

LIS 9366 Youth in Context: New Media and Digital Equity
Master of Library and Information Science Program
Faculty of Information and Media Studies
The University of Western Ontario
Winter 2024

I would like to begin this academic term and course by acknowledging that the land on which the institution that offers this course sits on is located on the traditional territories of the Anishinaabek, Haudenosaunee, Lūnaapéewak and Chonnonton Nations, on lands connected with the London Township and Sombra Treaties of 1796 and the Dish with One Spoon Covenant Wampum. I will be teaching this course from the traditional territories of the Mississauga and Haudenosaunee nations, and within the lands also protected by the Dish with One Spoon Covenant Wampum.

To write this is to acknowledge a debt to those who were here before us and to recognize our responsibility, as guests, to respect and honour the intimate relationship Indigenous peoples have to this land. As a settler in Turtle Island, I directly benefit from the colonization and genocide of the indigenous people of this land. I am grateful to have the opportunity to exist on this land and hope to constantly engage in acts of decolonization.

1. COURSE INFORMATION

Meetings: January 08 – April 12, 2023. **Mandatory bi-weekly synchronous small-group sessions** and/or other synchronous activities will happen Mondays 9:00am – 10:25 am, OR 10:35 am – 12:00pm. *Please check the Course Timeline for a tentative organization of the course.*

Class Location: Online via OWL and on Zoom.

Active Time Zone: EST (Eastern Standard Time)

The final copy of this Syllabus is the information contained in the OWL Syllabus section – where changes to the development of the course will be documented.

Enrollment in this course is restricted to graduate students in the Master of Library and Information Science.

2. INSTRUCTOR INFORMATION

Instructor: Dr. Lucia Cedeira Serantes, Assistant Professor (LD)

Instructor Website: https://www.fims.uwo.ca/people/profiles/lucia_cedeira_serantes.html

Email: For general course communication **use the OWL message system**. If you need to email me, use lcedeir@uwo.ca and add the **course number 9366** to the Subject of ALL your emails.

Office hours: By appointment via Zoom (meetings should be requested 48hrs in advance)

Use of Zoom: For any course meetings with the instructor and/or guest speakers, we will use [Zoom through UWO](#). If you have any questions about your privacy or data, you may read [this section](#).

3. COURSE DESCRIPTION

This course seeks to challenge students to actively engage in supporting youth's access to different digital media in a sustainable, secure, and informed manner in the currently ever-evolving digital media landscape. Key topics include digital literacy and citizenship, inequities in digital access, makerspaces, and youth's digital political presence, among others.

Course Objectives: (What I hope to accomplish as the course instructor)

- 1) Investigate and identify the historical, cultural, and technological contexts of digital media used by youth to critically inform current design of youth collections and services.
- 2) Be able to identify and communicate pertinent research and policies that affect youth patrons and community members and design responsive actions in collaboration with other community stakeholders.
- 3) Define and implement the possible interventions that information institutions could carry out in the expanding digital media ecosystems; more specifically how information professionals can support youth's critical and constructive engagement (social, economical, political) with these technologies, at an individual and a systemic level.
- 4) Recognize the systemic disadvantages that some youth groups have experienced in accessing digital skills and media and take steps to define the role(s) of information professionals in making this access more equitable.
- 5) Understand and contribute to (public, professional and community) debates related to youth and the creation, deployment, consumption and use of different digital media to this population group.

Course Learning Outcomes: (What I hope you'll take away)

- 1) Contextualize and critique different digital media and technologies used by youth and effectively contribute to debates about their implementation and use. (3, 4, 8)
- 2) Assess and (re)define the role(s) that an information institution or information professional should actively occupy in supporting youth access to different digital media in a secure and informed manner. (2, 5, 8)
- 3) Identify, research and present relevant issues related to youth and digital media that interweave both theoretical and professional approaches and that implement different communication skills and platforms (oral and written skills in diverse formats and to different audiences). (2, 3, 9)

