • What are the potential negative consequences of being online for children and teens? • What can teachers, librarians, and parents do to protect children and teens from these dangers?	• The Pros and Cons of Social Media for Youth (2021). Available at: https://www.psychologytoday.com/us/blog/evidence-based-living/202110/the-pros-and-cons-social-media-youth • Parenting Children in the Age of Screens. (2020) https://www.pewresearch.org/internet/2020/07/28/parenting-children-in-the-age-of-screens/ • Twenge, J.M. (2017). Have Smart Phones Destroyed a Generation. The Atlantic. Available online at https://www.theatlantic.com/magazine/archive/2017/09/has-the-smartphone-destroyed-a-generation/534198/	Tech Moment 4 Reading Response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
		• Davis, K., Weinstein, E., & Gardner, H. (2017). In Defense of Complexity: Beware of Simplistic Narratives About Teens and Technology. Medium. Available online at https://medium.com/@kedavis/in-defense-of-complexity-beware-of-simplistic-narratives-about-teens-and-technology-f9a7cb59176 • Educator's Guide to Student Data Privacy. Available online at https://www.connectsafely.org/eduprivacy/ • Read one or more of the Parent Guides from ConnectSafely. Available online at https://www.connectsafely.org/parentguides/	
	Fall Break **10/20-10/23**		
10/28 Session 9	**Children, Technology, and the Law** *Guest Speaker: Will Cross (Director of Copyright and Digital Scholarship, NCSU)* • What laws govern children and teens' interactions with technology? • What is our role as teachers, librarians, and parents in relation to these laws?	• Hudson, David L. (2018). K-12 Public School Student Expression Overview. Available at https://www.freedomforuminstitute.org/first-amendment-center/topics/freedom-of-speech-2/k-12-public-school-student-expression/ • Knight Foundation. (2019). High School Students' Views on the First Amendment. Available online https://knightfoundation.org/wp-content/uploads/2019/11/KF-Student-Views-Report-FINAL.pdf • ALA Policy Brief, Fencing Out Knowledge: Impacts of the Children's Internet Protection Act 10 Years Later http://www.ala.org/aboutala/sites/ala.org.aboutala/files/content/oitp/publications/issuebriefs/cipa_report.pdf (Read the Executive Summary, the rest is optional) • Teaching Copyright. Available online http://www.teachingcopyright.org/curriculum/hs (Read the FAQ's on Copyright, Fair Use, and the Public	Tech Moment #5 Reading Response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
		Domain found on the Handouts page of the website; the rest is optional)	
11/4 Session 10	**Outcomes-Based Evaluation** • How do you evaluate the impact of a library program/service? • What is outcomes-based evaluation and what are the benefits of using it?	• Basic Guide to Outcomes-Based Evaluation for Nonprofit Organizations with Limited Resources. Available at: https://managementhelp.org/evaluation/outcomes-evaluation-guide.htm#anchor30249 • Evaluating Your Connected Learning Programs and Spaces Video Series. Available at https://clalliance.org/resources/evaluating-your-connected-learning-programs-and-spaces-video-series/ • YALSA Teens First: Basic Learning Outcomes. Available at: bit.ly/2EgqUvP	Tech Moment #6 Reading Response
11/11 Session 11	**Media Literacy** • What is media literacy and what is the responsibility of librarians to educate youth and their families to be media literate? • If we don't teach media literacy, what will the consequences be for youth? for society? • What does effective media literacy education look like?	• National Association for Media Literacy Education. "Core Principles of Media Literacy Education in the United States." https://namle.net/wp-content/uploads/2020/09/Namle-Core-Principles-of-MLE-in-the-United-States.pdf • Read or View: boyd, dana. (2018). "You Think You Want Media Literacy…Do You?" https://points.datasociety.net/you-think-you-want-media-literacy-do-you-7cad6af18ec2 • Hobbs, Renee. (2018). "Freedom to Choose: An Existential Crisis." https://medium.com/@reneehobbs/freedom-to-choose-an-existential-crisis-f09972e767c • Doxtdator, Benjamin. (2018). "No, 'Cognitive Strengthening Exercises' Aren't the Answer to Media Literacy." http://longviewoneducation.org/no-cognitive-strengthening-exercises-arent-answer-media-literacy/	Tech Moment #7 Reading Response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
		• boyd, dana. (2018). A Few Responses to Criticism of My SXSW-Edu Keynote on Media Literacy. https://medium.com/@zephoria/a-few-responses-to-criticism-of-my-sxsw-edu-keynote-on-media-literacy-7eb2843fae22	
11/18 **Session 12** **GRANT PROPOSAL** **WRITING WORK SESSION**			