

INST650

Facilitating Youth Learning in Informal and Formal Environments

Course Description

Over the past 100 years, education in the United States has grown in size and even more in complexity. Part of this development has involved the recognition of the importance of both informal and formal learning spaces in the lives of youth, defined as children from the ages of 0-18. In order to function effectively within this educational system, information professionals who work with youth in informal and formal learning environments must understand a number of elements that affect their position in youths' educational programs: the organizational, and contemporary contexts of informal and formal learning spaces; the principles and learning frameworks of teaching and learning; and the leadership role that information professionals can play within their information institutions and communities. The course also will introduce students to various standards developed by information professionals who work with youth, including AASL's *Standards Framework for Learners* and the competencies for librarians working with children and teens articulated by the ALSC and YALSA, among others. Finally, the course will explore various approaches to working with diverse youth and how information professionals can leverage community partnerships and navigate institutional support to best support learning and the information needs of youth.

Learning Outcomes:

By the end of the course, students will have skills necessary to:

1. explain foundational concepts in information studies as they relate to youth learning and the roles of the information professional;
2. describe the relationship of professional standards and guidelines, state standards and expectations, and other appropriate documents to youth learning programs and the information professional;
3. identify the clients and partners of youth learning environments (such as libraries, museums, community centers, virtual learning spaces, etc.) and describe results of recent research on the nature and effectiveness of these partnerships;
4. summarize current theories and models of inquiry and learning used in effective youth learning environments;
5. describe the importance of collaboration, partnerships, and leadership in the development of an effective youth learning program;
6. discuss and analyze major issues facing educators, policy makers, and parents and the impact these issues have on the development and improvement of learning programs and learning institutions, as well as on the roles and responsibilities of the information professional.



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Preferred Pronoun:
she/her/hers

Class Meets:
Online

Office Hours
Online
TBD

Course Communication
Via Canvas and Canvas messaging system
elms.umd.edu

Required Text

There is no textbook required for this course. Please see readings list at the end of this syllabus.

Relevant Course Policies

Academic Integrity

The University is an intellectual community. Its fundamental purpose is the creation and dissemination of knowledge. Like all other communities, the University can function properly only if its members adhere to clearly established goals and values. Essential to the fundamental purpose of the University is the commitment to the principles of truth and academic honesty. The Code of Academic Integrity is designed to ensure that the principle of academic honesty is upheld. While all members of the University community share this responsibility, The Code of Academic Integrity is designed so that special responsibility for upholding the principle of academic honesty lies with students.

Accessibility and Accommodations

The University of Maryland is committed to creating and maintaining a welcoming and inclusive educational, working, and living environment for people of all abilities. The University of Maryland is also committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs, or activities of the University, or be subjected to discrimination. The University of Maryland provides reasonable accommodations to qualified individuals. Reasonable accommodations shall be made in a timely manner and on an individualized and flexible basis. Discrimination against individuals on the grounds of disability is prohibited. The University also strictly prohibits retaliation against persons arising in connection with the assertion of rights under this Policy.

Accessibility & Disability Service (ADS) facilitates reasonable accommodations to qualified individuals. For assistance in obtaining an accommodation, contact ADS at [301.314.7682](tel:301.314.7682), or adsfrontdesk@umd.edu. More information is available from the [Counseling Center](#).

After receiving an Accommodations Letter from ADS, as a student, you are expected to meet with me online via Zoom or a student preferred video conferencing system or have a phone call, to share a copy of the Accommodations Letter via Canvas message, and to obtain my signature on the Acknowledgement of Student Request form. You and I will discuss a plan for how the accommodations will be implemented throughout the semester for the course. Specific details regarding the implementation of certain ADS approved accommodations agreed upon between you as the student and I must be documented on an Acknowledgment of Student Request Addendum, signed by me, and submitted to ADS. You as the student are responsible for submitting the signed original forms to ADS and retaining a copy of the signed Acknowledgment of Student Request for your records. Please do this **before the second week of class.**

Office of Civil Rights & Sexual Misconduct

This is [where](#) students who believe that they have been denied reasonable accommodations can file a complaint.

