Christie Kodama, Instructor
Office Hours: By Appointment
Email: ckodama1@utk.edu (best choice for contact)

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

COURSE DESCRIPTION

Catalog Description: Explores key areas in youth informatics. Seminar includes discussion of basic, applied, and evaluative research and projects at the national and international levels. Covers research trends in youth informatics. Provides a forum for presentation and criticism of past and current research by students.

STUDENT OUTCOMES

Students who complete this course will be capable of demonstrating awareness, knowledge, and/or understanding of…

- general principles, values, and ethical standards of providing information services in a variety of settings and for diverse youth populations.
- changing responsibilities of the information professional toward youth and use of technology in a culturally diverse and networked global society.
- explaining the changing nature of information, information needs, and information behavior in relation to youth in the digital age.
- Assessing information technologies, systems, sources and services that serve youth effectively and efficiently.
- Analyzing and discussing research related to youth and technology in the profession and society.

COURSE DESIGN

This seminar builds on knowledge of youth informatics gained in INSC 583. This seminar provides opportunity to learn about research trends in youth informatics (past, present, and future), and to interact with influential researchers and learn what they are doing in the area of digital youth and interaction with technologies from across the world. It touches on research in the everyday lives of all youth in formal and informal settings, including disadvantaged populations: such as homeless, refugees, poor, and rural, among others. Weekly class topics may be indicated in advance and may also emerge before, during, or after a class session based on students' interests and class discussions.

Students will participate in instructor-led, speaker-led, and student-led discussions. Guest speakers will share their research experiences with youth, as well as the issues, and

challenges that emerge. The course is research-oriented. It requires reading, analyzing, synthesizing, and discussing research that involves digital youth.

Readings are listed in the **Course Schedule**. Guest speakers may assign their own readings, which will be posted in Canvas when provided. The readings list will be augmented throughout the semester.

COURSE DELIVERY

The course will be delivered live via Zoom and asynchronously using Canvas for supporting materials and interactions.

COLLABORATIVE WORK

Students are encouraged to use Google Docs, Google Hangouts, or equivalent applications to work collaboratively on activities outside of the classroom as applicable.

REQUIRED TEXTS

Not applicable

RECOMMENDED TEXTS

- Bilal, Dania and Jamshid Beheshti (eds.). 2014. *New Directions in Children's and Adolescents' Information Behavior Research*. Howard House, UK: Emerald.
- Agosto, Denise E. and June Abbas. 2011. *Teens, Libraries, and Social Networking: What Librarians Need to Know*. ABC-CLIO.

Additional texts may be added throughout the semester.

COMMUNICATION

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.

COMPUTING REQUIREMENTS

You must have adequate computing skills, including but not limited to use of word processing, Microsoft Office Suite or equivalent, Web browsers, searching online databases including finding full text articles, sending and receiving e-mail using appropriate email etiquette, subscribing to listservs, Canvas, and Zoom software. You must learn how to submit your assignments using Canvas. The [Office of Information Technology (OIT)](#) 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. 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.

Other Requirements

- Students must have access to a PowerPoint Reader, PowerPoint, Prezi, or equivalent to download lecture notes.

- Students must have computers that are equipped with microphones. Please test your computer audio by running the Zoom Audio Wizard before attending each class session. This will help sync the computer audio in Zoom and ensure quality audio on both sides during class. Students may need to use headphones to receive a better sound quality.
- Students who attend class using a wireless network should ensure that the network has the highest transmission quality. They should also be close to the network's router to capture good audio and video signals and overcome possible screen freezing problems.
- Students must attend class in a quiet area with no background noise (e.g., TV, music, pitch sounds).
- Students may need to close all computer windows to obtain a good and immediate screen display of lecture slides or to view the apps that are screen shared in class.
- Students should use hard-wired computers if the wireless connection is weak.
- Students must not attend class on their mobile devices while driving. Those who do, however, are responsible for any issues or problems they may experience.

