INSC 583: Introduction to Youth Informatics

COURSE INFORMATION

INSC 583: Introduction to Youth Informatics, Summer 2020
University of Tennessee, Knoxville
Class Meetings: Mondays, 6:30 – 9:10pm ET on ZOOM;
ZOOM Meeting ID: 911-608-58227
ZOOM Link: https://tennessee.zoom.us/j/91160858227

Faculty Contact Information

• Instructor: Christie Kodama
• Email: ckodama1@utk.edu
• [Phone Number]
• Instructor Web Page: https://christiekodama.wordpress.com/
• Office Hours: by appointment (Virtual – Zoom, Canvas Chat, etc.)

SIS Office Information

• 450 Communications Bldg.
• 1345 Circle Park Drive
• Knoxville, TN 37996-0341
• SIS Office: 865.974.2148
• Fax (SIS): 865.974.4667

COURSE INFORMATION

Catalog Description
Introduces the study of youth informatics. Presents essential concepts of the study of youth and informatics. Explores the connection between youth, technology, and community. Project-driven with intensive experiential learning components.

Additional Information
This course is beneficial to anyone interested in working with youth up to age 21, in any type of community organization or institution. By learning about information behavior, community engagement, youth development, social justice, and technology as tools – specifically as these things relate to youth – you will become a much more effective (and much more engaged) practitioner. Because of the advances of technology and changes in the way we think about youth, it is important for adolescents and teens to have knowledgeable adults as partners as they share, use, evaluate, manage, and create (or co-create) their own information sources and services.

Student Learning Outcomes
Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of...
• the concepts, principles, and practices of “informatics” and “community engagement” in programs and services, as they relate to youth.
• concepts of social justice in youth and community work.
• youth development theories to transform professional work with youth.
• community institutions and organizations that serve youth through volunteer or service learning experiences.
• how technology, concepts of youth development, and youth engagement can be combined to co-create (with youth) programs and services that empower youth as change agents in their communities.

Course Design
Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other’s thought processes and where everyone’s voices and experiences are important.

We share responsibility for and ownership of content in this class. The instructor is not the only source of information or learning and it is essential that everyone bring their commitment to learning and leading in order to make the class a success.

This class will be based on Malcolm Knowles’ view of adults as learners, John Dewey’s ideas about active (vs. passive) learning, and David Kolb’s experiential learning cycle. In this course, you will be self-directed and purposeful learners who learn best when you can build on your own personal experiences. You will be involved in the construction of your learning experience and will work with reality-based and/or hands-on situations, either surfacing theory or using theories and concepts from class to enact change. Active participation is expected of you to create a collaborative learning community. Even though you may be new to working with you in a professional capacity, as an adult you bring knowledge and experience that can enrich our class when shared appropriately.

You will also be selfless learners, willing to put yourself forward to ask questions, propose answers, and provide feedback as needed. It is usually the case, for example, that if one person has a question or needs clarification, many others also wonder. Be bold and brave and be the person who asks when others are silent.

We will be utilizing an inquiry-based learning (IBL) model, where much of the content and discussion emerges from YOU, as you engage with and reflect on the course content, community groups, and various class projects. Together we will determine goals for learning, participate in and observe community organizations, generate questions, investigate solutions, concepts and methods, discuss results, and reflect on experiences inside and outside the class space.

Taking this a step further, you will also be an experiential learner. There will be practice-based problems that you will grapple with, situations where there may not be one “right” answer, but where understanding comes from applying the principles and practices from our class to these situations and reflecting on the results. Experiential learning comes in
many forms and we will focus on your volunteer experience as well as a case study and role play.

This class includes a strong community involvement component. You are expected to find a youth-serving agency/organization/institution of interest to you and volunteer a minimum of one hour per week, in whatever capacity that looks like during this pandemic season. This activity is important for building trust and bridges, seeing opportunities, improving your community, and understanding the organizational environment. As most of your engagement will be virtual for this season, you are still expected to act professionally and adhere to proper “netiquette” when communicating with the organization. What you do, even virtually, reflects on you as an individual, but also on the School of Information Sciences at the University of Tennessee.

