University of Kentucky
School of Information Science (SIS)
LIS 690, Section 202
Informal Learning in Information Organizations

Instructor: Dr. Daniela Kruel DiGiacomo
Office Address: Lucille Little Library Building, Room 352
Email: daniela.digiacomo@uky.edu
Office Phone: 859-257-5894
Virtual Office Hours: Wed, 2–4 PM, via Zoom
Preferred Method of Contact: I will respond to your email within 24 hours.

Course Description
How people learn has implications for how learning environments should be designed. This course examines theories of informal learning—primarily drawing upon research from the sociocultural tradition of learning and human development—and considers how they can be practically implemented into information organization contexts. Being grounded in a sociocultural tradition means that this class will center issues of equity, diversity, and justice as they relate to the organization and design of information organization contexts and settings (e.g. libraries, museums, youth programs, new media centers, non-profit organizations). For example, how do issues of culture and learning inform the development of afterschool literacy programs in public libraries or Maker spaces in school libraries, especially those that serve predominantly minoritized communities? By gaining a deep understanding of how people learn across their lifespan, students will be able to consider how to create a community of learners in a range of settings in which people from various backgrounds participate. Topics covered include issues related to culture and cognition, identity development, adult-youth partnerships, access to/relationships with new digital media, and design thinking. No prerequisites.

Course Norms: It will be my goal in this class to create a "community of learners" (Rogoff, 1994) amongst us—a generative space in which each of our "cultural repertoires of practice" (Gutiérrez & Rogoff, 2003)— is leveraged and integrated in equitable ways. Valuing each other's contributions and multiple ways of meaning-making and reflecting on one's own assumptions about what it means to learn and be a community member, are central aspects of creating a successful community of learners. Your ethical, respectful, and thoughtful critical thinking and participation in this joint project of learning is deeply important.

Student Learning Outcomes

After completion of this course, students will be able to:

1. Reflect on their own lifelong learning trajectories and how this has shaped their understanding of how people learn in various settings.

2. Articulate their own theory of learning and identify the necessary conditions for learning in a range of information organizations.
3. Design spaces and activities within information organizations in ways that leverage the multiplicity and fluidity of people's identities.
4. Appreciate and attend to the relationship between culture, learning, and issues related to diversity and equity in information organizations.

Alignment with ALA Core Youth Competencies: 2 [Interactions with Teens], 3 [Learning Environments]; 4 [Learning Experiences]; 7 [Cultural Competency and Responsiveness].

Course Format

This is an online course that requires asynchronous class participation. Course will be delivered via the Canvas learning management system.

Required Materials

No required textbook. Required readings are provided free and will posted onto Canvas.

Course Assignments

Summary Description of Course Assignments

Class Participation/Discussions – Students will participate in discussions on Canvas. Discussions will be based on weekly topics, readings, and lectures. Discussions will be evaluated based on the quality of original posts and replies to classmates' posts.

> • Discussion posts, 25% total (25 points), due weekly by Sunday evening.

Paper + Design Proposal – *Thematic Analysis Paper*: Students will write one well written, highly edited paper that focuses either on single construct of study from the course or that threads multiple topics together under a coherent view. Paper should be based on at least four course readings. *Design Proposal:* Students will prepare a proposal for the design of an activity and/or space within an information organization related to their field (e.g. library, museum, non-profit center) that centers what they have learned about how to cultivate and design for the necessary conditions for learning. The purpose of these assignments is for students to dig even deeper into constructs of interest to them, conduct coherent thematic analysis, and to practice putting their knowledge to use through practical application and design. Papers and design proposals will be evaluated based on analysis, connecting-making, choice of relevant course literature, length, and writing.

Each paper is to be up to 10 pages double spaced, including references and images/figures. 50% total, 25% each (25 points each).

◦ Thematic Analysis Paper, due mid semester (~March 8th, 2021).
◦ Design Proposal, due the last week of classes (before 'Finals Week').