1. COURSE MATERIALS

- o There is no textbook for this course and the instructor will provide a selection of readings and activities. However, the course touches on a multiplicity of topics that can be explored in more depth as well as contextualized for different types of information institutions and for different youth populations. Depending on your professional interests or academic/professional backgrounds, you may choose to further explore the course topics or find others related to it. This is encouraged and somewhat expected; because of this, I assume that you will use your research skills and reach out to me if you need to support on this process of exploration.
- o Under the current circumstances, accessibility to materials may still be an issue: 1) Check the different ways the [UWO collections can be accessed](#) (including digital delivery under Print Collections), 2) Check the different ways the [FIMS Grad Library](#) can support you, and 3) Contact me as soon as possible if you cannot access material that you consider essential for your learning experience or project development.
- o **Required applications:** Proficiency using OWL and Zoom is expected to participate successfully in this course. We will use [Zoom through UWO](#) for Meetings and for Office Hours. Other technologies might be necessary to complete certain aspects of the course, but the instructor will offer guidance and resources to support the students' learning experience. For required course presentations, you may use any tool you choose: [Canva for Students](#), [MS Powerpoint](#), etc.

2. COURSE EXPECTATIONS

- The course will be structured as a combination of **asynchronous and synchronous learning**. There will be materials available for reading, watching and/or listening through OWL and those will then be discussed in the bi-weekly meetings.
- Presence in this online course will be measured through engagement in the course's online learning community. I understand that the Covid-19 crisis has provoked or exacerbated different expectations in our lives. For many, **learning is a communal endeavor** and creating and sustaining community will certainly also be part of your profession. Therefore, your active participation in this online course will be welcomed and encouraged, so we can all learn from each other.
- Students should expect to **spend approximately 10-12 hours per week** on reading, group work, module exercises, assignments, and viewing and listening to resources. **Online learning both needs and takes time**, so students should try to plan accordingly as much as they can. If this is your first online course or you would like some advice about how to organize yourself, you may want to check [this resource about how to get ready to learn online](#).
- **Grading** follows the [MLIS Grading System](#), available on the FIMS intranet for consultation. During the term this course will follow a qualitative marking system that will consider the progression of the student, based on the following equivalences:

100-90 A+	79-77 B+	69-67 C+
89-85 A	73-70 B-	66-64 C
84-80 A-	76-74 B	

3. COURSE POLICIES

Assignment submission - format:

- Follow the guidelines indicated for in the instructions for each assignment.
- The file naming protocol follows the following guidelines: Last Name/s_Assignment Name.pdf.
- Unless indicating different in the assignment instructions, submit as a single pdf document.
- Do not use a cover page, but be sure to include your name, the course name, assignment title at the top of the first page. Use page numbers, 12-point font.
- Word limits will be strictly observed.

Assignment submission - late: I will not apply any late penalties to assignments submitted 3 days after the posted due date. HOWEVER, please note the following:

- I will not accept any late assignments submitted 3 days after the posted due date. These assignments will not be read and will receive a zero grade.
- I will not provide written feedback on assignments that are submitted late. You will receive a grade only. This holds for assignments submitted 10 minutes late or 3 days late.
- I will not receive requests for extensions except on documented medical or compassionate grounds. Please do NOT forward documentation. Documentation for reasons for accommodating late submissions are private and confidential and do not need to be shared with me; any situation or information needs to be shared with the **Graduate Student Services** at FIMS.
- If you find you are struggling to complete your assignments for this course in a timely way, I encourage you to contact me so that we can meet to discuss strategies that might help.

Group/Pair work: In this course, you will work on groups for different exercises and assignments. If you are apprehensive about working in pairs or groups, especially remotely, or you need general advice about this topic, I highly encourage you to read the following article: Bernier, A., & Stenstrom, C. (2016). Moving from chance and “chemistry” to skills: Improving online student learning outcomes in small group collaboration. *Education for Information*, 32, 55–69. <https://doi.org/10.3233/EFI-150960>

Sharing of Course Materials: Materials are presented in an educational context for personal use and study and should not be shared, distributed, or sold in print—or digitally—outside the course without permission. I do not authorize you to upload course materials (slides, exercises, etc.) to sharing websites.

Generative AI tools for this course are not encouraged for use for your assignments. We hope that you will take the opportunity to develop and refine your research, writing, and critical thinking skills without assistance from tools and programs that are known to be inaccurate, biased, and complicit in advancing social harms by supporting prediction models to influence human behaviour. You have seen studied these problems in your core courses and other MLIS electives, depending on your academic/professional interests. However, should you decide to use Generative AI tools for your assignments, please be aware of the following requirements:

- Students must properly and fully cite the use of Generative AI. This includes in-text citation as well. See [this very useful help sheet](#) from The University of Waterloo Libraries.
- For your submission, you are expected to have significantly revised the original output.
- You will be responsible for any inaccurate, biased, offensive, or otherwise unethical content you submit regardless of whether it originally came from you or an AI model.
- In an appendix, you must also include the following:
 1. Prompts and follow-up questions/prompts
 2. A detailed statement that describes how Generative AI was used for the assignment.
 3. a reflection on what you learned through using the Generative AI model.

