

**ICT/LIS 690-205**  
**Information Behavior of Children & Youth**  
**Spring 2020**

**Instructor:** Dr. Sarah Barriage

**Office:** 350 Little Library

**Office Hours:** Tuesdays & Thursdays, 2PM – 4PM

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**Course Description**

Includes an overview of the current research relating to the information behavior of children and youth in both school and everyday life, an examination of the different approaches to studying children and youth in the research literature, and consideration of the ways in which such research can inform the provision of information services for this population.

This course will be of interest to students intending to pursue careers as school library media specialists, children or teen services librarians, or as information professionals in knowledge organizations that provide materials and/or services to children and youth.

**Student Learning Outcomes**

At the end of the course, students should be able to:

- Understand and articulate the different theoretical approaches to researching children & youth
- Recognize the ways in which the adoption of such approaches influences research design and interpretation
- Analyze, synthesize, and evaluate research findings about the information behavior of children and youth in a variety of contexts/settings
- Apply relevant research findings in developing appropriate evidence-based programs and/or information services for children & youth

**Course Format**

This is an online course that requires asynchronous class participation. Unless otherwise specified, Canvas will be where we will have course discussions, and will be the nexus for course logistics (where course announcements are made, assignments are to be submitted, and grades will be posted).

Because this is a distance learning course, students are expected to log onto the course at least two times a week to participate in discussion boards, access course information, and review lectures. Each week's materials may include items like live capture lectures, PowerPoint slides, lecture notes, and links to supplemental materials.

## Methods of Assessment & Grading

<b>Course Assignments with Due Date &amp; Percentage Value</b>	
Discussion Forums – weekly	20%
Journal Entries – weekly	20%
Selection of Scholarly Publication for Class Discussion – Weeks 8-14 (as assigned)	10%
Analysis of Empirical Literature – Week 9	20%
Design of Evidence-Based Program or Service – Week 16	20%
Presentation of Evidence-Based Program or Service – Week 16	10%
<b>Cumulative Total</b>	<b>100%</b>

At the end of the course, I will convert the percentages into letter grades:

<b>Percentage</b>	<b>Letter Grade</b>
90% - 100%	A
80% - 89%	B
70% - 79%	C
Below 70%	E

Full details of all assignments will be provided via Canvas prior to assignment due dates.

### **1. Discussion forums (20%)**

Students are expected to complete all assigned readings and be prepared to engage in online discussion about the readings and the topics covered. Participation includes completing the readings, contributing productively to discussion threads, and reading and responding to other students' responses. You are expected to contribute at least one original post based on your reading and understanding, and to respond to other students' posts.

### **2. Journal entries (20%)**

Students will be expected to synthesize and reflect on their learning via weekly journal entries. This is a private journal, which is viewed only by the student and the instructor. Think of this as an "office hour" conversation with the instructor. These should not be a summary of the content covered in the readings. Rather, the journal entries should include connections made between the assigned readings for that week as well as connections to previously assigned readings, students' own personal/professional experience, and thoughts on fellow students' responses in the discussion threads.

### **3. Selection of scholarly publication for class discussion (10%)**

Each student will be responsible for finding a scholarly publication (journal article, book chapter, conference paper) that is related to their assigned week's topic.

Students will make the article available on Canvas and lead an online discussion about the article and its relation to the other readings assigned for that week.

**4. Analysis of empirical literature (20%)**

Students will be required to write an analysis of empirical research published in the area of information behavior of children and youth. Students will select three articles that are similar in some way – the articles could all focus on children in the same age group, deal with information behavior in similar contexts, or make use of the same research methods, for example – and analyze these articles according to provided guidelines.

**5. Design of evidence-based library program or service for children & youth (20%)**

In small groups, students will put the principles of evidence-based librarianship into practice. Based on research published in library and information science and other disciplines related to the information behavior of children and youth, students will design a library program or service that is informed by this literature. Students will submit a written report outlining the proposed program or service, making explicit the connections to the research literature.