As a result of this class’ inquiry and experiential learning approach, our learning activities will include lectures (led by both instructor and students), discussion groups (inside and outside of class via Canvas), community volunteer work, presentations, lectures, self-reflection in the form of discussion board or journal posts, and a case study. Graduate students can realistically expect to spend three hours outside of class for each hour of in-class time. Be prepared to spend out-of-class time working with or consulting with youth-serving community organizations. Class sessions are 2 hours and 40 minutes long, including a 10-15 minute break.

**Required Texts**

There are no required texts for this course, however there are assigned readings that you are responsible for reading before class and coming to class prepared to discuss them. You are expected to use the UTK library system to retrieve these readings. If there are any readings that are not available through the UTK library, they will be posted in our class Canvas space for you to access.

**Recommended Texts**


**COMMUNICATION**

**Email**

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the Office of Information Technology (OIT) to obtain directions for forwarding your UTK mail to your preferred address if you don’t wish to check both accounts.
Instructor Availability
Please don’t hesitate to email me with updates, questions, or concerns. I will typically respond within 24 hours during the week and 48 hours on the weekend. I will notify you if I will be out of town and if connection issues may delay a response.

**COMPUTING REQUIREMENTS AND RESOURCES**

**Requirements**
You must have adequate computing skills, including but not limited to use of word processing, Web browsers, e-mail, listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology (OIT)](https://oit.utk.edu) provides training classes in using varied technologies for students at no charge (advance registration is required).

You must obtain a UT email account and subscribe to the SIS student listserv to insure you’re made aware of course-related information. In addition, you must have the PowerPoint Reader or the regular PowerPoint software installed on your computer in order to download the lecture notes from Canvas.

**Technical Support**
Please review the SIS Technology Introduction website for help getting started with the tools you’ll need in the program: [https://sis.utk.edu/techintro/](https://sis.utk.edu/techintro/)

For assistance with technical and computing issues, contact the OIT HelpDesk by phone at (865) 974-9900, using the [Contact Form](https://oit.utk.edu/contact), or at the [Walk-in HelpDesk](https://oit.utk.edu/walk-in).

**Course Resources**
- Course Canvas site: [https://utk.instructure.com/courses/99058](https://utk.instructure.com/courses/99058)
- UT [Research Guides](https://libguides.utk.edu/researchguides) and [Subject Librarians](https://libguides.utk.edu/infosci)
- [Getting Started with Zoom](https://libguides.utk.edu/zoom)
- [Online@UT Canvas](https://online.utk.edu)
- [UT Library](https://library.utk.edu)
- UT Library’s [Information for Distance Education](https://library.utk.edu/distance)

**COURSE ATTENDANCE AND PARTICIPATION POLICIES**

**Learner Expectations**
- Be prepared for all class sessions
- Be respectful of others
- Be present and contribute to class discussions (ask and answer questions, actively contribute to learning activities in class sessions)
- Be intellectually curious
• Engage equally with peers and instructor
• Abide by the UT Honor Code

Instructor Expectations
• Be prepared for all class sessions
• Evaluate all fairly and equitably
• Be respectful of all students
• Create and facilitate meaningful learning environment and activities
• Behave according to University codes of conduct

Attendance and Participation
Students are expected to attend class each week and be fully prepared to actively participate. Missing more classes or failing to participate will lower your grade; frequent participation will raise your grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class participation and contribution to our learning community. Unexplained absences will affect your grade. Contact me as soon as possible if you cannot attend class. If you will be absent from class, you must:
• Inform me in advance or as soon as possible after class
• Submit any work due from the missed class period
• Listen to class recording
• Obtain notes, handouts, etc. from Canvas
• Check with classmates for notes, announcements, etc.

