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LIS 697: Social Media

Fall 2010

Class Hours: Wednesday 6:30 – 8:50p
Office Hours: Wednesday 1:00-3:00p, Thursday 5:00-6:00p, and by appointment
Credits: 3
Prerequisites: LIS 654 (Information Technologies), or by permission
Location: PMC 602

Bulletin Description:

Covers current issues and topics. New or experimental courses are taught several times to assess the need for them in the regular curriculum.

Detailed Description:

The rise of the networked information environment, currently highlighted by such descriptors as Social Media and Web 2.0, and popularized by such web properties as Facebook and Twitter, will continue to profoundly influence the ways in which humans share information. Such technologies support the use, production, and circulation of knowledge in a peer-to-peer networked arrangement. This arrangement shares some aspects with other forms of communications but is most remarkable in its discontinuity from these earlier forms (for example, the hierarchical communication structure widely used in our lifetimes). This new structural arrangement, which will undoubtedly persist alongside other arrangements, has implications for information organizations and professionals, and goes far beyond, “should my library be Twittering?” Rather, the question this course will be guided by is: how might information organizations and professionals leverage the networked information environment to advance longstanding professional values, such as a commitment to democracy, community building, and individual efficacy and fulfillment. In effort to advance these values, students will engage in a collaborative design project that attempts to take advantage of this new arrangement.

Course Goals:

- Learn how human shape, and get shaped by, information and communications technologies (ICTs). Consider how social media may be like (or unlike) technologies that have profoundly shaped human psycho-social reality, such as writing, printing, and telecommunications.
- Become familiar with the discourses on and uses of social media, such as blogs, microblogs, wikis, podcasts and online social networks.
- Become familiar with the digital infrastructure and design approaches that undergird social media.
- Understand how social media creates new challenges and opportunities, especially with respect to organizations, information organization and psycho-social dimensions.
- Become familiar with the notion of a network, how it can be analyzed, and its relationship to social media.
- Understand what social media means for libraries and how social media can be used to advance the mission of libraries.

- Work collaboratively to design a project that uses social media concepts to advance an important social issue. The course's highest goal is for students to design a project that they feel passionate about and have the urge to continue developing after the course concludes.

Student Learning Objectives:

- Ability to imagine and design new programs, tools, or services within information contexts that make use of social media (both social media principles as well as specific applications).
- Ability to think of new technologies and their potentials in historical and contextualized terms.
- Comfortable with technical as well as theoretical aspects (e.g., social, political, organizational) related to social media.
- Exhibit willingness to experiment with new technologies within information contexts, and to use reason and judgment to ascertain their utility and impact potential.

Course Schedule and Readings

Textbook and Readings

No textbook is required for this course. All readings are available online via the Learning Management System (LMS), available at <http://my.pratt.edu>.

9/1 – Introduction

- Overview of Syllabus and Design Project
- Assign weekly presenters of class readings and Discovery/Analysis Presentations
- Post a photo of yourself and fill-out your profile on the LMS

9/8 – The Dialectic of Technology and Human Agency: Historical Perspectives

Ong, W. J. (1982/2002). Writing Restructures Consciousness. In *Orality and Literacy: The Technologizing of the Word* (pp. 77-114). London: Routledge. Retrieved from course e-reserves.

Deibert, R. J. (1995). Introduction. In *Parchment, Printing, and Hypermedia: Communication in World Order Transformation*. New York: Columbia University Press. Retrieved from course e-reserves.