Attendance Policy

Regular participation is the best way to grasp the concepts and principles being discussed. However, in the event that participation must be missed due to an illness or family or personal emergencies, the policy in this class is as follows:

1. For every medically necessary delayed assignment submission, a reasonable effort should be made to notify me in advance of the due date. The notification (preferably in the form of a message through Canvas) must identify the assignment that will be delayed and the reason for the delay, and acknowledging that the information provided is accurate.
2. If you are delayed more than TWO times consecutively (without advance notification), I may require documentation signed by a health care professional or a self-certified document is also acceptable.
3. That said, please take note that I understand that we are still in the midst of a pandemic, so please feel free to share with me if you have any personal, family, or health issues that you have to deal with and may not be able to submit assignments for an extended period of time. Together, we will map out a submission timeline for the remaining assignments.

Extension

Timeliness is extremely important in graduate work, and extensions will only be available during personal or family emergencies. Students who need to request an extension should discuss the matter in advance with the instructor. If an extension is granted, the work must be submitted within the extension period to avoid grade penalties. Unexcused delays in submission of the assignments will result in a deduction of half of a letter grade for each day the assignment is late. Take note of bullet (3) above in the “*Attendance policy*” section.

Please visit <https://academiccatalog.umd.edu/graduate/policies/> for the Office of Graduate Studies’ full list of campus-wide policies and follow up with me if you have questions.

Syllabus Change Policy

This syllabus is a guide for the course and is subject to change with advance notice.

Special Care Message

These are extremely strenuous times. We are still in the midst of a pandemic. Some of us have lost loved ones (or have colleagues or friends who did), and are in constant fear on what is going to happen next. As your professor, these are my commitments to you throughout the semester:

- **My paramount commitment to you: I will prioritize your well-being.**
- **I will invite your feedback – I ask you to actively provide feedback to improve the quality of our activities, assignments, and interaction. I ask that you be co-designers of our learning experiences in this course.**
- **I will listen to your concerns – At any moment, if you are having difficulty with the course, please reach out to me. I will listen to you and we will map out a pathway for you to achieve the course objectives.**
- **I will be flexible with expectations – If you have any questions or concerns about assignment deadlines, please reach out to me.**

Together, we will pursue creative solutions to the messy work of teaching and learning in this course.
(adapted from Dr. Remi Kalir, University of Colorado, Denver, @remikalir)

Get Some Help!

Taking personal responsibility for your own learning means acknowledging when your performance does not match your goals and doing something about it. I hope you will come talk to me so that I can help you find the right approach to success in this course, and I encourage you to visit tutoring.umd.edu to learn more about the wide range of campus resources available to you. In particular, everyone can use some help sharpen their communication skills (and improving their grade) by visiting <https://english.umd.edu/writing-programs/writing-center> and schedule an appointment with the campus Writing Center. You should also know there are a wide range of resources to support you with whatever you might need (see go.umd.edu/assistance), and if you just need someone to talk to and/or mental health support, visit counseling.umd.edu or [one of the many other resources on campus](#).

Most services are free because you have already paid for it, and **everyone needs help**... all you have to do is ask for it.

Basic Needs Security

If you have difficulty affording groceries or accessing sufficient food to eat every day, or lack a safe and stable place to live and believe this may affect your performance in this course, please visit go.umd.edu/basic-needs for information about resources the campus offers you and let me know if I can help in any way.

Names/Pronouns and Self Identifications

The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering inclusive and equitable classroom environments. I invite you, if you wish, to tell us how you want to be referred to both in terms of your name and your pronouns (he/him, she/her, they/them, etc.), by setting your pronouns on Canvas and in your introduction in Module 1. The pronouns someone indicates are not necessarily indicative of their gender identity. Visit trans.umd.edu to learn more.

Additionally, how you identify in terms of your gender, race, class, sexuality, religion, and dis/ability, among all aspects of your identity, is your choice whether to disclose (e.g., should it come up in classroom conversation about our experiences and perspectives) and should be self-identified, not presumed or imposed. I will do my best to address and refer to all students accordingly, and I ask you to do the same for all of your fellow Terps.

