Learning Outcomes

This course provides students with an opportunity, through a supervised project, to synthesize design thinking, participatory design, connected learning, and learning theory/frameworks into a technology-infused program for and with youth. Students will develop and carry out a project with a community partner through their library system. The project must incorporate technology and design thinking, and must be based on one or more learning theory/frameworks. Through the course, students will learn many practical skills related to planning and implementation of a technology-infused programming at or through their library, including recruitment, fundraising, budgeting, legal issues, logistical issues, developing and sustaining community partnerships, developing engaging experiences for youth, and creating and analyzing learning assessments.

At the end of the course:

I. The student will, in concert with a community partner, plan and implement a youth program from conceptualization to completion.
II. The student will incorporate technology and synthesize design thinking, participatory design, connected learning, and other learning theory/frameworks/principles and apply it into the planning and implementation of a youth program at their library.
III. The student will describe the relationship of the librarian with internal and external structures including funders, community partners, and other departments within the library system such as recruitment departments and legal departments, and will collaborate with those internal and external structures to complete programing.
IV. The student will explain the concepts, opportunities, and challenges related to youth programming with technology and design thinking.
V. The student will implement one or more strategies for assessing learning in formal and informal settings.

Course Textbook
There is no textbook required for this course.

ACTIVITIES, LEARNING ASSESSMENTS, & EXPECTATIONS FOR STUDENTS

In order to engage various learning styles in an online environment, this course will utilize a variety of instructional strategies to deliver the content for each week and various assessment methods to measure the achievement of learning objectives each week.

It is essential that every student read the course readings, participates in asynchronous activity planned for each week and complete all the assignments. Students must read the assigned readings before completing the asynchronous activities planned for each module. Students are expected to question, challenge, argue, and discuss issues and topics related to that week's readings. Participation in all online assignments and providing timely input on discussion is expected. All conversation and input must be professional and respectful.

Throughout the semester students will be asked, based on instructor feedback and cohort suggestions, to revise and update
previously submitted work. It is expected that students will fully take advantage of this process.

CLASSROOM ENVIRONMENT
As a post-MLIS course, the classroom environment should be professional and respectful. Discussions should be based on course readings and critical thinking. Remember—others may have different perspectives on issues than you, but they still deserve your respect.

ATTENDANCE POLICY
Regular participation in this class 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, the policy in this class is as follows:

1. For every medically necessary delayed participation, a reasonable effort should be made to notify the instructor in advance of the class. The notification (can be in the form of a message through Canvas or phone call) must identify the week that your participation will be delayed and the reason for the delay, and acknowledging that the information provided is accurate.
2. If a student is delayed more than TWO times consecutively, the instructor may require documentation signed by a healthcare professional.
3. If a student is unable to submit an assignment before or on the due date, he or she is required to notify the instructor in advance (via a message through Canvas or phone), and upon returning to class, send the documentation of the illness, signed by a healthcare professional, via email.

EXTENSIONS
Timeliness is extremely important in graduate work, and extensions will only be available during personal 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.

STUDENTS WITH DISABILITIES
Students with disabilities needing academic accommodation should: (1) register with and provide documentation to the Disability Support Services office, and (2) discuss any necessary academic accommodation with the instructor. This should be done by the second week of class.

ACADEMIC HONESTY
Work submitted in this course will be individual (unless indicated as group work) and original, in line with the University’s Academic Honor Code and Honor Pledge. Engaging in any academic dishonesty will result in consequences in line with university policies. Academic dishonesty includes but is not limited to plagiarism, cheating, buying work, multiple submissions of the same paper, forging signatures, submitting fraudulent documents, and facilitating the academic dishonesty of others. When writing papers, be sure to carefully and thoroughly cite all materials you use in writing your paper and make sure all ideas and quotations are properly acknowledged.