**6. Presentation of evidence-based library program or service for children & youth (10%)**

After submitting a written report of a proposed library program or service based in the research literature, students will present their proposed program or service to their classmates online. Presentations can be structured as if presenting the proposed program or service to a library director, library board, or to potentially interested children and parents. Presentations should include a clear explanation of the program or service's basis in the literature as well as the aspects of the program or service that make it attractive to its target audience.

**Course Expectations & Policies**

**My expectations of students:** I expect the following from students in the course:

- Check your email regularly for course updates and information
- Log in to the course shell regularly and be prepared for discussion

**Student expectations of the instructor:** You can expect that I will:

- Respond to your emails within 24-48 hours
- Be available to meet with students during office hours or by appointment
- Answer students' questions regarding course material and concepts
- Return grades to students promptly
- Read and respond to students' comments, thoughts and opinions
- Treat all students with respect

**Grading policies:** Assignments will be accepted up to 72 hours after the deadline; assignments submitted more than 72 hours after the deadline will not be accepted unless prior arrangements have been made with the instructor or in the case of emergencies and extreme circumstances. Points will be taken off each day for assignments that are submitted late.

Appeals on the grade of any assignment must be submitted in writing via email within one week of the grades being posted. Such appeals should clearly articulate why you believe the assigned grade to be inaccurate with direct reference made to the assignment instructions. Any appeal received after this one week period will not be accepted.

### **Excused Absences**

Students need to notify the professor of absences prior to class when possible. *Senate Rules 5.2.4.2* defines the following as acceptable reasons for excused absences: (a) serious illness, (b) illness or death of family member, (c) University-related trips, (d) major religious holidays, and (e) other circumstances found to fit “reasonable cause for nonattendance” by the professor.

Students anticipating an absence for a major religious holiday are responsible for notifying the instructor in writing of anticipated absences due to their observance of such holidays no later than the last day in the semester to add a class. Two weeks prior to the absence is reasonable, but should not be given any later. Information regarding major religious holidays may be obtained through the Ombud (859-257-3737, [http://www.uky.edu/Ombud/ForStudents\\_ExcusedAbsences.php](http://www.uky.edu/Ombud/ForStudents_ExcusedAbsences.php)).

### **Course Withdrawal**

Students are expected to withdraw from the class **if more than 20% of the classes scheduled for the semester are missed (excused)** per University policy. Please reference the definition of excused absences in the current edition of *Student Rights and Responsibilities*:

[https://www.uky.edu/Faculty/Senate/rules\\_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012\\_clean.pdf](https://www.uky.edu/Faculty/Senate/rules_regulations/Rules%20Versions/MASTER%20RULES%20from%20February%202012_clean.pdf)

Per *Senate Rule 5.2.4.2*, students missing any graded work due to an excused absence are responsible: for informing the Instructor of Record about their excused absence within one week following the period of the excused absence (except where prior notification is required); and for making up the missed work. The professor must give the student an opportunity to make up the work and/or the exams missed due to an excused absence, and shall do so, if feasible, during the semester in which the absence occurred.

If a student has excused absences in excess of one-fifth of the class contact hours for that course (participation activities for an online course, as defined in 5.2.4.1.A), the student shall have the right to receive a "W", or the Instructor of Record may award an "I" for the

course if the student declines to receive a “W” [US: 2/9/1987; SREC: 11/20/1987; US: 2/8/2016].

### **Verification of Absences**

Students may be asked to verify their absences in order for them to be considered excused. *Senate Rule 5.2.4.2* states that faculty have the right to request “appropriate verification” when students claim an excused absence because of illness, or death in the family.

Appropriate notification of absences due to University-related trips is required prior to the absence when feasible and in no case more than one week after the absence.

### **Academic Integrity**

Per University policy, students shall not plagiarize, cheat, or falsify or misuse academic records. Students are expected to adhere to University policy on cheating and plagiarism in all courses. The minimum penalty for a first offense is a zero on the assignment on which the offense occurred. If the offense is considered severe or the student has other academic offenses on their record, more serious penalties, up to suspension from the University may be imposed.