Communication with Instructor

If you need to reach out and communicate with me, please send me a message via Canvas messaging. While I will do my best to respond to Canvas messages within 24 hours, you will more likely receive responses from me on during the weekdays, and not on weekends.

I will send a weekly announcements via Canvas. You must make sure that your email & announcement notifications (including changes in assignments and/or due dates) are enabled in ELMS so you do not miss any messages. You are responsible for checking your email and Canvas/ELMS inbox with regular frequency.

Emergency Preparedness

Please check the University's inclement weather number (**301-405-SNOW [7669]**), which is used for inclement weather and other emergency situations. The University announces closings for snow early each day, not the night

before. While local television and radio stations report on University closings, the information is not always correct. Information about the status of the campus and procedures for delayed openings and campus closings is available at <http://www.umd.edu/emergencypreparedness/>. *University closing will likely not have an impact on our course, since we are completely online and asynchronous, however weather situations may impact our ability to login to Canvas to complete work. In such situation, get in touch with me in any way you are able to. *

Course Method

In order to engage various learning styles, this course will utilize various assessment methods to measure the achievement of learning objectives. It is essential that every student read the course readings, listen to the lectures, participate in class discussions actively, and complete all the assignments. Based on critical examination of course readings and asynchronous discussions, each student should develop an analytical stance concerning the issues in the course. The students are expected to question, challenge, argue, and discuss issues and topics brought forward in this course. There will be not be any mandatory synchronous meetings throughout the semester. Online synchronous office hours will be available biweekly for students who wish to participate. I will conduct a Doodle Poll and find a date/time during the weekdays that work for most students.

Classroom Environment

As a graduate seminar, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. With a diversity of perspectives and experience, we may find ourselves in disagreement and/or debate with one another. As such, it is important that we agree to conduct ourselves in a professional manner and that we work together to foster and preserve a virtual classroom environment in which we can respectfully discuss and deliberate controversial questions. Because of our commitment to issues of diversity, equity, and inclusion (DEI) at the iSchool, we will infuse our learning in this course (whenever possible) with DEI readings, concepts, issues, and strategies.

I encourage you to confidently exercise your right to free speech—bearing in mind, of course, that you will be expected to craft and defend arguments that support your position. Keep in mind, that free speech has its limit and this course is NOT the space for hate speech, harassment, and derogatory language. I will make every reasonable attempt to create an atmosphere in which each student feels comfortable voicing their argument without fear of being personally attacked, mocked, demeaned, or devalued.

Any behavior (including harassment, sexual harassment, and racially and/or culturally derogatory language) that threatens this atmosphere will not be tolerated. Please alert me immediately if you feel threatened, dismissed, or silenced at any point during our semester together and/or if your engagement in discussion has been in some way hindered by the learning environment.

Netiquette Policy

Netiquette is the social code of online classes. We share a responsibility for this course's learning environment. Creating a cohesive online learning community requires us to support and assist each other. To craft an open and interactive online learning environment, communication has to be conducted in a professional and courteous manner at all times, guided by common sense, collegiality and basic rules of etiquette.

Tips for Success in an Online Course

1. **Participate.** Discussions are a critical part of the course. You can learn a great deal from discussing ideas and perspectives with your peers and professor. Participation can also help you articulate your thoughts and develop critical thinking skills.
2. **Manage your time.** Make time for your online learning and participation in discussions each week. Give yourself plenty of time to complete assignments including extra time to handle any technology related problems.
3. **Login regularly.** Log in to ELMS-Canvas several times a week to view announcements, discussion posts and replies to your posts.
4. **Do not fall behind.** This class moves at a quick pace and each week builds on the previous. It will be hard to keep up with the course content if you fall behind in the pre-work or post-work.
5. **Use ELMS-Canvas notification settings.** Canvas ELMS-Canvas can ensure you receive timely notifications in your email or via text. Be sure to enable announcements to be sent instantly or daily.
6. **Ask for help if needed.** If you need help with ELMS-Canvas or other technology, IT Support. If you are struggling with a course concept, reach out to me for support.

