



COURSE SYLLABUS
INSC 583 – Youth Informatics
School of Information Sciences – Summer 2021
Updated on 06/01/21

Course Sections: 001 (CRN 85387) and 002 (CRN 85390)
Credit Hours: 3 Graduate Hours
Course Meetings: Mondays, 6:30-9:10 (EST) via Zoom (login info on Canvas)

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Course Description

Introduces the study of youth informatics. Presents essential concepts of the study of youth, technology, and community engagement for change. Project-driven with intensive experiential learning component. (UTK Catalog)

This course is beneficial to anyone interested in working with tweens or teens, in any type of community organization or institution. By learning about development, community engagement, info behavior, 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. Note about age range ... normally, we would consider “youth” as people between the ages of birth and (approximately) high school graduation. Given the shortened timeframe of our semester, we will focus on tweens and teens.

Textbook and Required Readings

- No required textbook.
- Readings and videos are available on our Canvas class site, through the UT Hodges Library databases, or through links to web sites within our class weekly schedule. *Note: I do my best to verify everything prior to the semester's start, but the Internet is dynamic and I occasionally miss things; if a link is not working, try first (as budding info professionals) to locate the content and email me with the updated info, and/or let me know the content is inaccessible.*

INSC 583 (Course) Learning Outcomes:

When you complete this course, you will be able to:

- Discuss the concepts, principles, and practices of “informatics” and “community engagement” in programs and services, as they relate to tweens and teens
- Discuss the concepts of social justice in youth and community work.
- Describe how youth development theories transform professional work with youth.
- Identify community institutions and organizations that serve youth through volunteer or service-learning experiences.
- Discuss 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.

SIS (Program) Outcomes and Assignments for the [Student Learning Collection \(SLC\)](#)

| Assignment | Associated with these SIS Outcomes |
|-----------------------|---|
| Concepts Paper | Analyze research and apply it to information practice. (#9) |
| Technology Assessment | Assess and implement information technologies, systems, sources, and services, that serve users effectively and efficiently. (#8) |

How to be Successful in this Class

You are present, intellectually curious, contribute regularly, and engage equally with your peers and me. You do more than show up for class and you take responsibility for your own learning. You start and contribute to posts on Canvas and bring related materials to the attention of the instructor or your fellow students. Your contributions show original thought and initiative, not simply agreement or endorsement. You interact with your peers as much as you do with me so that we create a learning **community**. Quality of thought is much more important than quantity.

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.

Learning Environment

Our class space is intended to be a safe, intellectually stimulating, collaborative space for learning, where we respect each other’s thoughts and process, and everyone’s voice and experiences are important.

My approach to teaching is based on Malcolm Knowles’ view of adults as learners, and John Dewey’s ideas about active (versus passive) learning. You are self-directed, purposeful learners, who learn best when you build on your own personal experiences. You like to be involved in the

construction of your learning experience. Our mutual active participation will create a collaborative learning community, where we co-create value. Even though you may have little to no collection experience, as an adult you bring knowledge and experiences that can enrich our class when shared appropriately. You are a selfless learner, 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, ask when others are silent.

There are several different kinds of learning activities in this class, such as lectures (live and pre-recorded), group work, presentations, guest lecturers, interviews, etc. Graduate students can realistically expect to spend three hours outside of class for each credit hour.

This course is also heavily dependent on you taking control of your learning. In fact, the last part of the semester is student-led discussions. There is also a very important experiential learning aspect: volunteering at least one hour per week with a community organization that connects teens and technology in some way. We can define technology broadly, but at a minimum, it must include computers or some sort of web-based tech, information literacy, and technology with potential for changing lives. More about this in class.

Information Literacy/Technological Resources

This online synchronous (real time) class requires you to be comfortable with different technologies, including Online@UT (Canvas and Zoom), the Internet and world wide web, word processing, presentation and spreadsheet software, and some social media applications. There are campus resources to support your use of technology (see list below), but ultimately it is your responsibility to make sure you have the necessary technical equipment and knowledge needed. For example, one of the most often overlooked technical requirements is your Internet connection speed. Try to have the fastest Internet connection available in your area.