Acceptable reasons for absence from class include:
• Illness,
• Serious family emergencies,
• Special curricular or job requirements (e.g. field trips, professional conferences),
• Military obligation,
• Severe weather conditions,
• Religious holidays,
• Participation in official university activities such as music performances, athletic competition or debate,
• Obligations for court imposed legal obligations (i.e. jury duty, subpoena)

Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade (i.e. 1-point deduction from total participation grade each class session missed).

Inclement Weather
“The chancellor (or appointed representative) may officially close or suspend selected activities of the university because of extreme weather conditions. When a decision to close is made, information is distributed to the campus community, shared with local media, and posted on the front page at http://utk.edu. SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.
ADDITIONAL POLICIES AND POINTS OF INFORMATION

Disabilities that may Impede Learning
Any student who feels s/he may need an accommodation based on the impact of a disability should contact Student Disability Services in 2227 Dunford Hall at 865-974-6087, or by video relay at 865-622-6566 to coordinate reasonable academic accommodations.

Civility
Civility is genuine respect and regard for others: politeness, consideration, tact, good manners, graciousness, cordiality, affability, amiability and courteousness. Civility enhances academic freedom and integrity, and is a prerequisite to the free exchange of ideas and knowledge in the learning community. Our community consists of students, faculty, staff, alumni, and campus visitors. Community members affect each other’s well-being and have a shared interest in creating and sustaining an environment where all community members and their points of view are valued and respected. Affirming the value of each member of the university community, the campus asks that all its members adhere to the principles of civility and community adopted by the campus: http://civility.utk.edu/.

CCI Diversity Statement
The College of Communication and Information recognizes that a college diverse in its people, curricula, scholarship, research, and creative activities expands opportunities for intellectual inquiry and engagement, helps students develop critical thinking skills, and prepares students for social and civic responsibilities. All members of the College benefit from diversity and the quality of learning, research, scholarship and creative activities is enhanced by a climate of inclusion, understanding and appreciation of differences and the full range of human experience. As a result, the College is committed to diversity and equal opportunity and it recognizes that it must represent the diversity inherent in American society. The College is acutely aware that diversity and fairness are foundations that unite the College’s faculty, staff, students, and the larger communication and information community.

Instructor Status as a Title IX Mandatory Reporter
University of Tennessee faculty are committed to supporting our students and upholding gender equity laws as outlined by Title IX. Please be aware that if you choose to confide in a faculty member regarding an issue of sexual misconduct, dating violence, or stalking, we are obligated to inform the University’s Title IX Coordinator, who can assist you in connecting with all possible resources both on- and off-campus. If you would like to speak with someone confidentially, the Student Counseling Center (865-974-2196) and the Student Health Center (865-974-3135) are both confidential resources.

For additional resources and information, visit titleix.utk.edu.

ASSIGNMENTS, ASSESSMENTS, AND EVALUATIONS
Academic Integrity
Students should be familiar and maintain their Academic Integrity described in https://hilltopics.utk.edu/academics/, p. 15 as: “Study, preparation and presentation should involve at all times the student’s own work, unless it has been clearly specified that work is to be a team effort. Academic honesty requires that the student present his or her own work in all academic projects, including tests, papers, homework, and class presentation. When incorporating the work of other scholars and writers into a project, the student must accurately cite the source of that work.”

Students should abide by the Honor Statement (https://hilltopics.utk.edu/student-code-of-conduct/ Section X. Honor Statement)
“As a student of the University, I pledge that I will neither knowingly give nor receive any inappropriate assistance in academic work, thus affirming my own personal commitment to honor and integrity.”

Plagiarism
Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence, alleged lack of understanding, or avowed ignorance of the various types of plagiarism are not acceptable excuses.

Specific examples of plagiarism are:
1. Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
2. Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
3. Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
4. Collaborating on a graded assignment without the instructor’s approval;
5. Submitting work, either in whole or in part, created by a professional service and used without attribution (e.g., paper, speech, bibliography, or photograph).

Students who may be unsure of the nature of plagiarism should consult the instructor or a guide for writing research reports. (Additional resources are available at http://www.lib.utk.edu/instruction/plagiarism.)

Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F."