Further Reading:

Marcuse, H. (1964). The New Forms of Control. In *One Dimensional Man: studies in the ideology of advanced industrial society*. New York: Routledge. Retrieved from <http://www.marxists.org/reference/archive/marcuse/works/one-dimensional-man/ch01.htm>

Reflection Questions:

This week's readings discuss the role of communications technology in shaping individuals' social and psychological realities. Ong (1982/2002) discusses the movement of humanity from oral cultures (societies with no knowledge of writing) to literate cultures. He argues that "Writing and print and the computer are all ways of technologizing the word," and that "Technologies are not mere exterior aids but also interior transformations of consciousness" (p. 79; p. 81). Deibert (1995) makes a related argument, finding that changes in communications technology impact world order: "As communication is such a vital part of human existence, a change in the mode of communication will have substantial effects on factors such as the distribution of power within society, the nature and character of individual and social cognition, and the values and beliefs that animate a particular population" (p. 4). Are you convinced by their arguments (e.g., Plato's dislike of writing is similar to the widespread dislike of computers)? Do you think Internet-based communication is a change agent like writing was to ancient civilizations?

9/15 – Our Current Wave of Socio-technical Change: In Libraries and the “Bigger Picture”

Benkler, Y. (2007). Chapter 1: Introduction: A Moment of Opportunity and Challenge. In *The Wealth of Networks: How Social Production Transforms Markets and Freedom*. Cambridge: MIT Press. Retrieved from <http://yupnet.org/benkler/archives/8>

Watch Video: David Lankes on New Librarianship. (2010). <http://quartz.syr.edu/rdlankes/blog/?p=986>

Further Reading:

Castells, M. (2009). Opening; Communication in the Digital Age. In *Communication Power* (pp. 1-9; 54-71) . New York: Oxford University Press. Retrieved from course e-reserves.

Lanier, J. (2010). The serfdom of crowds. *Harper's Magazine* (February 2010). Retrieved from course e-reserves.

Reflection Questions:

This week's readings discuss social and technical transformations that go “to the very foundations of how liberal markets and liberal democracies have coevolved for almost two centuries” (Benkler, 2007, para. 1). Benkler describes how a “series of changes in the technologies, economic organization, and social practices of production in this environment has created new opportunities for how we make and exchange information, knowledge, and culture” (para. 2). What does Benkler think these transformations mean for individuals and society?

And Lankes (2010) offers his ideas on refocusing and recalibrating the work of librarians. He believes the mission of librarians is to “Improve Society through Facilitating Knowledge Creation in their Communities.” Do you agree with him? The New York Public Library has recently recast its mission: "The mission of The New York Public Library is to inspire lifelong learning, advance knowledge, and strengthen our communities." Contrast with the quote [from the NYTimes about the New York Public Library](#): “Libraries have had the same function for 5,000 years, Mr. LeClerc explained, as ‘storehouses of exceptionally important written documents.’ The New York Public Library’s fundamental responsibility to acquire materials, keep them and let people look at them, he said, remains the same.”

9/22 – Learning and Social Media: Formal Contexts I

Hasteline, E. (2010). Why America's Economy Is on the Brink of Going Down the Tubes ... for Good. *Huffington Post*. Retrieved 25 August 2010 from http://www.huffingtonpost.com/eric-hasteline/why-americas-economy-is-o_b_688483.html

Dede, C. (2010). Transforming Schooling via the 2010 National Educational Technology Plan. *Teachers College Record*. Retrieved from course e-reserves.

[Read pages 9-22]. National Educational Technology Plan Technical Working Group. (2010). *DRAFT National Educational Technology Plan 2010: Learning Powered by Technology*. Retrieved from <http://www.ed.gov/sites/default/files/NETP-2010-final-report.pdf>

Elmborg, J. (2006). Critical Information Literacy: Implications for Instructional Practice. *Journal of Academic Librarianship*, 32(2). Retrieved from course e-reserves.

Further Reading:

More on National Educational Technology Plan: <http://www.ed.gov/technology/netp-2010>

Reflection Questions:

See the LMS.