Plagiarism and cheating are serious breaches of academic conduct. Each student is advised to become familiar with the various forms of academic dishonesty as explained in the Code of Student Rights and Responsibilities. Complete information can be found at the following website: <http://www.uky.edu/Ombud>. A plea of ignorance is not acceptable as a defense against the charge of academic dishonesty. It is important that you review this information as all ideas borrowed from others need to be properly credited.

*Senate Rules 6.3.1* (see <http://www.uky.edu/Faculty/Senate/> for the current set of *Senate Rules*) states that all academic work, written or otherwise, submitted by students to their instructors or other academic supervisors, is expected to be the result of their own thought, research, or self-expression. In cases where students feel unsure about a question of plagiarism involving their work, they are obliged to consult their instructors on the matter before submission.

When students submit work purporting to be their own, but which in any way borrows ideas, organization, wording, or content from another source without appropriate acknowledgment of the fact, the students are guilty of plagiarism.

Plagiarism includes reproducing someone else's work (including, but not limited to a published article, a book, a website, computer code, or a paper from a friend) without clear attribution. Plagiarism also includes the practice of employing or allowing another person to alter or revise the work, which a student submits as his/her own, whoever that other person may be. Students may discuss assignments among themselves or with an instructor or tutor, but when the actual work is done, it must be done by the student, and the student alone.

When a student's assignment involves research in outside sources or information, the student must carefully acknowledge exactly what, where and how he/she has employed them. If the words of someone else are used, the student must put quotation marks around the passage in question and add an appropriate indication of its origin. Making simple changes while leaving the organization, content, and phraseology intact is plagiaristic. However, nothing in these Rules shall apply to those ideas, which are so generally and freely circulated as to be a part of the public domain.

**Please note:** Any assignment you turn in may be submitted to an electronic database to check for plagiarism.

### **Accommodations Due to Disability**

If you have a documented disability that requires academic accommodations, please see me as soon as possible during scheduled office hours. In order to receive accommodations in this course, you must provide me with a Letter of Accommodation from the Disability Resource Center (DRC). The DRC coordinates campus disability services available to students with disabilities. It is located on the corner of Rose Street and Huguelet Drive in the Multidisciplinary Science Building, Suite 407. You can reach them via phone at (859) 257-2754 and via email at [drc@uky.edu](mailto:drc@uky.edu). Their web address is <http://www.uky.edu/StudentAffairs/DisabilityResourceCenter/>.

Policies concerning academic integrity, excused absences and academic accommodations due to disability are available online at:  
<https://ci.uky.edu/sis/sites/default/files/policies.pdf>

### **Classroom Civility, Diversity, and Inclusivity**

All UK professional education programs address and affirm the value of diversity in education, the use of technology to support all aspects of instructional programming, and the importance of attaining high levels of skill in assessing the outcomes of instruction. In order to provide the rigorous debate and examination of ideas necessary for learning, civility is required, though debate is both a necessary and expected aspect of this course. The College of Information and Communication's mission is: "We are a community of scholars, educators, and advisors who prepare information professionals to be leaders and change agents in meeting the needs of a diverse and evolving society." Thus, this course embraces diversity, professionalism, and inclusivity, even as it aims to support enlightened truth-seeking. Debate will occur within this framework. Students have the right to take reasoned exception and to voice opinions contrary to those offered by the instructor and/or other students (S.R. 6.1.2).

Equally, the instructor has the right – and the responsibility – to ensure that all academic discourse occurs in a context characterized by respect and civility. The course content and the course environment are dedicated to an understanding of and acceptance of all people.

Disparaging remarks in relation to others' ethnic or racial background, sex, sexual orientation, age, disability, socioeconomic background, etc., will not be tolerated.