GET SOME HELP!
You are expected to take personal responsibility for you own learning. This includes acknowledging when your performance does not match your goals and doing something about it. Everyone can benefit from some expert guidance on time management, note taking, and exam preparation, so I encourage you to consider visiting http://ter.ps/learn and schedule an appointment with an academic coach. Sharpen your communication skills (and improve your grade) by visiting http://ter.ps/writing and schedule an appointment with the campus Writing Center. Finally, if you just need someone to talk to, visit http://www.counseling.umd.edu.

Everything is free because you have already paid for it, and everyone needs help… all you have to do is ask for it.

NAMES/PRONOUNS AND SELF IDENTIFICATIONS
The University of Maryland recognizes the importance of a diverse student body, and we are committed to fostering 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.). 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 students.

**GRADES**

Student grades will be determined through performance including class participation and the quality of each graded activity and assignment as stated in the rubric associated with each activity or assignment. 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. Rubrics are available on the course site. Assignments are due at 11:59PM on the due date listed.

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.

<table>
<thead>
<tr>
<th>Assignments</th>
<th>Due Date</th>
<th>Points</th>
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</thead>
<tbody>
<tr>
<td>Project Proposal</td>
<td>March 10</td>
<td>50</td>
</tr>
<tr>
<td>Create and describe learning assessments for your project</td>
<td>March 24</td>
<td>50</td>
</tr>
<tr>
<td>Recruitment and funding plan for project</td>
<td>April 7</td>
<td>50</td>
</tr>
<tr>
<td>Analyze logistical and legal issues surrounding project</td>
<td>April 21</td>
<td>50</td>
</tr>
<tr>
<td>Report and presentation on Capstone project</td>
<td>May 22</td>
<td>200</td>
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<tr>
<td><strong>Total</strong></td>
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<td>400</td>
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Final letter grades are assigned based on percentage of total assessment points earned. To be fair to everyone I have to establish clear standards and apply them consistently. Please understand that being close to a cutoff is not the same thing as making the cut (89.99 ≠ 90.00) It would be unethical to make exceptions for some but not others.

<table>
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<tr>
<th>Final Grade Cutoffs</th>
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<tbody>
<tr>
<td>+</td>
<td>97 - 100%</td>
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<tr>
<td>+</td>
<td>87 – 89.9%</td>
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<tr>
<td>+</td>
<td>77 – 79.9%</td>
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<tr>
<td>+</td>
<td>67 – 69.9%</td>
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<tr>
<td>A</td>
<td>93 – 96.9%</td>
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<tr>
<td>B</td>
<td>83 – 86.9%</td>
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<tr>
<td>C</td>
<td>73 – 76.9%</td>
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<tr>
<td>D</td>
<td>63 – 66.9%</td>
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<tr>
<td>F</td>
<td>&lt;60.0%</td>
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<tr>
<td>-</td>
<td>90 - 93%</td>
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<td>-</td>
<td>80 – 82.9%</td>
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<td>-</td>
<td>70 – 72.9%</td>
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<td>-</td>
<td>60 – 62.9%</td>
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# Course Schedule

**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.

<table>
<thead>
<tr>
<th>Module</th>
<th>Topic</th>
<th>Readings</th>
<th>Assignments</th>
</tr>
</thead>
</table>
| Module 1     | Course Overview                             | • Waters & Asbill, Cultural Humility [https://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility](https://www.apa.org/pi/families/resources/newsletter/2013/08/cultural-humility)  
  (Due: March 10)  
  Leadership Discussion  
  (Due March 17) |
| Module 2     | Assessing Learning in Formal and Informal Settings | • Connell  
  • Michalchik & Gallagher  
  • ConnectedLib Module on Assessment & Evaluation  
  • Connected Learning Alliance Evaluation Videos | Create and describe assessments for your project  
  (Due: March 24) |
| Module 3     | Recruitment, Retention, and Fundraising      | • Build the Field  
  • Randolph parts 1 & 2  
  • San Antonio, Middle School Students and OST  
  Fundraising Plan and Materials  
  (Due: April 8) |
| Module 4     | Logistical and legal considerations          | • Building Capacity for Research Practice Partnerships: Needs and Strategies  
  • Enriching and Expanding the Possibilities: Research Practice Partnerships in Informal Science | Analysis of logistical & legal considerations  
  (Due: April 21) |
| Module 5     | Leveraging research in support of library practice | • Building Capacity for Research Practice Partnerships: Needs and Strategies  
  • Enriching and Expanding the Possibilities: Research Practice Partnerships in Informal Science | Discussion on research informing practice  
  (Due May 12) |
| Module 6     | Presentations and wrap up                   | No readings this week                                                    | Project presentations and report  
  (Due: May 26) |
# Module Assignments

