



COURSE SYLLABUS
IS 583: Introduction to Youth Informatics
Fall 2018

Last update: 08/24/18

Course Section: 001 (CRN 50186) and 002 (CRN 50187), online
Meeting Time and Place: Mondays, 6:30 – 9:10 p.m., Cyberspace!
Course Credit Hours: 3 Graduate Hours

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COURSE DESCRIPTION AND VALUE PROPOSITION

“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.” (SIS *Graduate Student Handbook*)

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

You will be able to:

- Integrate the concepts, principles and practices of “informatics,” and “community engagement” into programs and services, as they relate to youth.
- Integrate concepts of social justice into youth and community work.
- Use youth development theories to transform professional work with youth.
- Locate and mindfully engage with community institutions and organizations that serve youth through volunteer or service learning experiences.
- Combine technology, concepts of youth development, and youth engagement, to co-create (with youth) programs and services that empower youth as change agents in their communities.

HOW TO BE SUCCESSFUL IN THIS CLASS

Be present, be intellectually curious, ask and answer questions, and engage equally with your peers and with me.

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.

We share responsibility for and ownership of content in this class. I am not the only source of information and learning here and it is essential that everyone bring their commitment to learning and leading in order to make the class successful.

My approach to teaching is based on Malcolm Knowles' view of adults as learners, John Dewey's ideas about active (versus passive) learning, and David Kolb's experiential learning cycle. I believe that you are a self-directed, purposeful learner, who learns best when you can build on your own personal experiences. You like to be involved in the construction of your learning experience. You learn best when working with reality-based and/or hands-on situations, either surfacing theory or using theories and concepts from class to enact change. I am expecting active participation to create a collaborative learning community, where we co-create value. Even though you may be new to working with youth 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, be the person who asks when others are silent.

We will use an IBL (inquiry-based learning) model, where much of the content emerges from YOU, as you engage with the course content, reflection, community groups and 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 of our class to these situations and reflecting on the results. Experiential learning comes in many forms and we'll 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. This activity is important for building trust and bridges, seeing opportunities, improving your community, and understanding the organizational environment. You are expected to take this seriously and act professionally: show up and be on time, dress appropriately, and conscientiously fulfill your obligations to the organization as well as to our class. What you do reflects on you as an individual, but also on the School of Information Sciences and the University of Tennessee. If you do not feel you can meet this volunteer requirement, you are encouraged to consider taking the class a different semester.

As a result of our inquiry and experiential learning approaches, our learning activities will include lectures (led by both the instructor, students and guests), discussion groups (inside and outside of

class), community volunteer work, presentations, lectures, self-reflection in the form of discussion board or journal posts, and a case study, among other things. 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-minute break.

TEXTS FOR THE COURSE

There is no required text for this class, however there are assigned readings that are, unless otherwise indicated, on our class **Canvas** space. You are responsible for reading these before class and coming to class prepared to discuss them.

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 strongest Internet connection available in your area.

For additional information or support:

- Technology at SIS – www.sis.utk.edu/sis-technology
 - 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): <https://oit.utk.edu/Pages/default.aspx>
 - There’s a link to the OIT HelpDesk on the upper left side of the page.
- lynda.com is a great source of online training support, with tutorials and video on everything from Google Drive to our own out-of-class software Canvas, so check it out, at <https://oit.utk.edu/Training/online-training/lynda/Pages/default.aspx>. You’ll need your UTK netid and password to access lynda.

Each semester OIT offers “Test Flights” where you can join an informal Zoom session to test your equipment and connections prior to the start of class. These sessions are announced on the UTKSIS-L listserv (UTKSIS-L@LISTSERV.UTK.EDU) and at the LiveOnline@UT site (<https://oit.utk.edu/instructional/tools/liveonline/Pages/default.aspx>). You’re strongly encouraged to participate each term.

COURSE REQUIREMENTS, ASSESSMENT AND EVALUATION METHODS

Citizenship, Resilience, and Grit (aka active class participation)

You do more than show up for class. You are present and engaged during and after class, 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.

Methods of Documentation for Assignments

- Double spaced, 1” margins, 12-point type
- Insert page number, bottom right
- Title pages are optional, BUT always give your paper a title
- Cite everything!
- Put your name on everything!

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

- Formative (along the way, usually ungraded)
 - Includes but is not limited to feedback during class, comments on drafts, in-class polls and clarification requests, discussion board postings and feedback
- Summative (at the end of the section, usually graded)
 - All your assignments, as posted on Canvas

All assignments receive a point value, and a perfect score on all assignments adds up to 1000 points. The University mandates a particular grading scale for graduate students (see http://catalog.utk.edu/content.php?catoid=21&navoid=2510#Grades_Credit_Hours_and_Grade_Point_Average) 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 130 points for a 150-point assignment, your letter grade would be $130/150 = .87 \times 100 = 87$, 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 degree requirements.
F	0-59.75	(no quality points) extremely unsatisfactory/doesn't satisfy degree requirements.