### **Professional Preparation**

In a professional preparation program it is necessary to begin to understand one's ethical duties within the context of the profession. In this course, the ALA Code of Ethics and the ACM Code of Ethics act as guidelines for our professional behavior and students are encouraged to study them:

<http://www.ala.org/tools/ethics>

<https://www.acm.org/about-acm/acm-code-of-ethics-and-professional-conduct>

### **Withdrawal Policy**

It is your responsibility to drop a course. Failure to do so will result in receiving an "E". See the Academic Calendar for important dates: <http://www.uky.edu/registrar/fall-2018-semester>

### **TECHNOLOGY INFORMATION & RESOURCES**

Distance Learning Students are expected to have a minimum level of technological acumen and the availability of technological resources. Students must have regular access a computer with a reliable Internet connection and audio capabilities. Internet Explorer 7 (IE) or Firefox 2.x are the recommended browsers for those using a Windows-based PC. Those using Firefox 3.x may encounter problems with assignment uploads. Those using an Apple computer with MAC OS X (10.5.x) may use Firefox 3.x or Safari 3.x.

Please be certain that your computer and/or browser allow you to view Adobe Reader documents (.pdf). Microsoft Office and other software products are free for students: <http://download.uky.edu/>.

As your instructor, I am your first go-to person for technology problems. If you need more immediate assistance, please contact UKIT.

Information Technology Customer Service Center (UKIT) 859-218-4357  
<http://www.uky.edu/its/>

### **Canvas**

We will use the Canvas learning management system to perform some course management and administrative functions. Please visit <https://uk.instructure.com/> to learn about this system and the login requirements. You should be automatically added to the Canvas roll; if this goes as expected, you will not have to sign up manually for the course.

Canvas help is available online through the Canvas Guides:  
<https://community.canvaslms.com/community/answers/guides/>

### **Library Services & Distance Learning Services**

If you have any questions or need assistance with Distance Learning Library Services, please contact the Distance Learning Librarian.

Carla Cantagallo carla@uky.edu 2-2, North Wing, 2nd floor, Young Library Lexington, KY 40506-0456 (859) 218-1240 <http://libraries.uky.edu/DLLS>

The School of Information Science has a page with a comprehensive list of technology resources here: <http://ci.uky.edu/sis/students/techtips>

For more resources about online classes and student resources, visit <http://www.uky.edu/ukonline/>

### **Writing Center**

UK Writing Center offer both face-to-face and online consultation. They also provide e-Tutoring consultation, via which you can send your work as an attachment. I highly encourage use of the Writing Center, even if you are an excellent writer. Details can be found here: <http://ukwrite.wordpress.com/>

### **Military Members and Veterans**

We recognize the complexities of being a member of the military community and also a student. If you are a member of the military or a military veteran or dependent, please inform your instructor if you are in need of special accommodations. Drill schedules, calls to active duty, mandatory training exercises, complications with GI Bill disbursement, and other unforeseen military and veteran related developments can complicate your academic life. If you are aware of a complication, we will work with you and put you in contact with university staff members who are trained to assist you. Please contact the Coordinator of the University of Kentucky Veterans Resource Center at (859) 257-1148 for additional assistance. Visit <http://www.uky.edu/veterans> for more available resources.

## Course Schedule – Topics, Readings, & Assignment Due Dates

*Please note: This is a tentative course schedule and is subject to change. Consult Canvas when preparing for class each week.*

Week	Topic	Readings	Assignments Due
<b>Module 1: Introduction</b>			
<b>1</b> 1/15 - 1/19	Introduction to course	Agosto, D. (2013). Envisaging young adult librarianship from a teen-centered perspective. In A. Bernier (Ed.), <i>Transforming young adult services</i> (pp. 33-51). Chicago, IL: Neal-Schuman.  Keshav, S. (2007). How to read a paper. <i>ACM SIGCOMM Computer Communication Review</i> , 37(3), 83-84.	Week 1 discussion posts
<b>2</b> 1/20 - 1/26	Evidence-based librarianship	Koufogiannakis, D. (2013). EBLIP7 Keynote: What we talk about when we talk about evidence. <i>Evidence Based Library and Information Practice</i> , 8(4), 6-17.  Todd, R. J. (2009) School librarianship and evidence-based practice: Perspectives, progress and problems. <i>Evidence Based Library and Information Practice</i> , 4(2), 78-96.	Week 2 discussion posts  Week 2 journal entry
<b>3</b> 1/27 - 2/2	Information behavior concepts	Bates, M. J. (2010). Information behavior. In M. J. Bates and M. N. Maack (Eds.), <i>Encyclopedia of Library and Information Sciences</i> (3 <sup>rd</sup> ed., pp. 2381-2391). New York: CRC Press.  Ford, N. (2015). <i>Introduction to information behaviour</i> . London, England: Facet Publishing. – Chapters 2 & 3	Week 3 discussion posts  Week 3 journal entry