9/29 – Learning and Social Media: Formal Contexts II

Barab, S., Thomas, M., Dodge, T., Carteaux, R., & Tuzun, H. (2005). Making learning fun: Quest Atlantis, a game without guns. *Educational Technology, Research and Development*, 53(1), 86. Retrieved from http://inkido.indiana.edu/research/onlinemanu/papers/QA_ETRD.pdf

Review: Lifelong Kindergarten: <http://ilk.media.mit.edu/>

Read and watch video: Center for New Media and History at George Mason University:
http://www.readwriteweb.com/archives/scholars_build_blog-to-ebook_tool_in_one_week.php
<http://www.dancohen.org/2010/08/05/thoughts-on-one-week-one-tool>
<http://oneweekonetool.org/>

Further Reading:

Cocciolo, A., Mineo, C. & Meier, E. (2010). Using Online Social Networks to Build Healthy Communities: A Design-based Research Investigation. *ED-MEDIA 2010-World Conference on Educational Multimedia, Hypermedia & Telecommunications*, Toronto, Canada. Retrieved from course e-reserves.

Shuler, C. (2009). *Pockets of Potential: Using Mobile Technologies to Promote Children's Learning*. New York: Joan Ganz Cooney Center at Sesame Workshop. Retrieved from http://joanganzcooneycenter.org/pdf/pockets_of_potential.pdf

Reflection Questions:

This week's readings discuss current and potential uses of social media for learning purposes within formal contexts (such as classrooms or after-school programs that may be library-based). The first is an example use of social media for a positive educational purpose (Quest Atlantis). With regard to the Quest Atlantis project, what are the factors the researchers considered in putting together this project?

10/6 – Learning and Social Media: Informal Contexts

Ito, M. et al. (2010). Introduction. In *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (pp. 1-28). Cambridge: MIT Press. Retrieved from course e-reserves.

Horst, H.A., Herr-Stephenson, B. & Robinson, L. (2010). Media Ecologies. In M. Ito et al. (Eds.), *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (pp. 29-78). Cambridge, MA: MIT Press. Retrieved from course e-reserves.

Reflection Questions:

Ito et. al (2010) seem to be in the process of developing a new way of talking about media in the lives of kids, one that both places social media in the forefront and diverges from earlier discourses centered on television (e.g., media saturation, media effects, transfer of behaviors and language, etc.). What are the authors' analytical frames for understanding how kids interact with new media and what do you think the implications may be?

10/13 – Online Social Networks

boyd, d. (2010). Friendship. In M. Ito et al. (Eds.), *Hanging Out, Messing Around, and Geeking Out: Kids Living and Learning with New Media* (pp. 79-115). Cambridge, MA: MIT Press. Retrieved from course e-reserves.

Illouz, E. (2007). Romantic Webs. In *Cold Intimacies: The Making of Emotional Capitalism* (pp. 74-114). Cambridge, UK: Polity. Retrieved from course e-reserves.

Further Reading:

boyd, d. (2009, forthcoming). White Flight in Networked Publics? How Race and Class Shaped American Teen Engagement with MySpace and Facebook. Retrieved from <http://www.danah.org/papers/2009/WhiteFlightDraft3.pdf>

Reflection Questions:

This week's readings discuss online social networks, which are one of the most visible and widely-used forms of social media. These readings highlight how design decisions can have psycho-social repercussions. For example, boyd (2010) discusses how a new feature added to MySpace required youth to undergo negotiations that led to "battle scars" (p. 104). Similarly, Illouz (2007) describes how online dating creates a sense of cynicism, disappointment, and hyper-rationality, thereby negating the purpose of such a service. Do you agree with their arguments? Have you found any design decisions in social media that require painful negotiations, either as an immediate product (e.g., boyd's example) or perceived byproduct (e.g., Illouz's example) of interaction with such a design? What are the ethical components that designers should be considering? For example, should MySpace designers be concerned that they are creating features that require millions of young people to develop "battle scars" (p. 106)?