Course Evaluation

Please submit a course evaluation through CourseEvalUM in order to help faculty and administrators improve teaching and learning at Maryland. All information submitted to CourseEvalUM is confidential. Campus will notify you when CourseEvalUM is open for you to complete your evaluations for fall semester courses. Please go directly to the [Course Eval UM website](#) to complete your evaluations. By completing all of your evaluations each semester, you will have the privilege of accessing through Testudo, the evaluation reports for the thousands of courses for which 70% or more students submitted their evaluations.

Grades

Students' grade will be determined through performance on module-related responses and postings, observation report and presentation, and responses to peers' presentations.

Learning Assessments	#	Points Each	Category Total
Module 1 - Introductions	1	20	20
Module 2 – 7 Participation	6	80	480
Observation report	1	300	300
Presentation of observation	1	100	100
Responses to Peers' Presentations	5	20	100
Total Points:			1000

Each component is expected to reflect the highest professional standards, and both substantive and technical quality will be considered in determining your grade for each. Thoroughness, accuracy, salience, and effective organization are required; correct English grammar, spelling, punctuation, and usage are expected. Adherence to University policies on matters of intellectual integrity is also imperative. The grade range that will be used to determine the final grade for this class is:

Letter grade	Range
A	94 - 100
A-	90 – 93.9
B+	87 – 89.9
B	83 – 86.9
B-	80 – 82.9
C+	77 – 79.9
C	73 – 76.9
C-	70 – 72.9
D+	67 – 69.9
D	63 – 66.9
D-	60 – 62.0
F	0 – 59.9

Course Schedule

MODULE/ DATES	TOPIC	LECTURE & READINGS (SEE END OF THE SYLLABUS FOR COMPLETE CITATIONS)	ASSIGNMENTS DUE (AT 11.59 PM ET)
1 AUG 30 – SEPT 5	COURSE OVERVIEW INTRODUCTIONS	Watch introduction to course lecture	Who are you?: 9/5
2 SEPT 6 - SEPT 19	YOUTH DEVELOPMENT	Complete readings for module 2 Watch Module 2 lecture	Module 2 responses: 1 st (9/12) & 2 nd (9/19)
3 SEPT 20 – OCT 3	LEARNING THEORIES AND FRAMEWORK	Complete readings for module 3 Watch Module 3 Lecture	Module 3 responses: 1 st (9/26) & 2 nd (10/03)
4 OCT 4 – OCT 17	DIVERSE YOUTH	Complete readings for module 4 Watch Module 4 lecture	Module 4 responses: 1 st (10/10) & 2 nd (10/17)
5 OCT 18 – OCT 31	GUIDELINES FOR LEARNING AND EDUCATORS COMPETENCIES	Complete readings for module 5 Watch Module 5 lecture	Module 5 responses: 1 st (10/24) & 2 nd (10/31)
6 NOV 1 – NOV 14	COMMUNITY PARTNERSHIPS AND COMMUNITY MAPPING	Complete readings for module 6 Watch Module 6 Lecture	Module 6 responses: 1 st (11/07) & 2 nd (11/14)
7 NOV 15 – DEC 5 (THANKSGIVING BREAK INCLUDED)	INSTITUTIONAL SUPPORT	Complete readings for module 7 Watch Module 7 interviews with librarians	Module 7 responses: 1 st (11/21) & 2 nd (12/5)
8 DEC 6 – DEC 13	FINAL PRESENTATIONS		Observation report: 12/12 Observation Presentation: 12/12 Responses to Peers' Presentations: 12/14

Note: This is a tentative schedule, and subject to change as necessary – monitor the course ELMS page for current deadlines. In the unlikely event of a prolonged university closing, or an extended absence from the university, adjustments to the course schedule, deadlines, and assignments will be made based on the duration of the closing and the specific dates missed.

MODULE ASSIGNMENTS

Module 1 – Who are you?

Using Voice Thread, create a 5 to 7 minute long video introduction of yourself by sharing who you are, your preferred pronouns (if you wish to share it), your background, your major and specialization (if applicable) at UMD, what you currently do, why you are taking this course, and a fun fact about yourself. For those of you who are not comfortable on video, please feel free to share an audio recording, or a video recording with one or more slides (without your video). Say hi back to at least two of your peers😊.