CLASS ATTENDANCE POLICY

It is assumed that each student be present and speak in class -- the equivalent of a "B" grade for "participation." Missing more classes or failing to participate will lower your grade; frequent participation will raise the grade.

Regular attendance is required and necessary. A substantial portion of your grade will be based on in-class work and participation. 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., judging trips, 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)

Students who miss a class are responsible for obtaining class notes and/or other materials related to the class session missed. They should replay the missed class recorded session and do the class activities on their own, as applicable. Missing more than one class meeting for reasons other than those listed above will have a negative impact on your course participation grade (5 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.* (Hilltopics, p. 55)(http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf). SIS will cancel classes when UT is closed. Please check the SIS student listserv (UTKSIS-L@LISTSERV.UTK.EDU) for messages about closing.

ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES

Students who may need course adaptations because of a disability are welcome to make an appointment to speak with me. Students with disabilities must register with the [Student Disability Services](#), 2227 Dunford Hall, Knoxville, TN 37996-4020, before accommodations can be made. If you require course accommodations but have not contacted Student Disability Services, please call (865) 974-6087 or email sds@utk.edu to inquire about the registration procedure.

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**.

ACADEMIC INTEGRITY

Students should be familiar and maintain their *Academic Integrity* described in http://hilltopics.utk.edu/files/Hilltopics%202015-16.pdf , 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** described in the same Hilltopics, p. 73:

 "*An essential feature of The University of Tennessee is a commitment to maintaining an atmosphere of intellectual integrity and academic honesty. 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 either APA or CMS documentation styles.
- All assignments must be word-processed with file extension **.doc** or **.docx** and formatted as follows: **LastnameFirstinitial-593-AssignmentX** (ex. **KodamaC-593-Assignment1**)
- Please do not use RTF, PDF, HTML, or any other format to save your assignment document. **Assignments that do not bear the file extension .doc or .docx will be rejected.**
- Paginate your assignment according to APA or CMS documentation styles.
- Include your name on the assignment first page on the top left corner. **Assignments without names on the first page will be rejected.**
- 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 rejected.
- 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-).

DUE DATES AND LATE ASSIGNMENTS

Assignments should be submitted to the "assignments" area of Canvas and are due (officially) at 11:59 p.m. EST 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. **Not doing so will result in a one-point deduction for each day I don't hear from you.**
- 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:

A	93≤	(4 quality points per semester hour) superior performance.
A-	90-92.99	(3.7 quality points per semester credit hour) intermediate grade performance.
B+	88-89.99	(3.5 quality points per semester hour) better than satisfactory performance.
B	83-87.99	(3 quality points per semester hour) satisfactory performance.
B-	80-82.99	(2.7 quality points per semester credit hour) intermediate grade performance.
C+	78-79.99	(2.5 quality points per semester hour) less than satisfactory performance.
C	70-77.99	(2 quality points per semester hour) performance well below the standard expected of graduate students.
D	60-69.99	(1 quality point per semester hour) clearly unsatisfactory performance and cannot be used to satisfy degree requirements.
F	59.99≥	(no quality points) extremely unsatisfactory performance and cannot be used to satisfy degree requirements.
I		(no quality points) a 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.
S/NC		(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

		Graduate Catalog. The number of Satisfactory/No Credit courses in a student's program is limited to one-fourth of the total credit hours required.
P/NP		(carries credit hours, but no quality points) P indicates progress toward completion of a thesis or dissertation. NP indicates no progress or inadequate progress.
W		(carries no credit hours or quality points) indicates that the student officially withdrew from the course.

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.

ASSIGNMENTS: DESCRIPTION

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

Assignment	Value	Due Date	MSIS Program Outcome
Assignment 1: Synthesis of research in a specific topic area 1 (individual)	20%	2/14/19	9
Assignment 2: Synthesis of research in a specific topic area 2 (individual)	20%	3/14/19	9
Assignment 3: Synthesis, comments, discussions, etc. of lectures by selected guest speakers (individual)	20%	4/4/19	9
Assignment 4: Digital youth project proposal (individual or group)	25%	4/26/19	5, 9
Assignment 5: Class presentation of project (individual or group)	5%	4/18/19	
Readings, constructive class participation, communication with instructor, etc. (individual)	10%		9
TOTAL	**100%**		

Assignment 1: Synthesis of research in a specific topic area 1
Students will identify a topic of interest related to youth informatics and find at least 3 research articles concerning that topic and provide a written synthesis of the research being done as it relates to this topic. Written synthesis should include a clear overview of the research being done in this specific area, the research findings, and the implications this research has for youth informatics as a whole.