I am using the honour system to trust that if you use Generative AI tools to assist you in your work for this course, that you will disclose that use and follow the stated course policies. Failure to describe your use of Generative AI tools fully and transparently for your assignments could result in failure of the assignment, being asked to re-do the assignment, an oral defense of the assignment, and/or failure of the course. Violations of this course policy are covered under Western’s academic integrity and scholastic offenses and FIMS policy about Academic Offences in the MLIS Graduate Student Handbook.

If you would like assistance with your research, writing, and citation practices for your assignments, you are encouraged to take advantage of learning opportunities offered by the Writing Support Centre at Western, as well as relevant workshops and programs offered by the FIMS Graduate Library and Western Libraries.

4. COURSE TIMELINE (TENTATIVE)

Module		Topics	Work
1	Jan 08-14	Course introduction	✓ <i>Course introduction meeting ALL participants together:</i> <u>Jan 08 - 10:30 am - noon.</u>

			<ul style="list-style-type: none"> ✓ Visit OWL course site: Explore the organization and read through the course syllabus, instructions, and expectations. ✓ Task: Sign up for synchronous classes time, M2-M6 ✓ Task: Introduction post by Jan 12. The earlier the better, so we can have time to get to know each other. Required elements in your post will be available in the Forum area
2	Jan 15-28	Youth online: Sociotechnical theories of digital youth The myth of the digital native	<ul style="list-style-type: none"> ✓ Asynchronous work due by Fridays noon during the Module. For this Module, it includes the News Scan post and engagement. ✓ Synchronous meeting: Jan 22
3	Jan 29-Feb 11	Youth's access to the digital landscape: Connectivity, devices, and skills Design justice and equity for different youths	<ul style="list-style-type: none"> ✓ Asynchronous work due by Fridays noon during the Module ✓ Synchronous meeting: Feb 05 ✓ Annotated Bibliography due on Feb 11, end of day
4	Feb 12 – March 3 <i>Reading Week</i> Feb 19-25	Digital citizenship Youth being disruptive online: Political engagement, activism, and other civil movements	<ul style="list-style-type: none"> ✓ Module meeting: Feb 26. Possibility of an asynchronous module, with changes on the volume of asynchronous work. ✓ Task: Report pairs and topics due by March 3, end of day ✓ Task: Professional Output (proposal due M5). Consider a topic and partner
5	March 04-17	Privacy and surveillance of youth	<ul style="list-style-type: none"> ✓ Asynchronous work due by Fridays noon during the Module ✓ Synchronous meeting: March 11 ✓ Task: Professional Output proposal due by March 10, end of day ✓ Report due March 17, end of day
6	March 18-31	A critical approach to makerspaces and other alternative spaces/actions in information contexts	<ul style="list-style-type: none"> ✓ Asynchronous work due by Fridays noon during the Module ✓ Synchronous meeting: March 25 ✓ Professional output: March 29, end of day
7	April 01 - 07	Professional output, presentations; Forum engagement and discussion	<ul style="list-style-type: none"> ✓ No synchronous work ✓ Recorded project presentations: due April 1, end of day ✓ Presentation engagement + feedback: by April 5, end of day

Please note that Modules 1 and 7 span 1 week. Modules 2-6, span 2 weeks and are organized in the following way:

Module	Mon	Tu	Wed	Th	Fri
Week 1	Module opens	Time for course reading and prep 1 st post			Asynchronous work deadline
Week 2	Class meeting	Time for course planning, assignments, and 2 nd post			Asynchronous work deadline

