INLS 534
YOUTH AND TECHNOLOGY IN LIBRARIES
FALL 2023
THURSDAYS 11:00-1:45
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: Thursdays after class, and by appointment (in person or via Zoom)
*Note: I will be wearing a mask in the classroom.

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
**Note: For this assignment you will be posting your response to the discussion forum. There is a sample response posted with the syllabus in Canvas.

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 Canvas and you will be expected to read at least three of your classmates' entries before class each week. You are also encouraged to respond to your classmates' writing via the comment feature of the Canvas forums.

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? 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 5 pm each Wednesday.** You may skip up to two responses. **NOTE: No responses due 8/24 or 11/2.**

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

Please note: My goal for having you do weekly responses is not to "check up" on whether you have done the readings for the week. It is to facilitate reflection and to begin dialogue among you and your classmates about the topics we will be discussing each week.

#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 job 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. Here is a list of some of the tech tools students have introduced us to in the past: Adobe Spark, Anchor, Botley, Merlin Bird ID, DIY.ORG, Coughdrop, Scratch, Twine, Flip, Voice Thread. Looking for additional 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
- 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).

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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

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:
Form group & decide on tech will be exploring – Sign up on September 7th
Presentation materials
Submit to Canvas 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 programs you would like to implement 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."[5]

The final assignment in this course will require you to work in teams of three to write a grant application describing a technology related program that will benefit children and/or teens (for example, development of a program like Teens + Libraries = Powerful Communities which we will read about in Week 6). In the grant proposal you will request funding for the resources you would need to implement the program in a library. 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 and all supporting materials can be found in Module 10.**

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 11/2**.** Your group will also be required to schedule at least one meeting with me to discuss your proposal during the semester. This session is intended as an opportunity for me to give you iterative feedback on your proposal as you

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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

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

write it (and also to encourage you work on the assignment throughout the semester rather than waiting until the last week). **The completed grant proposal is due by 5:00 pm on December 11th.**

Deliverables:
Prospectus (bring with you to class; post a copy for the instructor) – November 2
Completed grant proposal – December 11th
Both submitted via Canvas

#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.
- **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 midpoint 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 me if you are comfortable in doing so. This will enable me to provide any resources that I may possess. SILS faculty also provide some food and other supplies in the SILS Pantry located in the student lounge on the second floor of Manning Hall.

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 let me know. 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.

Tentative CLASS SCHEDULE (updated 14 August 2023)

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 a required textbook for this course - *Technology's Child: Digital Media in the Ages and Stages of Growing Up* (Katie Davis, MIT Press, 2023). The book is available as an e-book from the UNC Libraries website, so you do not need to purchase it. All other readings will be posted on or linked from our course site.

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
8/24 Session 1	Introduction to the course & to each other How (and How Much) Do 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?	• Teens and Social Media: Key Findings from Pew Research Center. Available online at https://www.pewresearch.org/short-reads/2023/04/24/teens-and-social-media-key-findings-from-pew-research-center-surveys/ • 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 (2021). Zero to Eight: Children's Use of Media in America. Available online at https://www.ftc.gov/sites/default/files/documents/public_comments/california-00325%C2%A0/00325-82243.pdf	None

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
		• American Academy of Pediatrics (2023). Constantly Connected: How Media Use Can Affect Your Child. https://www.healthychildren.org/English/family-life/Media/Pages/adverse-effects-of-television-commercials.aspx • Parenting Children in the Age of Screens. (2020) https://www.pewresearch.org/internet/2020/07/28/parenting-children-in-the-age-of-screens/ • 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	
8/31 Session 2	Digital Inclusion & Equity *Guest Speaker: Jess Epsten* • 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/	Reading response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
9/7 Session 3	Technology & Development: Early Childhood and Literacy Development • What are the advantages and disadvantages of using technology with young children (i.e., infants-preschool)? • How can high-quality digital resources be joined with traditional print resources in homes, schools, & libraries? • What criteria should library workers and caregivers use to evaluate digital resources for young children?	• Davis, Chapters 2 & 3 • Hirsh-Pasek, Kathy, et. al. (2015). "Putting Education in 'Educational' Apps: Lessons From the Science of Learning." *Psychological Science in the Public Interest*, 16(1), pp. 3-34. [PDF] • International Literacy Association. (2019). Position Statement And Research Brief: Digital Resources in Early Childhood Literacy Development. Available online at https://www.literacyworldwide.org/docs/default-source/where-we-stand/ila-digital-resources-early-childhood-literacy-development.pdf • Browse one of these sites that contains reviews of reading apps for children: o The 13 Best Learn to Read Apps for Kids (Reviewed & Rated) - https://myelearningworld.com/learn-to-read-apps/ o 19 of the best reading apps for kids - https://www.baby-chick.com/the-best-reading-apps-for-kids/ o Best Learn to Read Apps - https://www.verywellfamily.com/best-learn-to-read-apps-5073850	Reading Response Group Member Names & Tech you will be exploring/sign up for tech moment
9/14 Session 4	Technology & Play • What are the potential benefits of digital play? Potential drawbacks? • What are the potential advantages of gaming? • What issues do library workers need to consider about	• Davis, Chapter 4 • Gee, J.P. (2005). Good video games and good learning. *Phi Kappa Phi Forum*, 85(2), 33-37. Available online at https://gamesandimpact.org/wp-content/uploads/2012/02/GoodVideoGamesLearning.pdf (I realize this is an older piece but Paul Gee is an important researcher to know). • NPR. (2023). Worried about your kids' video gaming? Here's how to help them set healthy limits Available	Reading Response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
	incorporating digital play into library programs and services?	online at https://www.npr.org/sections/health-shots/2023/05/31/1178977198/video-games-kids-good-limits • ALA (n.d.). Dealing with the obstacles and challenges of bringing games into the library. Available online at https://games.ala.org/why-have-games-in-libraries/	
9/21 Session 5	Technology and Learning: Connected Learning • What are the intellectual benefits and costs of using technology to support learning? • 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?	• Davis, Chapter 5 • ISTE Standards for Students. Available online at https://www.iste.org/standards/iste-standards-for-students • Basu, Tanya. Screen Time Might be Physically Changing Kid's Brains. MIT Technology Review. November 4, 2019. [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 College Park, MD; Seattle, WA: Available for you to download online at https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2982532	Reading Response
9/28 Session 6	Technology and Learning: Design Thinking	• What is Design Thinking and Why is It so Popular? https://www.interaction-	Reading Response Tech Moment #1