Assignment 2: Synthesis of research in a specific topic area 2

Students will identify a different topic of interest related to youth informatics and find at least 3 research articles concerning that topic and provide a written synthesis of the research being done as it relates to this

topic. Written synthesis should include a clear overview of the research being done in this specific area, the research findings, and the implications this research has for youth informatics as a whole.

Assignment 3: Guest Speaker lecture synthesis
Based on the guest speakers' lectures, reflect on what they presented and provide an overall summary/synthesis of the research that they are doing. Discuss any learning points that stood out and implications for youth now and in the future. Identify any gaps in the research that could possibly be explored and why this other area(s) should be studied.

Assignment 4: Digital Youth Project Proposal
Create your own youth informatics research project. Choose a topic of interest related to digital youth. This could be one of the two topics you chose for Assignment 1 or 2 or a different topic altogether. Write a proposal that describes a project that could be undertaken. Include: 1) an introduction that identifies your research question(s) and describes the context for this research and why you think this research should be explored; 2) a literature review of the research that has been conducted on this topic thus far; and 3) the methods you would implement to answer your research question(s) and any potential limitations.

Assignment 5: Presentation of Digital Youth Project Proposal
Prepare a presentation of your research project.

COURSE SCHEDULE

Week	Topic	Readings/Activities/Assignments	Due
Week 1 1/10/19	No class. Read the syllabus. Do an environmental scanning of MacArthur Foundation's Digital Media and Learning initiative.	Review Reading list Explore Digital Media and Learning website (MacArthur)	
Week 2 1/17/19	Q&A about syllabus Topic: Digital media/learning and youth	Discussion of digital media/learning and youth (based on previous week's scanning)	Informal class presentation on parties involved in digital media and youth. Who should be concerned and why?

Week 3
1/24/19
	Youth Voices
	Role of United Nations
		See Youth Voices websites
		• *UNICEF's Voices of Youth.* Explore the following topics at:
		http://www.voicesofyouth.org/
		  o Innovation & Technology (under "React"):
		   https://www.voicesofyouth.org/topic/innovation-technology
		  o "React" section has many topics (Culture, Health, Human Rights, Violence & Conflict, etc.) voiced by youth
			Class discussion

Week 4 1/31/19	Research & studies of youth and digital media (social media)	Readings posted on Canvas course site • Lenhart, A., Purcell, K., Smith, A., & Zickuhr, K. (2010). Social media & mobile Internet use among teens and young adults. Washington, DC: Pew Research Center. Access full report here: http://www.pewinternet.org/2010/02/03/social-media-and-young-adults/ • Royal Society for Public Health. (2017). #StatusofMind: Social media and young people's mental health and wellbeing. Retrieved from https://www.rsph.org.uk/uploads/assets/uploaded/62be270a-a55f-4719-ad668c2ec7a74c2a.pdf • Michael Xenos, Ariadne Vromen, & Brian D. Loader. (2014). The great equalizer?: Patterns of social media use and youth political engagement in three advanced democracies, Information, Communication & Society, 17:2, 151-167, DOI: 10.1080/1369118X.2013.871318 • Rice, E. & Barman-Adhikari, A. (2014). Internet and social media use as a resource among homeless youth. *Journal of Computer-Mediated Communication, 19*(2), 232-247. • boyd, danah. (2007). Why Youth (Heart) Social Network Sites: The Role of Networked Publics in Teenage Social Life. YOUTH, IDENTITY, AND DIGITAL MEDIA, David Buckingham, ed., The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning, The MIT Press, Cambridge, MA; Berkman Center Research Publication No. 2007-16. Available at SSRN: https://ssrn.com/abstract=1518924	Discussions and criticism of research
Week 5 2/7/19	Research & studies of youth and digital media (web search engines)	Readings posted on Canvas course site • Bilal, D. (2000). Children's use of the Yahooligans! Web search engine: I. Cognitive, physical, and affective behaviors on fact-based search tasks. *Journal of the American Society for Information Science, 51*(7), 646-665. • Gossen, T., Hempel, J., & Nürnberger, A. (2013). Find it if you can: Usability case study of search engines for young users. *Personal and Ubiquitous Computing, 17*(8), 1593-1603. https://doi-org.proxy-um.researchport.umd.edu/10.1007/s00779-012-0523-4 • Kammerer, Y. & Bohnacker, M. (2012). Children's web search with Google: The effectiveness of natural language queries. In *Proceedings of the 11th International Conference on Interaction Design and Children* (IDC '12, Bremen, Germany). ACM, New York, NY, 184-187.	Discussions and criticism of research