Discussion Co-Lead – Students will lead discussions during the second half of the semester, beginning in Week 7. Students will be asked to select one week via this link in which they would like to take the co-lead in creating discussion questions and putting forth fodder for reflection. Each group (of 3-4 students) will submit to me via email or shared google drive folder, one 5-10 minute video, as well as a prompt (1 or more questions) for the Canvas-based discussion. Video discussions can include slides or other appropriate presentation material and will be evaluated on content and presentation skills.

• Discussion lead video + discussion prompt: 25% (25 points).

Course Grading

Assignment/Activity	Grade
Class Participation/Discussions	25%
Paper	25%
Design Proposal	25%
Discussion Lead, Video	25%

- 90 – 100: A
- 80 – 89: B
- 70 – 79: C
- <70: E

A (Exceptional achievement)
B (Good to excellent achievement)
C (Marginal work)
E (Failing work)

Late work: Each day that work is submitted late, 5% will be taken off the given grade.

Tentative Course Schedule & Reading List

Module 1: How People Learn

WEEK 1: 01/25

- Introductions and Syllabus Overview

WEEK 2: 02/01: What is Learning?

- Bransford et al. (2001). Chapter 1 of *How People Learn: Brain, Mind, Experience and School.* National Research Council.

- Vygotsky, L. (1934/1978). Chapter entitled "Interaction between learning and development" in *Mind in society*. Cambridge: Harvard University Press.

WEEK 3: 02/08: Culture and Learning

- Gutiérrez, K. D., & Rogoff, B. (2003). Cultural ways of learning: Individual traits or repertoires of practice. *Educational researcher*, *32*(5), 19-25.

- Cole, M. (1998). "Can Cultural Psychology Help us think about Diversity?

- Rogoff, B. (1994). Developing understanding of the idea of communities of learners. *Mind, Culture and Activity (1),* 4, 209-29.

Module 2: Interest-Driven Learning

WEEK 4: 02/15: Interests and Learning: A learning ecology perspective

- Barron, B. (2006). Interest and self-sustained learning as catalysts of development: A learning ecology perspective. *Human Development (49*), 4, 193-224.

- DiGiacomo, D., Van Horne, K., Van Steenis, E., & Penuel, W.R. (2018). The material and social constitution of interest. *Learning, Culture & Social Interaction, 19,* 51-60.

WEEK 5: 02/22: Connected Learning

- Ito, M., Gutiérrez, K., Livingstone, S., Penuel, B., Rhodes, J., Salen, K., ... & Watkins, S. C. (2013). *Connected learning: An agenda for research and design*. Digital Media and Learning Research Hub. Pages 4-11; 32-34; 62-65; 73-87.

- Penuel, W.R. & DiGiacomo, D. (2017). Connected Learning. In (Ed. K. Peppler), *The Sage encyclopedia of out-of-school learning*. (Vol. 2, pp. 132-136). Thousand Oaks, CA: Sage Reference.

- Katie Davis & Sean Fullerton (2016) Connected learning in and after school: Exploring technology's role in the learning experiences of diverse high school students, *The Information Society,* 32:2, 98-116.

- Connected Learning Alliance. (2012, Oct 31). Connected Learning; Everyone, Everywhere, Every time [Video File]. retrieved from https://www.youtube.com/watch?v=viHbdTC8a90

WEEK 6: 03/01: Making and Tinkering

- Resnick, M. and Rosenbaum, E. (2013). Designing for tinkerability. In Honey, M., & Kanter, D. (eds.), *Design, Make, Play: Growing the Next Generation of STEM Innovators*, pp. 163-181. Routledge.

- Washor, E. and Mojkowski, C. Making their way: Creating a new generation of "Thinkerers." http://www.handoc.com/documents/makersymposium.pdf

WEEK 7: 03/08: Interest-signaling

- Ching, D., Santi, R., Hoadley, C. & K. Peppler, (2019). "He saw I had a loving for it:" Youth Interest Signaling as a means of generating social support in technology pathways. Hive Research Lab.