Assignments and Grading
Student work is assigned a grade based on quality of thought and writing style, thoroughness of research and of references, appropriateness of length, and originality. Only exceptional work will receive an "A" grade. Papers that are received after the due date will be assigned a lower grade than would otherwise be received (1 point for each day late). All
sources must be cited, quotations must be in quotation marks and attributed correctly. Not doing so constitutes plagiarism.

**Preparation of Written Work**

All assigned class activities must be submitted in Canvas by 11:59 p.m. on the due date indicated in the Course Schedule.

- I prefer that you use the APA documentation style, but I will accept other documentation styles as requested.
- Written work should be double-spaced with 1” margins and 12-point font in Times New Roman.
- Paginate your assignment according to APA or instructor approved documentation style.
- All assignments must be word-processed with file extension .doc or .docx and formatted with the following file name: LastnameFirstinitial-583-AssignmentX (ex. KodamaC-583-Assignment1)
- Please do not use RTF, PDF, HTML, or any other format to submit your assignment document. Assignments that do not bear the file extension .doc or .docx will be returned and asked to be converted into a .doc or .docx file.
- Assignment documents that do not open on my computer due to file format and those that are not in line with the submission guidelines described here will be returned for revision.
- Grades for assignment submissions that include incomplete in-text citations or reference lists will be lowered by one-half grade level (e.g., an assignment that would have received 17/20, or an 85/100: B, will be lowered to 16/20, 80/100: B-).
- The quality of your writing and organization impacts your grade. Edit yourself or have someone review your assignments to make them as excellent as you can.

**Due Dates and Late Assignments**

Assignments should be submitted to the “assignments” area of Canvas and are due (officially) at 11:59 p.m. EDT on the due date listed on the syllabus. I will download the submissions from Canvas early the next morning. **I will ONLY download assignments from Canvas ONCE.** Therefore, if your assignment is not ready by the deadline...

- You must send me an email informing me that your assignment will be late.
- When it’s ready, you must submit your late assignment to me via email, as an attachment in either .doc or .docx formats.
- One point will be deducted for each 24-hour hour period the assignment is not turned in.

**Incompletes**

Based on adopted University of Tennessee-Knoxville and SIS policy, a grade of I (Incomplete) is reserved for emergencies that prevent the student from completing the course on time. Incompletes are granted only under "the most unusual of circumstances"
and solely at the discretion of the instructor. Plan your semester’s course of study carefully to insure sufficient time to complete the required work. For students who simply "disappear" without contacting the instructor and without completing the required form, an "F" is submitted.

**Assigning Grades**

Please note that I do not assign letter grades for individual assignments but will mark your paper with my comments and provide a point score based on the possible points earned for that assignment. If you would like to compute a letter grade based on the score provided, divide your score by the total points possible for the assignment and refer to the scale below for the corresponding letter grade. For example, if you earned 23/25 points on an assignment, your percentage grade would be 92. Your final grade will be based on total points earned/total possible points over the course of the semester.

**Evaluation**

Semester grades will be assigned according to the following scale:

<table>
<thead>
<tr>
<th>Grade</th>
<th>Score Range</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93+</td>
<td>(4 quality points per semester hour) superior performance.</td>
</tr>
<tr>
<td>A-</td>
<td>90-92.99</td>
<td>(3.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>B+</td>
<td>88-89.99</td>
<td>(3.5 quality points per semester hour) better than satisfactory performance.</td>
</tr>
<tr>
<td>B</td>
<td>83-87.99</td>
<td>(3 quality points per semester hour) satisfactory performance.</td>
</tr>
<tr>
<td>B-</td>
<td>80-82.99</td>
<td>(2.7 quality points per semester credit hour) intermediate grade performance.</td>
</tr>
<tr>
<td>C+</td>
<td>78-79.99</td>
<td>(2.5 quality points per semester hour) less than satisfactory performance.</td>
</tr>
<tr>
<td>C</td>
<td>70-77.99</td>
<td>(2 quality points per semester hour) performance well below the standard expected of graduate students.</td>
</tr>
<tr>
<td>D</td>
<td>60-69.99</td>
<td>(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>F</td>
<td>59.99+</td>
<td>(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.</td>
</tr>
<tr>
<td>I</td>
<td>(no quality points) temporary grade indicating that the student has performed satisfactorily in the course but, due to unforeseen circumstances, has been unable to finish all requirements. An I is not given to enable a student to do additional work to raise a deficient grade. The instructor, in consultation with the student, decides the terms for the removal of the I, including the time limit for removal. If the I is not removed within one calendar year, the grade will be changed to an F. The course will not be counted in the cumulative grade point average until a final grade is assigned. No student may graduate with an I on the record.</td>
<td></td>
</tr>
<tr>
<td>S/NC</td>
<td>(carries credit hours, but no quality points) S is equivalent to a grade of B or better, and NC means no credit earned. A grade of Satisfactory/No Credit is allowed only where indicated in the course description in the <em>Graduate Catalog</em>. The number of Satisfactory/No Credit courses in a student’s program is limited to one-fourth of the total credit hours required.</td>
<td></td>
</tr>
<tr>
<td>P/NP</td>
<td>(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.</td>
<td></td>
</tr>
<tr>
<td>W</td>
<td>(carries no credit hours or quality points) indicates that the student officially withdrew from the course.</td>
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</tbody>
</table>
You may discuss any assignment grade and feedback with me after waiting 24 hours. You must present valid documentation to support your request for a change. I reserve the right to make the final decision.

**Course Evaluation**
You will be invited to evaluate the course at the end of the term. Please participate in this valuable process. I also invite your comments throughout the course and read all comments, suggestions, and recommendations and will do my best to incorporate them into the course.

**MSIS Program Outcomes**
It is our vision to provide a quality educational program, and for students to have the very best educational experience possible. By the end of their time in the MSIS program, each student should be able to:

1. Describe and discuss the processes of creation, organization, distribution, storage, access, retrieval, management, use, and preservation of information.
2. Describe and discuss the nature of leadership and management in the information professions and the importance of participation in the global information society.
3. Apply the general principles, values, and ethical standards of providing information services in a variety of settings and for diverse populations.
4. Comply with the changing responsibilities of the information professional in a culturally diverse and networked global society.
5. Identify critical professional issues in a variety of organizational, cultural, societal, disciplinary, transdisciplinary, and historical contexts.
6. Analyze and apply standards or policies related to the processes of creation, organization, distribution, storage, access, retrieval, management, use or preservation of information.
7. Explain the changing nature of information, information needs, and information behavior.
8. Assess and implement information technologies, systems, sources, and services that serve users effectively and efficiently.
9. Analyze research and apply it to information practice.

**Assignments: Descriptions, Due Dates, and Program Outcomes for SLC**
This table identifies the MSIS Program Outcome(s) addressed in course assignment(s):

<table>
<thead>
<tr>
<th>Assignment</th>
<th>MSIS Program Outcome</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 2: Technology assessment</td>
<td>8</td>
</tr>
<tr>
<td>Assignment 4: Mindful community engagement &amp; reflection</td>
<td>3, 5</td>
</tr>
</tbody>
</table>

This table provides a brief summary of assignment names, due dates, and grade distribution (value). A fuller description of each assignment follows the table.

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Value</th>
<th>Due Date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignment 1: Concepts paper</td>
<td>15</td>
<td>06/22/2020</td>
</tr>
<tr>
<td>Assignment</td>
<td>Value</td>
<td>Due Date</td>
</tr>
<tr>
<td>---------------------------------------------------------------------------</td>
<td>-------</td>
<td>--------------</td>
</tr>
<tr>
<td>Assignment 2: Technology assessment</td>
<td>15</td>
<td>07/06/2020</td>
</tr>
<tr>
<td>Assignment 3: Student-led discussion (individual or group)</td>
<td>25</td>
<td>Varies</td>
</tr>
<tr>
<td>Assignment 4: Mindful community engagement &amp; reflection</td>
<td>30</td>
<td>Weekly</td>
</tr>
<tr>
<td>Readings, constructive class participation and engagement</td>
<td>15</td>
<td>Weekly</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Assignment 1: Concepts paper**
This short paper (maximum 500 words) is meant for you to revisit your initial understanding of the concepts of “youth development,” “youth informatics,” and “social informatics” (as it relates to youth). You will be able to adjust (if needed) the definitions of these concepts and provide examples of these concepts in action. You may include links to online materials if applicable but providing links alone doesn't demonstrate your understanding. You should be able to briefly, but fully, discuss the concepts to have a foundation on which to build the rest of the course content. Be wary of using too many quotations; I want to see your understanding of these concepts in your own words, not what other people say about these concepts.