		Not assigned, but also good: • Druin, A., Hutchinson, H., Foss, E., Hatley, L., Golub, E., Leigh Guha, M., and Fails, J. 2009. How children search the internet with keyword interfaces. In *Proceedings of the Anonymous 8th International Conference on Interaction Design and Children* (IDC '09, Como, Italy). ACM, New York, NY, 89-96. • Jochmann-Mannak, H., Huibers, T., Lentz, L., and Sanders, T. 2010. Children searching information on the Internet: Performance on children's interfaces compared to Google. In *Proceedings of the SIGIR '10 workshop on accessible search systems* (Geneva, Switzerland). ACM, New York, 27-35.	

Week 6
2/14/19
	Research & studies of youth and digital media (digital libraries)	• Theng, Y. L., Mohd-Nasir, N., Buchanan, G., Fields, B., Thimbleby, H., & Cassidy, N. (2001). Dynamic digital libraries for children. *JCDL '01: Proceedings of the 1st ACM/IEEE-CS Joint Conference on Digital Libraries*. ACM, New York, NY, 406-415.
		• Druin, A. (2005). What Children Can Teach Us: Developing Digital Libraries for Children with Children. *The Library Quarterly 75*(1), 20-41.
		• Druin, A., Weeks, A., Massey, S., & Bederson, B. B. (2007). Children's interests and concerns when using an international children's digital library: A four-country case study. *JCDL'07, June 18–23, 2007, Vancouver, British Columbia, Canada*
		• Dubroy, M. (2010). Building virtual spaces for children in the digital branch. *The Australian Library Journal, 59*(4), 211-223. DOI: 10.1080/00049670.2010.10736027
		• Browse these digital libraries for children:
		  - International Children's Digital Library: http://en.childrenslibrary.org/
		  - MagicBlox!: https://magicblox.com/
		  - Story Place: https://www.storyplace.org/front
		  - MightyBook: http://www.mightybook.com/index.htm
		  - Global Digital Library: https://allchildrenreading.org/digital-libraries/
			Discussions and criticism of research

Week 7 2/21/19	Children & youth and design of technologies	• Druin, A. (2002). The role of children in the design of technology. *Behaviour and Information Technology, 21*(1), 1-25. • Guha, M. L., Druin, A., & Fails, J. A. (2008). Designing with and for children with special needs: An inclusionary model. *IDC '08: Proceedings of the 7th International Conference on Interaction Design and Children* (Chicago, IL, USA), ACM, New York, NY, 61-64. • Read, J. C., Fitton, D., & Horton, M. (2014). Giving ideas an equal chance: Inclusion and representation in participatory design with children. *IDC '14: Proceedings of the 2014 conference on Interaction Design and Children* (Aarhus, Denmark), ACM, New York, NY, 105-114. • Tonja Molin-Juustila, Marianne Kinnula, Netta Iivari, Leena Kuure & Eija Halkola. (2015). Multiple voices in ICT design with children – a nexus analytical enquiry. *Behaviour & Information Technology, 34*(11), 1079-1091, DOI: 10.1080/0144929X.2014.1003327 Supplemental Reading:	***Assignment 1** Discussion and criticism of research