10/20 – Designing for Sociability

O'Reilly, T. (2005). What is Web 2.0: Design patterns and business models for the next generation of software. *O'Reilly Network*. Retrieved January 30, 2007, from <http://www.oreillynet.com/pub/a/oreilly/tim/news/2005/09/30/what-is-web-20.html>

Cocciolo, A. (2010). Can Web 2.0 Enhance Community Participation in an Institutional Repository? The case of PocketKnowledge at Teachers College, Columbia University. *Journal of Academic Librarianship*, 36(4), 304-312. Retrieved from http://www.thinkingprojects.org/cocciolo_web2_jacadlib.pdf

Crumlish, C. & Malone, E. (2009). Social to the Core. In *Designing Social Interfaces*. Sebastopol, CA: O'Reilly. Retrieved from course e-reserves.

Crumlish, C. & Malone, E. (2009). We Are Here! We Are Here! We Are Here! In *Designing Social Interfaces*. Sebastopol, CA: O'Reilly. Retrieved from course e-reserves.

Reflection Questions:

This week's readings discuss approaches to designing the web for sociability. What are some of these approaches? Which ones do you think work better? Use personal experience to illustrate your point. What do you think the implications are of social web design for libraries (academic, public, archives, other related setting)?

10/27 – Information Organization and Access in the Global Networked Environment

Design Project Proposal Due.

Weinberger, D. (2007). Prologue: Information in Space; Introduction: The New Order of Order. In *Everything is Miscellaneous: The Power of the New Digital Disorder* (pp. 1-23). New York: Times Books. Available from course e-reserves.

Lévy, P. Introduction. In *Collective Intelligence: Mankind's Merging World in Cyberspace* (R. Bononno, Trans.) (pp. 1-19). Cambridge, MA: Perseus Books. Retrieved from course e-reserves.

Shirky, C. (2006). *Ontology is Overrated: Categories, Links, and Tags*. Retrieved from http://www.shirky.com/writings/ontology_overrated.html

Reflection Questions:

The authors of this week's readings discuss emerging ways of organizing information. Weinberger (2007) argues that "everything is miscellaneous," Shirky (2006) argues that "there is no shelf," and Levy (1997) argues for the "knowledge space." Which of these ideas do you (or do not) gravitate to? What do you think the future of information organization will look like?

11/3 – Identity and Presentation of the Self

Turkle, S. (1995). Aspects of the Self. In *Life on the Screen: Identity in the Age of the Internet* (pp. 177-209). New York: Touchstone. Retrieved from course e-reserves.

Gillin, P. (2007). The Origins of Social Media; From Chaos, Structure. In *The New Influencers: A Marketer's Guide to the New Social Media* (pp. 1-28). Sanger, CA: Quill Driver Books. Retrieved from course e-reserves.

Reflection Questions:

Gillin (2007) discusses the emergence of the blogosphere and some of the standards of behavior that have developed around it. Turkle (1995) discusses the psychological issues raised by the use of some of the earliest forms of social media (MUDs) fifteen years ago. How would you respond to some of Turkle's pioneering questions about the Internet and the self? Her questions are: "What will computer-mediated communication do to our commitment to other people? Will it satisfy our needs for connection and social participation, or will it further undermine fragile relationships? [...] The Internet has become a significant social laboratory for experimenting with the constructions and reconstructions of self that characterize postmodern life. In its virtual reality, we self-fashion and self-create. What kinds of personae do we make? What relation do these have to what we have traditionally thought of as the "whole" person?" (p. 78; p. 180).

11/10 - Network Analysis and Measures

[Read Pages 9-28; and skim through any other sections that may interest you]. Easley, D. & Kleinberg, J. (2010). *Networks, Crowds, and Markets: Reasoning about a Highly Connected World*. Cambridge University Press. Retrieved from [course e-reserves](#).

[Note: Read Introduction and Summary, and scan the sections in between] Hanneman, R A. & Riddle, M. (2005). Centrality and Power. In *Introduction to social network methods*. Riverside, CA: University of California, Riverside. Retrieved from http://www.faculty.ucr.edu/~hanneman/nettext/C10_Centrality.html

Further Reading:

Monge, P.R., & Contractor, N. (1988). Communication networks: Measurement techniques. In C.H. Tardy (Ed.), *A handbook for the study of human communication* (pp. 107-138). Norwood, NJ: Ablex. Retrieved from course e-reserves.