For additional information or support:

[Technology at SIS](#)

- For online support during class, scroll down the page until you see the section entitled, “Real Time, Live Class Meetings Using ZOOM”

UT Office of Information Technology ([OIT](#))

- There’s a link to the OIT HelpDesk on the upper left side of the page.

 [LinkedIn Learning](#) is a great source of online training support, with tutorials and video on everything from Google Drive to Canvas. Have your UTK netid and password handy.

Each semester OIT offers “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to class. These sessions are announced via email, appear on your Canvas dashboard, and also on the [LiveOnline@UT](#) site. Strongly recommended!

I am required to communicate with you through your UTK email address. If you prefer to use another address, consult the [OIT Helpdesk](#) to obtain directions for forwarding your UTK mail to your preferred address if you don’t wish to check both accounts.

Course Requirements, Assessment and Evaluation Methods

Methods of Documentation for Assignments

- ✓ Double spaced, 1” margins, 12-point type; no title pages, BUT give your paper a title
- ✓ Accepted document formats – unless specified in the assignment are .doc and .docx.
Convert your documents from other formats if needed.
- ✓ Cite everything!
- ✓ Put your name on everything!



The Chicago Manual
of Style Online

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.

Assessment and Evaluation

All assignments receive a point value, and a perfect score on all assignments adds up to 100 points. The University mandates a [grading scale](#) for graduate students, and the scale below is how I convert our point values to letter grades. For individual assignments, divide the points you earned by the total points possible for the assignment and then multiply that number by 100 and round it to the nearest whole number. For example, if you earned 13 points for a 15-point assignment, your letter grade would be $13/15 = .87 \times 100 = 87$, or a B+.

Converting Points to a Letter Grade

| | | |
|----|------------|--|
| A | 93 – 100 | (4 quality points per semester hour) superior graduate student performance. |
| A- | 90 – 92.75 | (3.7 quality points per semester credit hour) intermediate performance. |
| B+ | 88 – 89.75 | (3.5 quality points per semester hour) better than satisfactory performance. |
| B | 83 – 87.75 | (3 quality points per semester hour) satisfactory performance. |
| B- | 80 – 82.75 | (2.7 quality points per semester credit hour) intermediate grade performance. |
| C+ | 78 – 79.75 | (2.5 quality points per semester hour) less than satisfactory performance. |
| C | 70 – 77.75 | (2 quality points per semester hour) well below the graduate student standard. |
| D | 60 – 69.75 | (1 quality point per semester hour) clearly unsatisfactory/doesn't satisfy requirements. |
| F | 0-59.75 | (no quality points) extremely unsatisfactory/doesn't satisfy degree requirements. |

You are welcome to discuss your evaluations with me, a minimum of **24 hours after receiving the grade**, and must present documentation for why you believe you have earned a different grade. I reserve the right to make the final decision.

Penalty for Late Work

Except by **prior agreement**, 1 point per business day may be deducted for written or oral work not submitted by class time the day due. “**Prior agreement**” means at least 24 hours **prior** to the original time scheduled for the presentation or assignment.

Note on “Incompletes”

University of Tennessee policy states that an "Incomplete" is granted only under "the most unusual of circumstances" at the discretion of the instructor. An “F” is submitted for students who simply disappear. More information is available [here](#).

University Policies

Class Attendance Policy

Students are expected to attend class each week and be fully prepared to *actively* participate. Please try to notify me in advance if you need to miss class. If you do miss class, listen to the archived lecture/discussion and let me know if you have questions.

Class Cancellation

Should it be necessary to cancel a class meeting, every effort will be taken to do so in advance. Look for e-mail announcements via Canvas. More information about the School’s [cancellation policy](#) is available online. If UT cancels classes, then our class is automatically cancelled. Information about the University of Tennessee weather-related closing policy is available [here](#).