Module 2 – Youth Development

Using tools such as [Google Jamboard](#), [Miro](#), or any other digital tools, or simply use crayons and paper and take a photo of it to share, create a mind map of salient points and concepts that you have gathered while reading the articles assigned for week. These points and concepts that you have decided to include in your mind map should be relevant to the age group of youth that you are working with or interested in working with, and the settings that you work or would like to work such as libraries, museums, other out-of-school settings, schools, etc. Indicate the age group and settings that you have chosen. This must include information from ALL readings.

Check out a sample of mind map attached.

You must also respond to at least two of your classmates' postings. In these responses, ask substantive questions about the mind maps, why some points were relevant to the age group and settings and why were some left out, and any points/concepts that your peers may have missed in their mind map.

Module 3 – Learning Theories and Framework

Describe a learning program* that you had offered at or via your informal/formal setting recently for youth that was not successful or could be improved in your opinion. If you have not offered a program, describe a program that you have observed or attended for children and teens recently. These could even be programs where your children attended it, and you observed the program. These could also be programs for freshman or sophomore at the college level that you may have attended. It can be an in-person, online, or a hybrid program. It can be any length – as short as 30 minutes, or an entire summer or school year. Explain how you would redesign/revamp the program completely by using one or more learning theories and frameworks that you have read about this week. Give reasons how and why you think incorporating principles or suggestions from the learning theory/framework will make the program more successful/impactful.

You must also respond to at least two of your classmates' postings. In these responses, ask substantive questions about the suggested application of learning theories and frameworks as explained by your peers, why you agree or disagree with your peers, and you may suggest other learning theories and frameworks that may be applied, explaining why and how.

*If you have doubt about the selection of your program, please feel free to message me via Canvas.

Module 4 – Diverse Youth

You can choose one of the following prompts (indicate which one you chose when you post on the discussion board):

- (1) If you are currently working at an informal or formal setting - Think about non-dominant youth that you have NOT been successful in getting their participation or involvement in your programming and services (could be youth from a specific ethnicity/background, youth from low SES, incarcerated youth, immigrant youth, LGBTQ, youth with disabilities, etc.). As you do the readings for this week, come up with a few interview questions that you want to ask one or two youth in this category of non-dominant youth, and conduct a short video conferencing or phone interview/chat with them (10-15 minutes), on how to make your programming and services more appealing and useful to them. Share your questions (and the reading that inspired you), findings, and what you will do differently in your program/service.
- (2) If you are currently not working at an informal or formal setting* - Think about non-dominant youth that you know are often disenfranchised in obtaining any enrichment services (could be youth from a specific ethnicity/background, youth from low SES, incarcerated youth, immigrant youth, LGBTQ, youth with disabilities, etc.). As you do the readings for this week, come up with a few interview questions that you want to ask one or two youth in this category of non-dominant youth, and conduct a short video conferencing or phone interview/chat with them (10-15 minutes), on why they are unable to participate in out-of-school programs/services and what would encourage them to participate in such programs. Share your questions (and the reading that inspired you), findings, and what would be your recommendation to out-of-school providers.

*If you have difficulty finding a youth to interview, reach out to me in advance via Canvas. I have plenty of connections 😊.

You must also respond to at least two of your classmates' postings. In these responses, ask substantive questions or provide comments about your peers' findings as a result of talking to youth, their suggested improvements and recommendations, and how reading your peers' postings make you think differently about the opportunities for non-dominant youth to learn and grow.

Module 5 – Guidelines for learning and educators' competencies

Conduct a SWOT analysis using one of the competencies shared in the readings this week. Indicate what is your S, W, O, and T. For the weaknesses and threats, indicate what you are going to do to improve and/or learn more. There are many SWOT analysis templates that can be found online or you can create your own and take picture of it and share the digital file.

You must also respond to at least two of your classmates' postings. In these responses, you can provide suggestions and learn from each other. For the S and O, if you find that your weakness is your peers' strength, then ask how they have learned to strengthen it or to be good at what they do. For the W and T, provide suggestions to your peers to improve and/or alleviate the threat or weaknesses.