**Assignment 2: Technology assessment**
Technology is pervasive in our society, yet not necessarily universally available or accessible. Use your community organization as the subject of a brief paper (maximum 750 words) and discuss the following:

- Tell us about your organization: name (may use an alias if needed), city, state, mission/purpose, goals, organizational chart.
- What type(s) of technology does the organization make available to youth and how is it used or not used by youth? If technology isn't available, discuss why not (e.g. funding issues, infrastructure). Be specific – technology is not necessary to the organization's mission and/or goals, etc.
- How or does the organization help youth acquire leadership skills and/or become agents for social change?
- How could technology (other than what is currently used) enhance the present services offered by this organization?
- What recommendations might you make to this organization to augment or begin to use technology with youth?
As you gather data and information for this assignment, you may want to interview people at your organization to see if they already have a technology wish list or plans to incorporate technology in the future.

**Assignment 3: Student-led discussion**
Use your own 583-based information needs and those of your peers to locate a timely and relevant article and facilitate an in-class discussion (approximately 20-30 minutes) of that article. What information do you need to know? What topic are you struggling with? What do you think we need to discuss that we haven’t already?

You may work in groups of 2 or 3 for this assignment if your interests in topic align with other classmates.

**Assignment 4: Mindful Community Engagement and Reflection**
You are required to volunteer a minimum of one hour per week, and you can choose any agency, institution, or organization as long as your volunteer tasks are related to youth (birth through 18 years old). This volunteer opportunity encourages you to connect real-world situations and issues with the concepts and theories we discuss in class, appreciate the value of hands-on learning, and make a civic contribution to your community.

The weekly reflection piece is designed to give you an opportunity to examine and evaluate your own learning at different points during the semester. Treat this as an ongoing and iterative process, meaning that you should plan to go back and revisit your previous posts and indicate changes in ideas or thinking in addition to adding new ideas.

I will provide a reflection prompt each week. The objective is to integrate the conceptual into the practical, and vice versa, demonstrate to me that you're thinking deeply about the subject matter and looking for applications and examples in the real world. Posts should be a minimum of 250 words and be filed by midnight every Friday. Worry about content rather than quantity: make your posts substantive and meaningful. You are strongly encouraged to read and respond to your peers' reflections on a weekly basis as well. I will post a rubric that will help you conceptualize your responses.

Although you are required to post a reflection each week, I will only assign a point grade (15 points possible) to two of the posts, the ones you do during weeks 5 and 9. The rest of your posts contribute to your class participation grade.

**DISCLAIMER**
Please be aware revisions may be made to this syllabus over the course of the semester, and as such, the content contained within may be subject to change. Students will be notified in writing and/or by email of any such revisions, alterations, or amendments.
WEEKLY SCHEDULE

Meeting 1: June 1, 2020 – Overview/Course expectations
Topics: Experiential learning, inquiry-based learning, and our class

Read for today

Watch for today
- “Classroom Strategies for Inquiry-Based Learning” at https://www.youtube.com/watch?v=PQy5DBUj3Pg
- “What is Inquiry-Based Learning?” at https://www.youtube.com/watch?v=u84ZsS6niPc
- [COMMUNITY INFORMATICS INTRO VIDEO]

DUE BEFORE CLASS today – Canvas Post
- Introduce yourself on the “Introductions” Canvas forum
- Look over the syllabus and weekly schedule and bring your questions with you to class