Week	Topic	Readings	Assignments Due
<p><b>4</b></p> <p>2/3 – 2/9</p>	<p>Information behavior theories</p>	<p>Fisher, K. E. (2005). Information grounds. In K. E. Fisher, S. Erdelez, S., &amp; E. F. McKechnie (Eds.), <i>Theories of information behavior</i> (pp. 185-190). Medford, NJ: Information Today.</p> <p>Gibson, A. N., &amp; Martin, J.D. (2019). Re-situating information poverty: Information marginalization and parents of individuals with disabilities. <i>Journal of the Association for Information Science and Technology</i>, 70(5), 476-487. doi:10.1002/asi.24128</p> <p>Kuhlthau, C. C. (1991). Inside the search process: Information seeking from the user's perspective. <i>Journal of the American Society for Information Science</i>, 42, 361-371.</p>	<p>Week 4 discussion posts</p> <p>Week 4 journal entry</p>
<p><b>Module 2: Theories of Child Development</b></p>			
<p><b>5</b></p> <p>2/10 – 2/16</p>	<p>Theories of child development</p>	<p>Corsaro, W. (2014). <i>The sociology of childhood</i> (4<sup>th</sup> ed.). Los Angeles, CA: Sage. – Chapter 1</p> <p>Thomas, N. (2014). Sociology of childhood. In T. Maynard &amp; S. Powell (Eds.), <i>An introduction to early childhood studies</i> (3rd ed., pp. 34-47). Thousand Oaks, CA: Sage.</p>	<p>Week 5 discussion posts</p> <p>Week 5 journal entry</p>

Week	Topic	Readings	Assignments Due
<p>6</p> <p>2/17 - 2/23</p>	<p>Child development and information behavior</p>	<p>Byrnes, J. P., &amp; Bernacki, M. L. (2013). Cognitive development and information behavior. In J. Beheshti &amp; A. Large (Eds.), <i>The information behavior of a new generation: Children and teens in the 21<sup>st</sup> century</i> (pp. 23-43). Lanham, MD: Scarecrow Press.</p> <p>McKechnie, L. (1997). Vygotsky's zone of proximal development – A useful theoretical approach for research concerning children, libraries, and information. <i>Journal of Youth Services in Libraries</i>, 11(1), 66-70.</p> <p>Spink, A., &amp; Heinström, J. (2011). Information behavior development in early childhood. In A. Spink &amp; J. Heinström (Eds.), <i>New directions in information behavior</i> (pp. 245 – 256). Bingley, UK: Emerald Group Publishing.</p>	<p>Week 6 discussion posts</p> <p>Week 6 journal entry</p>
<p><b>Module 3: Information Behavior of Children &amp; Youth</b></p>			
<p>7</p> <p>2/24 - 3/1</p>	<p>Finding &amp; analyzing empirical literature</p>	<p>Lundh, A.H. (2016). Subject positions of children in information behaviour research. <i>Information Research</i>, 21(3), paper 717.</p> <p>Rothbauer, P. M. &amp; Gooden. R. (2006). Representations of young people in information science: The case of the Journal of the American Society for Information Science (and Technology), 1985-2005. In H. Moukdad (Ed.), <i>Information science revisited: approaches to innovation: Proceedings of CAIS</i> (pp. 1-11). Toronto, ON: York University.</p>	<p>Week 7 discussion posts</p> <p>Week 7 journal entry</p>