Academic Integrity

Students should be familiar and maintain their Academic Integrity, described in the online [Hilltopics Student Handbook](#): “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 University of Tennessee 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:

- Copying without proper documentation (quotation marks and a citation) written or spoken words, phrases, or sentences from any source;
- Summarizing without proper documentation (usually a citation) ideas from another source (unless such information is recognized as common knowledge);
- Borrowing facts, statistics, graphs, pictorial representations, or phrases without acknowledging the source (unless such information is recognized as common knowledge);
- Collaborating on a graded assignment without the instructor’s approval;
- 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 a guide for writing research reports. Hodges has prepared a [short libguide](#) on the subject. Infractions of academic integrity are penalized according to the severity of the infraction.

Students with Disabilities that May Impede Learning

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

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. More about the CCI/SIS commitment to diversity is [here](#).

Hodges Library Help for Information Science Students



Our Information Sciences librarian is [Paris Whalon](#).
Information Science [LibGuide](#) (library guide)

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.

Dr. Welch reserves the right to revise, alter and/or amend this syllabus, as necessary. We will normally discuss any changes in class ahead of time, and students will always be notified in writing and/or by email of any such revisions, alternations and/or amendments.

Weekly Schedule, INSC 583, Summer 2021

We only have 7 weeks together, and 3 weeks are dedicated to the materials and queries you bring to class for yourself and your peers, so rather than organize by weeks/meetings, this syllabus is organized by topics. We will cover all of the major topics in 4 weeks, the best we can, and you'll notice that each week has "must reads" as well as "maximizing your learning" reads. Each topic will take 1-2 weeks, will likely overlap with the preceding topic, and we'll will collaborate on suggestions and strategies for keeping up with the readings.

We will also be collaborating on a BIG question, which will lead to the learning you provide for yourself and your peers. This is something we can only do together, so be prepared to bring all your thoughts, ideas, questions, no judgment. I acknowledge and accept that there are different communication styles and comfort levels with Canvas, and some of you will be new to each other and to me, but bear in mind that this semester there is little time for learning, much less time for reticence or waiting for others to speak for you; we need everyone's voice in our conversation from the very beginning. Be bold, be brave, help create the learning in our class.

Informatics, Development, "Youth," Engagement, Social Justice as Key Concepts

Course Overview

Date(s): June 7th

Takeaways: What you need to know to navigate the course; assignments for the SLC; foundational concepts that will ground our other discussions and be the subject of your first assignment

MUST read/do/see/etc.

- **Canvas Introductions** – before class if at all possible! (Try to read as many of your peers' intros as you can, so that you can choose potential collaborators quickly)
- Nagaoka, Jenny, et al. (2015). "[Foundations for Young Adult Success: A Developmental Framework](#)," You are welcome to read the full report, or you read the [Brief](#) and take some time with the [Infographic](#).
- "[What is Inquiry-Based Learning?](#)" (YouTube video)
- Gurstein, Michael. (2012). "[Introduction to community informatics concepts](#)." (YouTube video)
- ACT for Youth. (2020). "[What is Youth Engagement, Really?](#)"
- Freire, Paulo. (1993). *Pedagogy of the Oppressed*. New York, NY: Bloomsbury Academic; read Chapter 2
- Kling, Rob. (2007). "What is social informatics and why does it matter?" *The Information Society*, 23, 205-220. (NOTE: If Kling hangs you up, read Sawyer first.)
- Sawyer, Steve. (2005). "Social informatics: Overview, principles, and opportunities." *Bulletin of the American Society for Information Science and Technology*, June/July, 9- 12.

If you want to maximize your learning about this topic

- "[Classroom Strategies for Inquiry-Based Learning](#)" (YouTube video)
- Fisk, Nathan W. (2016). "Predators and Proposals: Doing Research on Youth and Technology." Chapter 2 from *Framing Internet Safety: The Governance of Youth Online*. Cambridge, MA: MIT Press.
- Walker, Martha A. & Tate, Scott. (n.d.). "[Community engagement](#)," a publication of Virginia Tech Cooperative Extension.

Youth and their World

Date(s): June 14th and 21st

Takeaways: Develop a shared understanding of youth ecosystems, approaches to development, notions about social justice, essentially everything except technology!

MUST read/do/see/etc.