Meeting 2: June 8, 2020 – Community Engagement Concepts
Topics: Community engagement, social informatics, youth informatics

Read for today
  - Read Chapter 2
Meeting 3: June 15, 2020 – Youth and their World(s)
Topics: Youth eco-systems, youth and society, youth development/engagement

Read for today
• Larson, Reed W., Izenstark, Dina, Rodriguez, Gabriel, and Perry, S. Cole. 2015. “The
  Art of Restraint: How Experienced Program Leaders Use Their Authority to Support
• National League of Cities Institute for Youth, Education and Families. 2010. Authentic
  Youth Civic Engagement: A Guide for Municipal Leaders. Available online at
  http://www.nlc.org/documents/Find%20City%20Solutions/IYEF/Youth%20Civic%20
  Engagement/authentic-youth-engagement-gid-jul10.pdf
  o Read pages 1-10 and 23-30, and then skim what interests you
• Center for the Study of Social Policy. (2007). Engaging Youth in Community Decision
  o Read the Introduction and Sections A and B

Meeting 4: June 22, 2020 – Youth and Information
Topics: Youth information seeking and use, technology and information

Read for today
• Agarwal, Naresh Kumar. 2014. “Use of Touch Devices by Toddlers or Preschoolers:
  Observations and Findings from a Single Case Study,” in New Directions in Children’s
  and Adolescents’ Information Behavior Research: 3-38.
• Gasser, Urs, Cortesi, Sandra, Malik, Momin, Lee, Ashley. 2012. Read the Executive
  Summary from “Youth and Digital Media: From Credibility to Information Quality.” A
  report from the Berkman Center for Internet & Society Research. Skim through as
  much of the rest as you can.
  Information Seeking Behaviors,” The Serials Librarian, DOI:
  10.1080/0361526X.2016.1209452.

DUE today
• Assignment 1: Concepts paper

Meeting 5: June 29, 2020 – Youth and Technology
Topics: Role of technology in youth lives, innovative technology practices with/for
youth
Guest Speaker: Dr. Beth Bonsignore, KidsTeam Director, University of Maryland

Read for today
• Ahn, June, et al. (2012). “Youth identities as remixers in an online community of
• Barron, Carol. (2017). “Where are you, who are you with, what are you doing?”

DUE today
• Assignment 4: Community engagement reflection #1

Meeting 6: July 6, 2020 – Youth and Social Justice
Topics: “Fringe” and other non-mainstream youth, disenfranchisement, power

Read for today
• Blandford, Alieda, Taylor, Dominique, Smit, Mike. 2015. “Examining the role of Information in the Civic Engagement of Youth,” Conference Proceedings, ASIST 2015, November 6-10, 2015, St. Louis, MO.
• Youth Risk Behavior Surveillance System – online at http://www.cdc.gov/healthyyouth/data/yrbs/index.htm?s_cid=hy-homepage-002. Look through the web site and get a good overview of what this is and what it does.

Watch for today
• “Social Justice – is it still relevant in the 21st century,” a TEDx talk online at https://www.youtube.com/watch?v=Wtrop739U.

DUE today
• Assignment 2: Technology assessment
Meeting 7: July 13, 2020 – Partnering with Community Players
Topics: Youth-serving organizations, collective input, responsible community partnering

Read for today

Meeting 8: July 20, 2020 – Project/Engagement Updates; Student-generated topics
Topics: TBD by student discussion leaders

Read for today
- TBA

DUE today
- Assignment 3: Student-led discussion

Meeting 9: July 27, 2020 – Student-generated topics
Topics: TBD by student discussion leaders

Read for today
- TBA

DUE today
- Assignment 3: Student-led discussion
- Assignment 4: Community engagement reflection #2

Meeting 10: August 3, 2020 – Student-generated topics; Course Wrap-Up and Review
Topics: TBD by student discussion leaders

Read for today
- TBA

DUE today
- Assignment 3: Student-led discussion