Burke, M., Marlow, C. & Lento, C. (2010). Social Network Activity and Social Well-Being. *CHI 2010, Atlanta, Georgia*. Retrieved from [course e-reserves](#).

Barabási, A. (2002). Six Degrees of Separation. In *Linked: How Everything is Connected to Everything Else and What It Means for Business, Science, and Everyday Life* (pp. 25-40). New York: Plume. Retrieved from course e-reserves.

Watts, D. (2003). The Connected Age. In *Six Degrees: The Science of a Connected Age* (pp. 19-42). New York: W. W. Norton. Retrieved from course e-reserves.

Reflection Questions:

Social relationships can come in the form of strong ties (family, close friends, etc.) and weak ties (people you kind of know but don't communicate with daily). Hanneman (2005) observes that one's power is a function of social relationships. This is no more clearly evident than in social networking websites such as LinkedIn, which use social relationships as a medium for diffusing power-enhancing opportunities (e.g., job opportunities). Have you ever experienced a situation where you felt like your opportunity was influenced by your position within a particular social or informational network? Explain.

One could argue that libraries have tried to give patrons power by embedding them in an informational network (or the "A" node in the "Star" network). Is it working?

11/17 – Social Media in Organizational Contexts: Challenges and Opportunities

Li, C. & Bernoff, J. (2008). Why the Groundswell—and why now?; Jujitsu and the technologies of Groundswell. In *Groundswell: Winning in a World Transformed by Social Technologies* (pp. 3-37). Cambridge, MA: Harvard Business Press. Retrieved from course e-reserves.

Shirky, C. (2008). It Takes a Village to Find a Phone; Sharing Anchors Community. In *Here Comes Everybody: The Power of Organizing without Organizations* (pp. 1-54). New York: Penguin. Retrieved from course e-reserves.

Reflection Questions:

This week's readings discuss social media and its relationship to organizing and organizations. Shirky (2008) discusses how social media allow for "ridiculously easy group-forming" by drastically reducing coordination or transaction costs (p. 54). Li and Bernoff (2008) discuss what they call the groundswell, which they describe as a "social trend in which people use technologies to get the things they need from each other, rather than from traditional institutions like corporations" (p. 9). From your experience, do their ideas resonate with you? How might libraries take advantage of the groundswell, or make use of ridiculously easy group formation?

11/24 – No Class ~ Thanksgiving Holiday

12/1 – Digital Infrastructure: Current and Evolving Arrangements

Abelson, H., Ledeen, K. & Lewis, H. (2008). Appendix: The Internet as System and Spirit. In *Blown to Bits: Your Life, Liberty, and Happiness after the Digital Explosion* (pp. 301-316). Upper Saddle River, NJ: Addison-Wesley. Retrieved from course e-reserves.

Carr, N. (2008). Burden's Wheel. In *Big Switch: Rewiring the World, From Edison to Google* (pp. 9-24). New York: W. W. Norton. Retrieved from course e-reserves.

Reflection Questions:

This week's readings discuss the current and evolving infrastructure of the Internet. Abelson (2008) discusses the technology that makes the Internet possible, and Carr (2008) argues that the Internet is becoming a utility (like electricity). Do you agree with Carr that there is a technological imperative that outstrips personal choice?

12/8 – Implementing Social Media

Li, C. & Bernoff, J. (2008). Talking with the Groundswell. In *Groundswell: Winning in a World Transformed by Social Technologies* (pp. 99-127). Cambridge, MA: Harvard Business Press. Retrieved from course e-reserves.

Shank, J. D. & Bell, S. J. (2007). Librarianship + Technology + Instructional Design = Blended Librarian. In R. Singer Gordon (Ed.), *Information Tomorrow: Reflections on Technology and the Future of Public and Academic Libraries* (pp. 173-191). Medford, NJ: Information Today. Retrieved from course e-reserves.