5. METHODS OF EVALUATION (TENTATIVE)

Work	Description and due dates	Weight
Preparation and engagement Individual	<ul style="list-style-type: none"> Attendance at the mandatory, synchronous, bi-weekly Module Zoom meetings Participation in the asynchronous forums (two per Module) (M2-M6) Engagement: In both synchronous and asynchronous activities, active and deep engagement with course materials, readings and proposed activities, and other participants' contributions. (M2-M6) Course self-assessment analysis (<i>see tasks and due dates on document guidelines</i>) <p>Due date: Throughout the term, a meeting, and two contributions per Module</p>	6x5%
Annotated Bibliography Individual	<ul style="list-style-type: none"> Using the News Scan post from M2 as your point of departure and as a building block towards the development of the Report, I would like you to explore the issues that emerged in your News Scan in further depth, in conversation with pertinent scholarly literature on that topic. You will define the topic/s emerging from your News Scan and a minimum of 7 scholarly items (different than required/elective course readings) that can further your understanding of that topic/s. <p>Due date: February 11, end of day (M3)</p>	20%
Report Pair	<ul style="list-style-type: none"> You will work with another student and, using the work for the News Scan and Annotated Bibliography as building blocks, you will work together to produce a report that responds to the issues that emerged in those two assignments in the context of a specific information environment and community. The report can take multiple formats: <ul style="list-style-type: none"> Briefing note focused on a specific digital technology used by youth or often found in spaces/institutions/agencies frequented by youth (preference for localized analysis, at a local or provincial level). Critical analysis of current tech-related programs/services targeting youth offered in a specific information context or community. Plan to critically implement a tech product or platform in working with youth programming. Proposal for a community collaboration, including funding elements. 	25%

	<p>Due date: Pair and choice of report emailed to the instructor by March 3 (end of day) (M4) and complete report due March 17, end of day (M5)</p>	
<p>Professional output Pair</p>	<ul style="list-style-type: none"> This final artifact may take different formats (zine, podcast, infographic, series of blog posts, info-video, instruction session or tutorial, brochure etc.). At its core, it will be an exercise in knowledge translation and this output needs to be something that can be directly implemented and used. It will need to have a defined target audience, also of your choice (youth, parents, teachers, board members, professional colleagues, community organization etc.) and you may choose a new topic or keep exploring the topic/s that emerged during your previous assignments. <p>Due date: Proposal (and pairs) emailed to the instructor by March 10, end of day (M5). Complete output due by March 29, end of day (M6), recorded presentation due by April 1, end of day (M7), engagement + feedback on presentation, by April 5, end of day (M7).</p>	20%+5%

7. STATEMENT ON ACADEMIC OFFENCES

Academic Offences: Scholastic offences are taken seriously and students are directed to read the appropriate policy, specifically, the definition of what constitutes a Scholastic Offence at the following website:

https://www.uwo.ca/univsec/pdf/academic_policies/appeals/scholastic_discipline_grad.pdf

Students in this class are reminded that plagiarism – using another’s work, ideas, or words without giving credit -- is a serious scholastic offence. Plagiarism includes, but is not limited to, the unauthorized use of generative artificial intelligence to create content that is submitted as one's own. See the Course Policies for specifics.

See also the section on [Academic Offences in the MLIS Student Handbook](#).

8. SUPPORT SERVICES

Health and Wellness Support Services: Students who are in emotional or mental distress should refer to Health and Wellness at Western for a complete list of options about how to obtain help. Also see the Mental Health and Wellness Resource Guide for additional information: <https://www.uwo.ca/health/MHWRG2018.pdf>

Accessible Education Western (AEW): Western is committed to achieving barrier-free accessibility for all its members, including graduate students. As part of this commitment, Western provides a variety of services devoted to promoting, advocating, and accommodating persons with disabilities in their respective graduate program.

Graduate students with disabilities (for example, chronic illnesses, mental health conditions, mobility impairments) are strongly encouraged to register with **Accessible Education Western (AEW)**, a confidential service designed to support graduate and undergraduate students through their academic program. With the appropriate documentation, the student will work with both **AEW** and their graduate programs (normally their Graduate Chair and/or Course instructor) to ensure that appropriate academic accommodations to program

requirements are arranged. These accommodations include individual counselling, alternative formatted literature, accessible campus transportation, learning strategy instruction, writing exams and assistive technology instruction. At FIMS, if you need any guidance with AEW, contact Chris Circelli, FIMS Graduate Student Services (ccircel@uwo.ca).

[Indigenous Student Centre](#): For culturally relevant, wholistic and strength-based programs and services geared toward Indigenous students at Western. See also, **[Indigenous Initiatives at Western](#)**.