You may discuss your evaluations with me after waiting 24 hours, and you must present valid documentation to support your request for a change. I reserve the right to make the final decision.

Note on “Incompletes”

Based on University of Tennessee policy, an "Incomplete" is granted only under "the most unusual of circumstances." Power to grant an "Incomplete" resides wholly in the instructor. An "F" is submitted for students who simply disappear. More information is available at http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Grade_of_Incomplete.

Penalty for Late Work

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

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, be sure to 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 made to do so in advance. Look for e-mail announcements via **Canvas**. More information about the School's cancellation policy is available at www.sis.utk.edu/courses/guidelines.

Academic Honesty

Plagiarism in any of its several forms is intolerable, and attention to matters of documentation in all written work is expected and required. Inadvertence (i.e., "carelessness"), alleged lack of understanding, or avowed ignorance of the various types of plagiarism (including lack of proper attribution of sources and use of quoted material and mechanics for same) are not acceptable excuses. Infractions of academic integrity are penalized according to the severity of the infraction but may include a course grade of "F" and the instructor's recommendation to the UTK Dean for Graduate Studies that the student be dismissed from the University.

Each student's work must be the product of his/her own study and/or research, not a joint effort unless previously approved. (Graduate School Catalog, "Academic Honesty," http://catalog.utk.edu/content.php?catoid=15&navoid=1473&hl=grading+scale&returnto=search#Academic_Honesty.)

COLLEGE OF COMMUNICATION & INFORMATION DIVERSITY STATEMENT

CCI recognizes and values diversity. Exposing students to diverse people, ideas and cultures increases opportunities for intellectual inquiry, encourages critical thinking, and enhances communication and information competence. When all viewpoints are heard, thoughtfully considered, and respectfully responded to, everyone benefits. Diversity and fairness unite us with the wider professional and global community. For a fuller discussion of the CCI Diversity Statement, see www.cci.utk.edu/diversity-statement.

STUDENTS WITH SPECIAL NEEDS

Any student who feels he or she may need an accommodation based on the impact of a disability

should contact Student Disability Services (SDS) to document their eligibility for services. SDS will work with students and faculty to coordinate reasonable accommodations for students with documented disabilities. Contact SDS at 100 Dunford Hall, 915 Volunteer Blvd., Knoxville, TN 37996-4020, phone: (865) 974-6087, fax: (865) 974-9552, e-mail: sds@utk.edu.

HODGES LIBRARY INFORMATION SCIENCE ASSISTANCE

Information Science LibGuide (library guide) – <http://libguides.utk.edu/infosci>

Our Information Sciences librarian is [Anna Sandelli](#).



I reserve 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 for Fall 2018

August 27 (Meeting 1) – Overview; course expectations

Topics: Experiential learning, inquiry-based learning, and our class

Read for today

- 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.
- Nagaoka, Jenny et al. 2015. “Executive Summary” from *Foundations for Young Adult Success: A Developmental Framework*, a concept paper produced by the University of Chicago Consortium on Chicago School Research. Available online at <https://consortium.uchicago.edu/sites/default/files/publications/Foundations%20for%20Young%20Adult-Jun2015-Consortium.pdf>.

Watch for today

- “Classroom Strategies for Inquiry-Based Learning,” at <https://www.youtube.com/watch?v=PQy5DBUj3Pg>
- “Community Informatics Intro,” by Jeff Ginger, the slide share is available online at www.slideshare.net/Geph/community-informatics-intro.
- “What is Inquiry-Based Learning?” at <https://www.youtube.com/watch?v=u84ZsS6niPc>

Explore for today

- UTK Service Learning Web site, especially the “Student Resources” and the “Forms” sections, online at <http://servicelearning.utk.edu/>

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

September 3 – Labor Day, no class

September 10 & 17 (Meetings 2 & 3) – 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 Youth Agency,” in *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. Available online at <http://www.nlc.org/documents/Find%20City%20Solutions/IYEF/Youth%20Civic%20Engagement/authentic-youth-engagement-gid-jul10.pdf>.
- Center for the Study of Social Policy. 2007. *Engaging Youth in Community Decision Making*. Read the Introduction, and Sections A and B.

DUE today

- Reflection (both weeks) on volunteer experience

September 24 & October 1 (Meetings 4 & 5) – Community Engagement Concepts

Topics: Community engagement, social informatics, youth informatics

Read for today

- ACT for Youth. “What is Youth Engagement, Really?” Available online at http://www.actforyouth.net/youth_development/engagement/.
- Freire, Paulo. 1993. *Pedagogy of the Oppressed*, Chapter 2. New York: Bloomsbury Academic.
- Kling, Rob. 2007. “What is Social Informatics and Why Does it Matter?” in *The Information Society*, 23: 205-220. (NOTE: If Kling hangs you up, read Sawyer first.)
- Sawyer, Steve. 2005. “Social Informatics: Overview, Principles, and Opportunities,” in *Bulletin of the American Society for Information Science and Technology*, June/July 2005: 9-12.
- Walker, Martha A. [n.d.] “Community Engagement,” a publication of Virginia Tech Cooperative Extension.