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
	• What are the benefits of using design thinking with youth? What are the drawbacks? • How can library staff 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?	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] • 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/	
10/6 Session 7	Technology and Learning: Computational Thinking • What are the benefits of engaging youth in computational thinking? • How can library staff incorporate computational thinking into their programs and services? • How are computational thinking, design thinking, and connected learning related? • What does an emphasis on computational thinking by library staff mean for traditional literacy programs?	• 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-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 Ready to Code. https://www.ala.org/tools/readytocode/	Reading Response Tech Moment #2

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
10/12 Session 8	Technology and Learning: Generative AI Tools *Guess Speaker: Linda Braun* • What is generative AI? What are some examples of generative AI tools that youth might use? • What are the benefits and drawbacks of children & teens using generative AI tools? • What issues do library workers need to consider about using and/or providing generative AI with/to youth?	• Information Literacy for the ChatGPT age https://americanlibrariesmagazine.org/blogs/the-scoop/information-literacy-chatgpt/ • Navigating AI in Education: Insights and Ethical Considerations https://www.youtube.com/watch?v=k8s6VawNu4E • 11-Year-Old Boy Develops Harry Potter Game with ChatGPT AI Tool. Available online at https://fanspace.gg/11-year-old-boy-develops-a-harry-potter-game-with-chatgpt-ai-tool-stuns-everyone/ • Help Students think More Deeply with ChatGPT https://www.iste.org/explore/artificial-intelligence/help-students-think-more-deeply-chatgpt?utm_campaign=ISTESproutSocial&utm_medium=social&utm_source=twitter.com • Browse Pen Pivot Newsletter: https://www.penpivot.com/ • The Creative Ways Teachers are Using ChatGPT in the Classroom. https://time.com/6300950/ai-schools-chatgpt-teachers/	Reading Response Tech Moment #3
Fall Break **10/19-10/22**			
10/26 Session 9	Tech and Development: Tweens & Teens Social Media/Social Networking • What developmental needs are being met when tweens and teens use social networking? • At what age is it appropriate for tweens/teens to use social networking?	• Davis, Chapters 6-7 • The Pros and Cons of Social Media for Youth (2021). Available online at: https://www.psychologytoday.com/us/blog/evidence-based-living/202110/the-pros-and-cons-social-media-youth • Twenge, J.M. (2017). Have Smart Phones Destroyed a Generation. The Atlantic. Available online at https://www.theatlantic.com/magazine/archive/2017/	Reading Response Tech Moment #4

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
	• What are the potential negative consequences of being online for tweens and teens? • What can teachers, librarians, and caregivers do to protect children and teens from these dangers?	09/has-the-smartphone-destroyed-a-generation/534198/ • 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 • Read one or more of the Parent Guides from ConnectSafely. Available online at https://www.connectsafely.org/parentguides/	
11/2 Session 10	Grant Writing 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?	• See Canvas for grant writing assignment and supporting materials – Review these prior to coming to class. • NEA Grant Writing Tutorial: https://www.neafoundation.org/educator-grants-and-fellowships/grant-resources/writing-tutorial/ • 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	Grant Writing Prospectus Due (one paragraph grant proposal idea) **Note: No reading response due today
11/9 Session 11	Media Literacy	• CORE Principles of Media Literacy: https://namle.net/resources/core-principles/	Reading Response Tech Moment #5

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
	• 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?	• 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/ • 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	
11/16 Session 12	Access & Assistive Technologies *Field Trip - Durham Public Library* *Guest Speaker: Sarah Alverson* • What is universal design and how does it benefit youth and their families? • Why is access to assistive technologies an intellectual freedom issue? An equity 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. [PDF] 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/assist	Reading Response

DATE	TOPIC & QUESTIONS	READINGS	ASSIGNMENTS DUE
		ive-technologies Check out the Tech15 playlist focused on Making Learning Accessible. https://www.youtube.com/watch?v=MksKY8y79Yk&list=PLvINh8DVp6Rjm359K0UiklYVDC_LUP5JQ	
	Thanksgiving Break **11/23 - No Class**		
12/1 Session 13	**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, library workers, and caregivers 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 Domain found on the Handouts page of the website; the rest is optional) • Educator's Guide to Student Data Privacy. Available online at https://www.connectsafely.org/eduprivacy/	Reading Response