Module 6 – Community Partnerships and Community Mapping

If you are currently working at informal or school setting, using one of the asset maps examples that

was provided as a template or by adopting a design of an asset map of your own, map out the assets (school, industry, individual, etc.) in your community that you have or haven't connected in the past. You can use different color coding to show the assets that you have connected or have not connected in the past. If you are currently not in a position where you are working in out-of-school or school setting, assume a setting that you may work or aspire to work with youth in the future and map out the assets available in a community of your choice.

Then, select two assets from your map, and indicate the following:

- why the asset is an asset?
- the questions that you have about their work with and for youth and families (i.e. What have they have done in the past in terms of ...?; How do they leverage the asset in the community?)
- if you know someone or know someone who knows someone who is connected to the asset;
- explain why you would like to connect with them in order to begin to build a relationship in support of youth and families.

You must also respond to at least two of your classmates' postings. In these responses, ask questions about why and how your peers have selected assets and if you have any suggestions for other assets and why you are suggesting these parties as assets.

Module 7 – Institutional Support

While we may have great ideas to pursue innovative programs and services for youth that we work with, navigating institutional structures is a leadership quality that one must master. As you listen to the interviews that were pre-recorded with librarians and as you complete the readings, indicate what similar challenges that you have faced (even in other contexts of your work in the past), what inspirations and ideas did you obtain from the interviews, what institutional support or roadblocks that were new to you or not mentioned in the interview that you know about and can share – you can pick and choose to respond to what applies to you.

You must respond to at least two of your classmates' postings. In these responses, ask substantive questions about what remains difficult, thoughts about navigating such institutional support, and anything that was quite surprising and intriguing to you as you read your peers' reflection.

OBSERVATIONS OF INFORMAL AND FORMAL YOUTH LEARNING PROGRAMS AND ANALYSIS

(Lightning Presentation due: December 12 at 11.59 PM EST; **Observation Paper due:** December 12 at 11.59 PM EST; **Presentation Responses due:** December 14 at 11.59 PM EST)

This assignment is designed to enable you to compare the expectations described for youth learning programs that you have learned throughout the course and the realities that you find in formal and informal learning environments in your community. Needless to say, these realities are further complicated by the challenges of COVID-19 that we are currently facing.

Each member of the class is expected to observe **two** youth formal/informal learning programs during the course, make an oral presentation, and submit an analytical and reflective paper about the observations. I strongly recommend only observing **virtual programs** because of the pandemic. At least one of your observed programs must be in a non-library environment (offered via a museum, community center, Boys and Girls club, community Makerspaces, for profit institutions, etc.). If the

learning program occurs as a series, you only need to attend one session, although you are welcome to attend as many as you like to. The learning programs that you observe must involve learning of some concept and not passive listening of a webinar, or story time like programming where children simply watch the librarian/adult telling a story or making a presentation. I highly recommend observing programs that involves learning skills related to technology (with technology defined very broadly). These programs cannot be the ones that you have developed or co-developed, but you may observe a program at your institution where you were not involved at all in its development. Start identifying these programs early, as some institutions may require administrative approval before you can observe.

During each observation, you are to focus on the following issues, which also are the topics you are to address in your paper.

1. Describe the learning program that you have observed, including the context, partners, the participating youth and their observed background (age, diversity, etc. – state to the best you can), how often is it being offered (one off, continuous, has a time frame, seasonal, etc.), and the expected learning outcomes. Some of these can be obtained by talking to the facilitator of the program prior or directly after the program.
2. Describe examples of teaching and learning that you observed during your visits. Describe the roles the information professionals/facilitators played in the program. What are the facilitators' competencies that were in action?
3. Describe the learning frameworks or theories that were in action in this learning program. Explain how you determined this (what observations directed you to this conclusion?).
4. Describe your evaluation of whether the teaching and learning activities are age appropriate. Make sure to provide reasoning for your evaluation.
5. Describe the assets that were involved in the planning and implementation (if any), and the roles that they played. Did they work effectively with each other? What factors supported or hindered partnership and why? If there were no partners/assets leveraged, state so, and address in question (7) if you will suggest any partnership as potential change.
6. What were the most striking differences that you observed among the learning programs? What were the reasons for the differences?
7. What were the most important things that you learned about effective informal and formal learning programs as a result of your observations (if any)? What changes will you make to the learning programs (if any)? Why?
8. As a result of these observations, are there any elements of these learning programs (partnership, youth engagement, technology use, etc.) that you want to learn more about? Why?