		• Bilal, D. (2002). Children design their interfaces for Web search engines: A participatory approach. In Proceedings of the Annual Conference of CAIS, p. 204-214. Retrieved from http://www.cais-acsi.ca/ojs/index.php/cais/article/view/459/590 • Bilal, D. (2003). Draw and tell: Children as designers of Web interfaces. In Proceedings of the American Society for Information Science and Technology, 40(1), 135-141. • Bonsignore, E., Hansen, D., Pellicone, A., Ahn, J., et al. (2016). Traversing transmedia together: Co-designing an educational alternate reality game for teens, with teens. *IDC '16: Proceedings of the 15th International Conference on Interaction Design and Children* (Manchester, UK). ACM, New York, NY, 11-24.	
Week 8 2/28/19	**Guest Speaker** (Mega Subramaniam) Topic: Disadvantaged youth, health, and technologies	*Readings assigned by guest speaker* • Subramaniam, M., Scaff, L., Kawas, S., Hoffman, K.M., & Davis, K. (2018). Using technology to support equity and inclusion in youth library programming: Current practices and future opportunities. *Library Quarterly. 88*(4), 1-17. Available at: https://www.journals.uchicago.edu/doi/abs/10.1086/699267 • 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: The ConnectedLib Project. Available at: http://go.umd.edu/5fh	
Week 9 3/7/19	**Guest Speaker** (Dania Bilal) Topic: children's and youth's information seeking and retrieval	*Readings assigned by guest speaker* • Bilal, D., & Gwizdka, J. (2018). Children's query types and reformulations in Google search. Information Processing & Management, 54(6), 1022-1041. https://doi.org/10.1016/j.ipm.2018.06.008 • Bilal, D., & Huang, L.-M. (2019). Readability and word complexity of SERPs snippets and web pages on children's search queries: Google vs. Bing. *Aslib Journal of Information Management*.	
Week 10 3/14/19	**Guest Speaker** (Katie Campana) Topic: early childhood STEM learning	*Readings assigned by guest speaker* • Gopnik, A. What do babies think? TEDGlobal 2011. https://www.ted.com/talks/alison_gopnik_what_do_babies_think#t-43883 • Howard, M. (2013). Growing young minds. https://www.imls.gov/assets/1/AssetManager/GrowingYoungMinds.pdf (*read through page 13*) • Center for Childhood Creativity. (2018). The roots of STEM success. https://centerforchildhoodcreativity.org/roots-stem-success/ • Kaldor, T. (2017). The T in STEM: Creating Play-Based Experiences That Support Children's Learning of Coding and Higher Order Thinking. https://www.naeyc.org/resources/blog/creating-play-based-experiences	***Assignment 2**
3/21/19		**SPRING BREAK**	

Week 11 3/28/19	**Guest Speaker** (Rachel Magee) Topic:	*Readings assigned by guest speaker* • Buck, M. H. & Magee, R. M. (2017). Teens becoming researchers: Pedagogical considerations when designing coresearch. *Library Trends, 65*(4), 659-683. • Magee, R. M., Agosto, D. E., & Forte, A. (2017). Four factors that regulate teen technology use in everyday life. Paper presented at CSCW 2017 Conference, Portland, OR, February 25 – March 1, 2017, 511-522.	
Week 12 4/4/19	Synthesis and discussion of guest speakers' lectures	Revisit guest speakers' recorded talks in Canvas	***Assignment 3**