Further Reading:

Lankes, R.D., Silverstein, J. & Nicholson, S. (2007). Participatory Networks: The Library as Conversation. Retrieved from <http://ptbed.org/ParticipatoryNetworks.pdf>

Reflection Questions:

Li and Bernoff (2008) discuss “talking with the groundswell.” Shank and Bell (2007) discuss their idea of Blended Librarianship. How might you make use of social media (broadly defined as the multimedia, read-write potential of the Web) for advancing your or your organization’s cause?

12/15 – Design Project Presentations

Course Requirements

Students’ course grades will be determined by performance on the following activities:

1. Class Participation (20%)
2. Weekly Responses (25%) – 11 responses required over the course of the semester
3. Discovery/Analysis Presentation (15%)
4. Design Project (40%)
 - 4a. Proposal (2-5 pages) (10%) – **due October 27, 2010**
 - 4b. Design Document (15-20 pages) (20%) - due December 15, last day of class
 - 4c. Presentation (10%) – present on December 15, last day of class

Class Participation

Students are expected to be prepared and to contribute to class discussions each week with scholarly analyses and insights. In addition, each week one student or a team of two students will present their understanding of the readings to the class. This is an opportunity to consolidate your (or your team’s) understanding on a topic, to present your perspective, to make novel connections to other domains, and to relate the readings to real-world experience. Presenters may use the essential questions posed (available on Moodle) to guide their presentations, or may choose their own direction in discussing the readings. Presenters should be prepared to make around a 10-15-minute presentation, and conclude with some questions or issues they would like to discuss more thoroughly.

The schedule of presenters will be decided on the first day of class.

Weekly Responses

Each week, students are expected to write at least two paragraphs that reflect on the readings. Reflections can be in response to the essential questions posted on Moodle. Students responses should be posed on Moodle by noon (at the latest) on the day of class (late responses will receive a reduced grade). Please do not bring in a hard-copy or email unless Moodle is unavailable. The purpose of these responses is to allow students the opportunity to reflect on the readings and share their reflections with the other members of the class. Students are encouraged to read the responses by their fellow classmates (this is, however, not a

requirement). Based on interests, students may choose two weeks NOT to do a weekly response. This means by the end of the semester, each student should have posted 11 responses.

Please note that the instructor will refer to these responses during class discussion and may ask students to further clarify or expand on their response.

Discovery/Analysis Presentation

Each student will make a 10 minute presentation of a social media (or related technology) that he/she discovered that he/she thinks is interesting (something you find innovative, relevant, educational, fun; something you despise). Impress the class with your finding and its analysis! What does this project imply for: individuals, society-at-large, libraries, higher education, business, communications, learning, entertainment, etc. What would any of the authors we have read think of this technology? Try to find something that you find genuinely interesting and not obvious. Examples includes mobile applications, applications used in other social networking applications, or some innovative combinations (e.g., GPS). Please make sure that during your presentation you can show us the technology that you have discovered (e.g., Powerpoint, handout, etc.). Also, include a 2-page write-up of your discovery and analysis, where you incorporate the readings into your analysis (or other outside readings you can find), and turn-in on the day of your presentation (in hard copy).

Design Project

Overview

As social media evolves into a mature and widely used set of technologies (social networks, mobile devices, among others), interest has grown in using such technologies as part of solutions to address important social issues. In the United States, education of youth is undoubtedly one of the most important of these social issues and is an area that libraries are becoming increasingly involved. Your challenge is to work with a team to develop a project for the “Digital Media and Learning” competition [<http://www.dmlcompetition.net>] from the [MacArthur Foundation](#). More information, excerpted from the Competition website, is below:

The Digital Media and Learning Competition, created in 2007, was designed to find "and to inspire" the most novel uses of new media in support of learning. Projects explore how digital technologies are changing the way people learn and participate in daily life. Awards have recognized individuals, for-profit companies, universities, and community organizations using new media to transform learning.