Week	Topic	Readings	Assignments Due
<p><b>8</b></p> <p>3/2 – 3/8</p>	<p>Information behavior in early childhood</p>	<p>Barriage, S. (2016). “Talk, talk and more talk”: Parental perceptions of young children’s information practices related to their hobbies and interests. <i>Information Research</i>, 21(3), paper 721. Available at <a href="http://InformationR.net/ir/21-3/paper721.html">http://InformationR.net/ir/21-3/paper721.html</a>.</p> <p>Cooper, L. Z. (2004). The socialization of information behaviour: A case study of cognitive categories for library information. <i>Library Quarterly</i>, 74(3), 299-336. doi:10.1086/422775</p>	<p>Week 8 discussion posts</p> <p>Week 8 journal entry</p>
<p><b>9</b></p> <p>3/9 – 3/15</p>	<p>Information behavior in middle childhood</p>	<p>Crow, S. R. (2011). Exploring the experiences of upper elementary school children who are intrinsically motivated to seek information. <i>School Library Media Research</i>, 14(42).</p> <p>Meyers, E. M., Fisher, K. E., &amp; Marcoux, E. (2009). Making sense of an information world: The everyday-life information behavior of preteens. <i>Library Quarterly</i>, 79(3), 301-341.</p>	<p>Week 9 discussion posts</p> <p>Week 9 journal entry</p> <p><b>Analysis of empirical literature</b></p>
<p><b>10</b></p> <p>3/16 – 3/22</p>	<p><b>Spring Break</b></p>		
<p><b>11</b></p> <p>3/23 – 3/29</p>	<p>Information behavior in adolescence</p>	<p>Agosto, D. E., &amp; Hughes-Hassell, S. (2005). People, places, and questions: An investigation of the everyday life information-seeking behaviors of urban young adults. <i>Library &amp; Information Science Research</i>, 27, 141-163.</p> <p>Harlan, M.A., Bruce, C.S. &amp; Lupton, M. (2014). Creating and sharing: Teens' information practices in digital communities. <i>Information Research</i>, 19(1).</p>	<p>Week 11 discussion posts</p> <p>Week 11 journal entry</p>

<b>Week</b>	<b>Topic</b>	<b>Readings</b>	<b>Assignments Due</b>
<b>12</b> 3/30 - 4/5	Information behavior of children & youth in schools	Gross, M. (2000). The imposed query and information services for children. <i>Journal of Youth Services in Libraries</i> , 13(2), 10-17.  Todd, R.J. (2006). From information to knowledge: Charting and measuring changes in students' knowledge of a curriculum topic. <i>Information Research</i> , 11(4) paper 264.	Week 12 discussion posts  Week 12 journal entry
<b>13</b> 4/6 - 4/12	Information behavior of children & youth in everyday life contexts	Hanson-Baldauf, D. (2011). The good life: Empowering young adults with intellectual disabilities through everyday life information. <i>Knowledge Quest</i> , 39(3), 10-19.  Lu, Y. - L. (2010). Children's information seeking in coping with daily-life problems: An investigation of fifth- and sixth-grade students. <i>Library &amp; Information Science Research</i> , 32(1), 77 - 88.	Week 13 discussion posts  Week 13 journal entry
<b>14</b> 4/13 - 4/19	Final thoughts on the information behavior of children & youth	Agosto, D. (2018). Thoughts about the past, present and future of research in youth information behaviors and practices. <i>Information and Learning Sciences</i> , 120(1/2), 108-118. doi:10.1108/ILS-09-2018-0096	Week 14 discussion posts  Week 14 journal entry
<b>Module 4: Evidence-Based Library Programs &amp; Services</b>			
<b>15</b> 4/20 - 4/26	Group work week	--	--

Week	Topic	Readings	Assignments Due
<b>16</b> 4/27 - 5/1	Group presentations & course wrap-up	--	Week 16 discussion posts  <b>Written report &amp; virtual presentation of evidence-based library program or service</b>