- 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 Youth Agency.” *Journal of Research on Adolescence*: 1-19.
- National League of Cities Institute for Youth, Education and Families. (2010). [Authentic Youth Civic Engagement: A Guide for Municipal Leaders](#). Read pages 1-10 and 23-30, and then skim what interests you.
- [Youth Risk Behavior Surveillance System](#), conducted and maintained by the CDC; look through the web site and get a good feel for their work in this area
- Choose one (or more ...):
 - 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.
 - Lloyd, Annemaree, Wilkinson, Jane. (2016). “Knowing and Learning in Everyday Spaces (KALiEds): Mapping the Information Landscape of Refugee Youth Learning in Everyday Spaces,” *Journal of Information Science*, 42(3), 300-312.
 - [McKinney-Vento Act](#); what it is, does, and why.

If you want to maximize your learning about this topic

- Hill, Rebecca A. (2016, Feb). “[Almost home: How public libraries serve homeless teenagers](#).” *School Library Journal*.
- Read all of the choices in the “choose” section above
- “[Social Justice – is it still relevant in the 21st century](#),” a TEDx talk.

Youth and Technology

Date(s): June 21st and June 28th

Takeaways: Situate our conversations about informatics within the interests, skill sets, tech access and use, information behavior, anything to do with tweens, teens, and tech.

MUST read/do/see/etc.

- Cortesi, S., Hasse, A., & Gasser, U. (2021). [Youth participation in a digital world: Designing and implementing spaces, programs, and methodologies](#). Youth and Media, Berkman Klein Center for Internet & Society.
- Bonsignore, E., Hansen, D., Pellicone, A., Ahn, J., Kraus, K., Shumway, S., ... Koepfler, J. (2016). [Traversing transmedia together: Co-designing an educational alternate reality game for teens, with teens](#). In Proceedings of the 15th International Conference on Interaction Design and Children (pp. 11–24). Manchester, United Kingdom: ACM.
- Fisk, Nathan W. (2016). “Figuring youth and the Internet: Media and legislative narratives of youth Internet safety.” Chapter 3 from *Framing Internet Safety: The Governance of Youth Online*. Cambridge, MA: MIT Press.
- [KidsTeam: Children & Adults working as design partners](#). University of Maryland.

If you want to maximize your learning about this topic

- Ahn, June, et al. (2012). "[Youth identities as remixers in an online community of storytellers: Attitudes, strategies, and values.](#)" ASIST 2012, October 26-31, 2012. Baltimore, MD.
- Barron, Carol. (2017). "Where are you, who are you with, what are you doing?" Chapter 8 from *Surveillance Futures: Social and Ethical Implications of New Technologies for Children and Young People*. New York, NY: Routledge.
- Moore, Cherrie L. (2016). "A Study of Social Media and its Influence on Teen Information Seeking Behaviors," *The Serials Librarian*, DOI: 10.1080/0361526X.2016.1209452.

Youth as Change Agents; Youth-Serving Organizations; Connected Learning

Date(s): June 28th

Takeaways: Revisiting all the content to this point, through the lens of guest speakers, from organizations that demonstrate our theory in every-day practice. Looking at youth informatics and digital youth in libraries.

Guest Speakers: TBA

MUST read/do/see/etc.

- **Concepts Paper DUE**
- Kania, John and Kramer, Mark. (2011). "[Collective Impact](#)," in *Stanford Social Innovation Review*, Winter 2011: 36-41.
- Nasheed, Jameelah. (2019). "[Youth Activist Movements of the 2010s: A Timeline and Brief History of a Decade of Change](#)," from *TeenVogue*, published online on December 16, 2019.

July 12 – Student-led Discussions

Takeaways: Based on our BIG question, students will locate info and lead robust discussions.

MUST read/do/see/etc.

- **Reflection 1 DUE**
- **Student-led discussions**

July 19 – Student-led Discussions

Takeaways: Based on our BIG question, students will locate info and lead robust discussions.

MUST read/do/see/etc.

- **Technology Assessment DUE**
- **Student-led discussions**

July 26 – Student-led Discussions and Wrap-up

Takeaways: Based on our BIG question, students will locate info and lead robust discussions.

MUST read/do/see/etc.

- **Reflection # 2 DUE**
- **Student-led discussions**

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