The 2010 Competition, launched in partnership with [National Lab Day](#), challenges designers, inventors, entrepreneurs, practitioners and researchers to build learning labs and/or learning experiences for the 21st Century, environments that will help young people interact, share, build, tinker, and explore in new and innovative ways.

Reimaging Learning: Why this focus?

President Obama has [called for a renewed focus on science, technology, engineering and math education in the United States](#). The headlines of 2009 highlight the need for urgency: Whether it is epidemic disease, clean energy, climate change, new economic models, or innovative responses to local and global problems, the next generation will experience a rapidly changing world of daunting challenges. The complexity of such challenges will require sophisticated critical thinking and an ability to understand and affect the multiple systems that shape the economy, society and even life itself. Today's young people will be called upon to demonstrate the dispositions and habits of mind that have always been at the heart of innovation and achievement – creativity, persistence, imagination, curiosity, storytelling, tinkering, improvisation, passion, risk-taking, and collaboration. These are the very dispositions and habits of mind that are nurtured by the

exploration and understanding of science, technology, engineering and math.

This is also a time when the way young people learn, socialize, and participate in civic life is changing dramatically. Today, young people are accessing information in ways never before imagined. Young people are contributing, producing, and making things as they participate in local and global networks. They access just-in-time information while engaging in three-dimensional simulations and global networks. They also collaborate and contribute high quality peer-reviewed work in global “pro-am” communities, and ascend to leadership positions in complicated multiplayer team-based games. Recent studies of young people’s participation with digital media – including games, mobile devices, social networks, and virtual worlds – suggest that young people are re-imagining learning on a daily basis. They are engaging in what is called “participatory learning.”

The 2010 Digital Media and Learning Competition challenges designers, entrepreneurs, practitioners, researchers and young people to put participatory learning to work on behalf of science, technology, engineering, math and their social contexts in the 21st century. Awards will total \$2 million.

Reimagining Learning: Participatory Learning

Helping young people develop the capacities and knowledge to grapple with the challenges of the new century, thrive in the emerging economy, and serve as active and productive citizens may require new and innovative approaches to supporting learning. Several have hinted at this need.

In a 2009 speech to the National Academy of Sciences, President Obama stated: “I want us all to think about new and creative ways to engage young people in science and engineering, whether it's science festivals, robotics competitions, fairs that encourage young people to create and build and invent -- to be makers of things, not just consumers of things.”

Larry Rosenstock, founder of High Tech High, recalls his work as a carpenter when explaining the success of his schools (100% college acceptance): “Young people like to make and build things, that’s how they learn and that is how our schools are organized.”

Professor Mizuko Ito, in a seminal study examining how more than 700 youth participate with digital media, describes two critical patterns of participation: interest-driven and friendship-based. With interest-driven activity young people acquire new skills through exploring interests, tinkering, and “messing around” with digital media. They add to their repertoire through practice, trial and error, sharing, and ongoing feedback from peers.

Central to all of these descriptions, but often not acknowledged is the inherently social nature of learning. Whether with friends, in online communities, in schools, or afterschool programs, young people are learning through engaging, sharing, or creating information with others. In fact, in a recent study published in Science, neuroscientists are beginning to demonstrate that humans possess powerful implicit learning mechanisms that are affected by social interaction.

Projects supported by the MacArthur Foundation have begun to demonstrate the criteria and elements of participatory learning.

At its simplest, participatory learning refers to young people’s learning that:

- *is intrinsically motivated because it is connected to their interests and passions;*
- *is inherently social in nature because it involves interacting, providing feedback, and sharing with others; and*

- *typically occurs during tangible, creative activities, that are open and discovery-based, involve tinkering and play and are not highly prescriptive.*

Participatory learning is often facilitated by digital media because they significantly lower the barriers to production and distribution, invite social engagement and interaction, promote the possibility of contribution, and challenge traditional notions of authority and expertise.