Information gathered above is to be presented in a 6-8 page typed, 1.5 spaced paper in 12 pt. type.

You should also make a 5-7-minute recorded presentation via a video recording tool of your choice (Vimeo, YouTube, Flipgrid, etc.) about your observation. Your oral presentation must be supported by slides (using PowerPoint, Prezi, etc.). You will submit your presentation assignment via the

Observation Presentation assignment submission link and you will use the Observation Paper assignment link to submit your paper.

Both the presentation and the paper are to begin with brief descriptions of the learning environments you visited and then focus on your analysis of the learning programs observed. The analysis in the paper is to be guided by all eight questions listed above; however, **your oral presentation should only focus on question 7 above.**

The rubric for the assessment of the paper is posted on the Canvas site.

Presentation Responses: You will view at least five of your classmate's recorded presentations then respond their presentation. The question that you will answer for each presentation watched: *What was one most important thing that you learned about effective informal/formal learning programs as a result of watching the presentation?*

You will submit these responses via the Presentation Responses Assignment link submission in Canvas. Your total responses should be between 1-2 pages typed, 1.5 spaced paper in 12 pt. type.

READINGS – articles that do not have a direct link can be accessed through the Course Reserves section on Canvas

Module 2 – Youth development

- Center on the Developing Child at Harvard University (2011). *Building the Brain’s “Air Traffic Control” System: How Early Experiences Shape the Development of Executive Function: Working Paper No.11*. <http://developingchild.harvard.edu/wp-content/uploads/2011/05/How-Early-Experiences-Shape-the-Development-of-Executive-Function.pdf>
- Davis, K. & Subramaniam, M. (2019). *ConnectedLib Toolkit – Youth Development Module*. Available at: <https://connectedlib.github.io/>
- Hetherington, E. M., Parke, R. D., & Locke, V. O. (2003). *Child psychology: A contemporary viewpoint*. Boston: McGraw-Hill. (pg.13-33; pg. 345-348).
- Koh, K. & Abbas, A. (2015). Radical change theory: Framework for empowering digital youth. *Journal of Research on Libraries and Young Adults*, 5(1), Available: <http://www.yalsa.ala.org/jrlya/2015/01/radical-change-theory-framework-for-empowering-digital-youth/>
- Wartella, E. (2016). *The influence of media on young children’s development*. Available as podcast: <https://www.zerotothree.org/resources/284-the-influence-of-media-on-young-children-s-development>

Module 3 - Learning theories and frameworks

- IMLS & Children’s Museum of Pittsburgh. (n.d.) *Making + Learning in museums and libraries: A practitioner’s guide and framework*. Available at: https://static1.squarespace.com/static/53b2a0eae4b0ad0f45a1b42f/t/591c78f96a4963872bf5d2b0/1495038228869/MakerspacesPub_v15.pdf
- Ito, M., Arum, R., Conley, D., Gutiérrez, K., Kirshner, B., Livingstone, S., ... Watkins, S. C. (2020). *The Connected Learning Research Network: Reflections on a decade of engaged scholarship*. Connected Learning Alliance. Retrieved from https://clalliance.org/wp-content/uploads/2020/02/CLRN_Report.pdf
- National Research Council. (2015). *Identifying and Supporting Productive STEM Programs in Out-of-School Settings*. Washington, DC: The National Academies Press. <https://doi.org/10.17226/21740>. [read pages 1-30]
- UNICEF (2018). *Learning through play*. Available at: <https://www.unicef.org/sites/default/files/2018-12/UNICEF-Lego-Foundation-Learning-through-Play.pdf>

Module 4 – Diverse Youth

- Project READY. (2019). (feel free to go through all the modules in your free time, but certainly read through the content for Section 1 - Modules 1 to 6 - you can skip sections such as reflect, explore, additional readings in each of the module). Available at: <https://ready.web.unc.edu/>
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