<table>
<thead>
<tr>
<th>Module</th>
<th>Assignment</th>
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| **Module 1** | **Project proposal**  
As you begin work of the Capstone you need to submit a project proposal. This proposal expands on materials included in the INST 651 facilitation guide and should include:  
• Summary of project and activities taken from the facilitation guide  
• Setting  
• Explicit explanation of role and emphasis of 1) technology, 2) participatory design 3) design thinking, 4) learning theory/framework; 5) community partners  
• Timeline for project  
• Estimated cost of project  
• Institutional issues and supports |
| **Module 2** | **Learning Assessments**  
In this assignment you will take the next step with the outcomes and assessments developed in INST 651. This assignment will include:  
• A summary of strategies for learning assessment, including explanation of relevance to setting and whether assessment is formative or summative  
• Description of how the information gathered as a part of the assessments will be analyzed.  
• Examples of assessments that will actually be used (e.g. artifact analysis, interview questions, talk boards, surveys, etc.) |
| **Module 3** | **Recruitment, Retention, & Funding**  
Making sure that youth and/or families participate in the activities planned for your project, and making sure funds are available to carry out the project are required for success. In this assignment you will develop a plan (or plans) for recruitment and funding. This must include:  
• Description of multifaceted recruitment plan  
• Explicit description of recruitment audience as appropriate including: 1) children/teens, 2) parents, 3) educators, 4) community institutions  
• Description of recruitment strategies with direct connections to the audience that this project focuses on. Describe in detail how youth and/or families will be brought into the activity and how they will be retained throughout the course of the work.  
• Description of where funds for the activities come from and explanation of how outside sources will be developed as funders and/or supporters in this work.  
• Detailed budget for program (An example is included on the course website) |
| **Module 4** | **Legalities and Logistics**  
When putting together a library activity or service it's imperative to consider the logistical and legal realities that surround the work. For this week you will develop an analysis of the barriers - legal and logistical - and include questions about how to overcome those barriers along with plans for overcoming the barriers. The submission will include:  
• Assessment of logistical barriers and/or challenges surrounding project including space considerations, access to technology, institutional supports or barriers  
• Assessment of legal issues including privacy, insurance, liability  
• Assessment of role of community partner in both legal and logistical issues  
• Detailed plan to meet issues outlined above |
| **Module 5** | **Leveraging Research in Support of Library Practice**  
As students spend time implementing their Capstone project, we'll have a discussion forum conversation about the impact and value of Research Practice Partnerships for libraries and out of school time organizations. |
<table>
<thead>
<tr>
<th>Module 6</th>
<th>Document that describes how the Capstone Project was completed. Your paper must include:</th>
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<tbody>
<tr>
<td></td>
<td>• Description of the project, setting, and audience</td>
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<td></td>
<td>• Description of community partner, their role, and an analysis of the relationship between partner and your library</td>
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<td></td>
<td>• Description of recruitment plan and analyze its impact</td>
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<tr>
<td></td>
<td>• Description of any legal or logistical issues and how they were addressed</td>
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<td></td>
<td>• Description of a plan for learning assessment and the outcomes</td>
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<tr>
<td></td>
<td>• Reflection on project and suggested changes</td>
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<td></td>
<td>• 8-12 double spaces pages, APA formatted</td>
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<td>VoiceThread to describe how the Capstone Project was completed</td>
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<td></td>
<td>• Summarize all points made in the final project paper in an approximately 15 minute presentation</td>
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</tbody>
</table>