Groups are encouraged to build projects that leverage the strengths of libraries (e.g., facilitating knowledge construction in communities). Your project does not need to deal specifically with science, math, or engineering education; however, the project should make use of the skills that indirectly improve upon these areas, such as “creativity, persistence, imagination, curiosity, storytelling, tinkering, improvisation, passion, risk-taking, and collaboration.” The class will be divided into design groups with around four members. Time will be provided in class for groups to meet; however, meeting out of class time may be required. **Design groups do not have to submit their project idea to the competition.** However, each group will be expected to deliver a project proposal, a project design document, and a presentation on the last day of class. Details on these aspects are below:

Proposal

The Proposal should be 2-5 pages and outline the idea for your project. The proposal should be considered a less fully-fleshed-out version of the project design document (see below). The instructor will provide feedback on the proposal that you can use in further refining your project.

Design Document

The project design document should be 15-20 pages (this page count can include figures, but not references or other appendices). This document should take the form of a traditional document (hence, it should not be a Powerpoint or in a presentation form). The design document should address:

- a) What is the purpose of your project?
 - 1) Why do we need it?
 - 2) How does this project help youth learn?
 - 3) What educational or learning goals will motivate this effort, if any?
 - 4) What populations of users (if any) will be served?
 - 5) What type of community (if any) will be fostered by this effort?
 - 6) What role (if any) will librarians play in this project?
 - 7) What will be the size of this effort?
 - 8) What resources will be required?
 - 9) How will the project be assessed?
 - 10)

- b) What are the features and functions of the project? Please be specific.

- c) Include one or more prototypes of the project. These prototypes can come generated electronically (Adobe Illustrator, Photoshop, Powerpoint, etc.) or by-hand (drawings on paper, etc.). These prototypes should strive to be more than sketches; they should be visibly assembled with care.
 - i) Screen shots (if applicable): What would a user see when interacting with this system? What elements make up the user interface (if any)?

 - ii) Diagrams: Illustrations that convey flows or networks of interaction.

 - iii) Visualizations: How would you convey the design’s social and/or human interactions? Be creative.

d) Implementation: What do you think would be involved to make this design a reality? Provide estimations.

e) What does the literature and research on social media offer in thinking about this project?

Presentation

Each group will get 20 minutes to present, and a 10 minute question and answer period. Each group should:

- a) Make it fun and educational! Be creative! We have all been subject to ill-prepared or low-energy presentations- avoid it!
- b) Discuss the goals, why your project is needed, and what makes your project innovative.
- c) Provide a way of demonstrating your prototypes to the class. These may include electronic illustrations (Powerpoint), an interactive simulation, or large paper/drawing presentations. You may also want to consider handouts for the class.

Assessment and Evaluation

- 1. All assignments must be completed in order to receive a passing grade in the course
- 2. Assignments must be turned in during class in hard copy (except for the weekly responses which should be completed on the LMS). Late assignments will receive a reduced grade
- 4. Late papers will receive a grade but no comments
- 5. Pratt policy: Students with extensive absences (three or more for any reason) will be required to drop the course.

Pratt's grading scale:

Superior work:	A 4.0 (96-100)	A- 3.7 (90-95)
Very good work:	B+ 3.3 (87-89)	B 3.0 (83-86) B-2.7 (80-82)
Marginally satisfactory:	C+ 2.3 (77-79)	C 2.0
Failed:	F 0.0 (0-69)	

Policies

All Institute-wide policies are listed in the Bulletin under "Community Standards," which include policies on attendance, academic integrity, plagiarism, computer, and network use. Students who require special accommodations for disabilities must obtain clearance from the Office of Disability Services at the beginning of the semester. They should contact Mai McDonald, Disability Services Coordinator, in the Office of the Vice President for Student Affairs, Main Building, Lower Level: 718-636-3711.