THEMATIC ANALYSIS PAPER DUE 03/08

Module 3: Learning Across the Lifespan

WEEK 8: 03/15: Early Childhood and Elementary Ages

- Vygotsky, L. (1978). Chapter entitled "The role of play in development," pp. 92-104 in *Mind in Society.*

- Paley, V. G. (2014). *Boys and girls: Superheroes in the doll corner*. University of Chicago Press. (Chapter 1).

WEEK 9: 03/22: Tweens

- Wormeli, R. (2006). Differentiating for tweens. *Educational Leadership*, *63*(7), 14-19.

- Watch 'Inside the Teenage Brain': https://www.pbs.org/wgbh/frontline/film/inside-the-teenage-brain/

WEEK 10: 03/29: Adolescence

- Nasir, N.S. (2008). Everyday Pedagogy: Lessons from Basketball, Track and Dominoes. *Phi Delta Kappan*, March 2008.

- Zeldin, S., Christens, B.D., Power, J.L. (2013). The psychology and practice of youth-adult partnership: bridging generations for youth development and community change. *American Journal of Community Psychology, 51*, 3-4: 385-397.

WEEK 11: 04/05: Higher Education

- Gutiérrez, K. D., Hunter, J. D., & Arzubiaga, A. (2009). Re-mediating the university: Learning through sociocritical literacies. *Pedagogies: An international journal*, *4*(1), 1-23.

WEEK 12: 04/12: Adults & Senior Citizens

- Saunders, E. J. (2004). Maximizing computer use among the elderly in rural senior centers. *Educational Gerontology*, *30*(7), 573-585.

Module 4: Organizing for Equitable Learning in Information Organizations

WEEK 13: 04/19: Attending to Identit(ies) in the Design of Information Organizations.

- Nasir, N. (2012). *Racialized Identities: Race and Achievement Among African American Youth.* Stanford: Stanford University Press. Chapters 1 and 2.

- Watch KQED Mindshift Video on the relationships between Self-Compassion and Learning: https://www.kqed.org/mindshift/52854/how-self-compassion-supports-academic-motivation-and-emotional-wellness

WEEK 14: 04/26: Attending to Issues of Infrastructure & Sustainability in the Design of Information Organizations.

- Penuel, W. P., Lee, T., & Bevan, B. (2014). Designing and Building Infrastructures to Support Equitable STEM Learning Across Settings. Research Synthesis: Research and Practice Collaboratory.

WEEK 15: 05/03: Attending to Culture in the Design of Information Organizations.

* DESIGN PROPOSALS at midnight on May 9th, 2021

- Yosso, T.J., (2005). Whose culture has capital? A critical race theory discussion of community cultural wealth. *Race ethnicity and education*, *8*(1), 69-91.

- WATCH: Adicihi, C. "The Danger of a Single Story."

Course Policies

Submission of Assignments

Discussion posts may be submitted to Canvas by the Wednesday of the respective week and commented on up to Sunday before the following module begins. Posts submitted after these times will be marked off 5% each day late and not accepted after the third day after the last day of the module. Work will not be marked late if the student has an excused absence (see Attendance Policy below).

Papers must be submitted by the assignment due dates and discussion lead video presentations must be submitted by the first day of the respective week. Both assignments will be marked off 5% each day late and not accepted after the third day after they are due.

Attendance Policy

Since this is an online, asynchronous course, students are expected to manage their time well and keep up with assigned work. Assignments may be accepted late, without penalty, if the student has an excused absence. Students must provide official written documentation for excused absences. See the next section for details about excused absences.

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.

In situations where a student's total EXCUSED absences exceed 1/5 (or 20%) of the class periods scheduled for the semester, students are strongly encouraged to withdraw (take a "W") from the class as per university policy. If a student has excused absences in excess of one-fifth of the class contact hours for that course, 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.'

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.

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. 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

Student Behavior

Students must learn to meet the standards of professional behavior and treat each other with respect. Critical inquiry is important, but attacking other persons, verbally or otherwise, is not accepted.

Students must learn to receive and act on constructive criticism, be reliable and responsible, polite and respectable of others, and focus on producing above quality work.