Week 13 4/11/19	Issues and challenges Course wrap up	• UN Convention on the Rights of the Child
		   o Full text of rights (for reference): https://www.ohchr.org/en/professionalinterest/pages/crc.aspx
		   o For adults: https://www.unicef.org/crc/files/Rights_overview.pdf
		   o For children: https://www.unicef.org/rightsite/files/uncrcchilldfriendlylanguage.pdf
		• Lenhart, A. (2013). The challenges of conducting surveys of youth. Pew Research Center. Retrieved from https://www.pewresearch.org/fact-tank/2013/06/21/the-challenges-of-conducting-surveys-on-youths/
		CHOOSE ONE OF THE FOLLOWING:
		• Skelton, T. (2008). Research with children and young people: Exploring the tensions between ethics, competence and participation. *Children's Geographies, 6*(1), 21-36, DOI: 10.1080/14733280701791876
		• Harcourt, D. & Sargeant, J. (2011). The challenges of conducting ethical research with children. *Educational Inquiry, 2*(3), 421-436. DOI: 10.3402/edui.v2i3.21992
		• Flewitt, R. (2005). Conducting research with young children: Some ethical considerations. *Early Child Development and Care, 175*(6), 553-565. DOI: 10.1080/03004430500131338
			Discussion on issues and challenges

Week 14 4/18/19	Class presentations of projects	None	***Presentation slides**

4/30/2019: Project write up due by 11:59 p.m.

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, and/or amendments.

READINGS AND EXPLORING

- **Digital Media and Learning by the McArthur Foundation**
  - Explore the site at: https://www.macfound.org/programs/learning/
  - Goals and Background at: https://www.macfound.org/programs/learning/strategy/
- **Digital Media and Learning (DML) Research Hub**
  - Explore the site at: http://dmlhub.net/ (has projects, research, publications, initiatives, etc.)
  - Children and the Internet by Sonia Livingstone. Podcast: http://dmlhub.net/presentations/children-and-the-internet/
- **Connected Learning Research Network (part of the DML project)**
  - Explore the content of the page at: http://clrn.dmlhub.net/blog
  - Click on **Resources** to watch **videos** of interest to you, or at http://clrn.dmlhub.net/videos
  - Explore the Projects (youth and digital media, parents, libraries, classrooms, and other settings, http://clrn.dmlhub.net/projects
- **Digital Youth Research: Kids' Informal Learning with Digital Media (UC Berkley). Project findings on digital media and youth**
  - Explore project at: http://digitalyouth.ischool.berkeley.edu/
- **White papers (Scan report)**
  - Ito, Mizuko et al. Living and Learning with New Media: Summary of Findings from the Digital Youth Project at: http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-WhitePaper.pdf
  - Cities of Learning. LRNG website at: https://www.lrng.org/
- **Adam Gazzaley**
  - Adam Gazzaley and Larry D. Rosen. 2016. *The Distracted Mind*: *Ancient Brains in a High-Tech World*. Based on the book published by MIT Press. See link to the book at: https://mitpress.mit.edu/distracted
  - Video based on book: https://www.youtube.com/watch?v=AkesEzSn1zI
- **Berkman Klein Center for Internet and Society at Harvard University**
  - Gasser, Urs et al. 2012. Youth and Digital Media: From Credibility to Information Quality. http://dmlcentral.net/wp-content/uploads/files/youthanddigitalmediacredibilityreport2.16.12.pdf
  - Cortesi, Sandra, Gasser Urs et al. 2015. Digitally Connected: Global Perspectives on Youth and Digital Media. This is an **ebook** available for download at no cost at, http://papers.ssrn.com/sol3/papers.cfm?abstract_id=2585686
- **Organizations, centers, and others**
  - *UNICEF's Voices of Youth*. Explore the following topics at: http://www.voicesofyouth.org/
    - Technology (under "Topics"): http://www.voicesofyouth.org/en/sections/technology/pages/-replyforall
    - "Discussion" section has many topics (Refugees, Terrorism, Internet safety, social media, etc.) voiced by youth
    - https://www.unicef.org/explore_3888.html
  - *RErights.* https://rerights.org/

> **Commented [CMK1]:** Read Executive Summary in INSC583

- *Berkman Klein Center for Internet and Society at Harvard University.* https://cyber.harvard.edu/
- *McArthur Foundation.* https://www.macfound.org
- *Pew Research Center: Internet, Science and Technology.* http://www.pewinternet.org/