DUE today

- Week 4: Graded reflection
- Reflection on volunteer experience

October 8 (Meeting 6) – Youth and Technology

Topics: Role of technology in youth lives, innovative technology practices with/for youth

Read for today

- Ahn, June, et al. 2012. “Youth Identities as Remixers in an Online Community of Storytellers: Attitudes, Strategies, and Values,” in *ASIST 2012*, October 26-31, 2012, Baltimore, MD. Available online at http://ahnjune.com/wp-content/uploads/2012/07/ASIST2012_Scidentity_final_0711.pdf.
- 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: Routledge.
- 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.
- Hill, Rebecca A. 2016. “Almost Home,” *School Library Journal*, February 2016, available online at <http://www.slj.com/2016/02/teens-ya/almost-home-how-public-libraries-serve-homeless-teenagers/>.

DUE today

- Concepts Paper
- Reflection on volunteer experience

October 15 (Meeting 7) – 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.
- 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.

Optional Read for today

- Walsh, Jill. 2018. "The Synthesis of the Real and the Reel Me," Chapter 4 from *Adolescents and Their Social Media Narratives: A Digital Coming of Age*, New York: Routledge.

DUE today

- Reflection on volunteer experience

October 22 (Meeting 8) – Youth and Social Justice (SJ)

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.
- Eubanks, Virginia. 2011. "Technologies of Citizenship" (Ch 5) & "Popular Technology" (Ch 6) in *Digital Dead End: Fighting for Social Justice in the Information Age*.
- 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*
- McKinney-Vento Act at a Glance, available online at <https://www.achildsplace.org/wp-content/uploads/2013/06/mckinney-vento-act.pdf>.
- 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=Wtroop739uU>.

DUE today

- Tech Assessment
- Graded reflection on volunteer experience

October 29 (Meeting 9) – Partnering with Community Players

Topics: Youth-serving organizations, collective impact, responsible community partnering

Read for today

- Institute for Museum and Library Services (IMLS), report authored by Dr. Mary Downs. 2008. *Nine to Nineteen: Youth in Museums and Libraries: A Practitioner's Guide*. Available online at https://www.ims.gov/assets/1/workflow_staging/News/750.pdf.
- Kania, John and Kramer, Mark. 2011. "Collective Impact," in *Stanford Social Innovation Review*, Winter 2011: 36-41. Available online at http://ssir.org/pdf/2011_WI_Feature_Kania.pdf.

DUE today

- Graded reflection on volunteer experience

November 5 (Meeting 10) – Project/Engagement Updates; Student-generated Topics

Student-led Discussion/Guest Speakers

Read for today

- TBA

DUE today

- Reflection on volunteer experience
- Student-led facilitated discussion or guest speaker

November 12 (Meetings 11) – Student-generated Topics

Student-led Discussion/Guest Speakers

Read for today

- Revisit Readings from October 5th and be prepared to discuss them for this class

DUE today

- Reflection on volunteer experience
- Student-led facilitated discussion or guest speaker

November 19 (Meeting 12) – Student-Generated Topics

Student-led Discussion/Guest Speakers

Read for today

- TBA

DUE today

- Reflection on volunteer experience
- Student-led facilitated discussion or guest speaker

November 26 (Meeting 13) – Final Reports; Grant Opportunities in Youth Work

Student-led Discussion/Guest Speakers

Read for today

- TBA

DUE today

- Reflection on volunteer experience
- Student-led facilitated discussion or guest speaker

December 3 (Meeting 14) – Course Wrap-up and Review

Read for Today

- TBA

DUE Today

- Case Study and in-class discussion

Assignment Schedule

*Note: All assignments are due BEFORE the start of class unless otherwise indicated.
Details including due date and rubric are on our Canvas class site.*

Assignment	Points	Post, File or Present
Mindful community engagement and reflection	300	<ul style="list-style-type: none"> • Post weekly by midnight on Sunday
Concepts paper	100	<ul style="list-style-type: none"> • Upload through “Assignments”
Technology Assessment	100	<ul style="list-style-type: none"> • Upload through Assignments; time permitting we may do a brief information presentation of these near the end of the semester • Post on “Youth & Technology discussion board
Student-led discussion or facilitating guest expert	150	<ul style="list-style-type: none"> • Post article title(s) and link(s) or guest bio(s) • Post discussion summary
Case Study	200	<ul style="list-style-type: none"> • Upload through “Assignments” • Post relevant materials to “Case Study” discussion board • Class presentation
Citizenship, Resilience, and Grit	150	<ul style="list-style-type: none"> • Ongoing • Post questions, resources, solutions, problems, etc; answer questions, propose solutions, bring new information, generate new knowledge, and participate in your own and each other’s learning