TRANSFORMING TEEN SERVICES
TRAIN THE TRAINER

T3 Online Modules: Facilitated Learning Guide

Guide Overview

Purpose of guide:

This guide includes overview information on how to structure an online e-course learning module and a menu of activities, facilitation ideas, and discussion prompts to choose from as you work through each online module. The activities and prompts supplied are intended as a starting point for you to revise and expand on as you build experience facilitating with practitioners in your state.

Who is this guide for?

This guide is intended to be used by T3 trainers or other delegated group leaders to form and lead a cohort within their state or in partnership with other states who form inter-state cohorts to work through the online modules in a facilitated learning framework.

How this Guide is Organized

The guide is organized into several sections:

- **What is Facilitated Learning**: This section provides a brief overview of what we mean by facilitated learning, how it differs from a traditional classroom experience, and what a facilitator needs to consider when working in an online environment.
- **Strategies for Engaging with Learners:** In this section of the Guide you'll learn some strategies for engaging with learners in the e-course.
- **Checklist for Getting Started:** Use this checklist as you get started planning for and registering learners in the course.
- **The Initial Meeting:** It's a good idea to orient learners to the course prior to their getting started with the content. In this section we give you some ideas of what to include in this initial meeting.
- **Module Facilitation Strategies:** As you work with learners these are some ideas for you to use in live Zoom sessions and as extensions to the content provided in the e-course module.

TRANSFORMING TEEN SERVICES
TRAIN THE TRAINER

What is Facilitated Learning?

When facilitating learning, facilitators take on the role of guide with a group of learners focused on the same material. Facilitation provides opportunities to co-learn and exchange ideas. It varies from a traditional teaching model in the co-learning aspect and interactive nature of the learning environment.

Facilitating for an online audience, and especially one that meets asynchronously, can bring a whole new set of challenges and opportunities for engaging with library staff in your state. To assist with this, along with using the materials provided as a part of T3, we suggest accessing the Facilitator Guide: Group Learning in a Self-Paced Course by OCLC's WebJunction. This guide was originally developed for use with the Supercharged Storytimes project, and was funded through a grant from the Institute of Museum and Library Services. It provides useful tips for facilitating asynchronous discussions as well as through video chat.

Strategies for Engaging with Learners

- We recommend a maximum of 10 to 15 learners in each course section and as you are learning how to facilitate online learning. This will improve the ability of all cohort members to participate and interact, and for instructors and other cohort members to provide feedback.
- We recommend meeting synchronously (for approximately one hour) weekly or bi-weekly so learners can engage with each other and the materials, whether this be through video conferencing, a conference call or in-person (perhaps utilizing an existing gathering when possible).
    - The ability to see other cohort members will increase the personal feel, buy in, and participation of the cohort.
    - Zoom is recommended for ease of use, though you may also consider Teams, WebEx, GoogleMeet or other video chat platforms. You can also meet via a conference call on Freeconferencecall.com or an alternate platform offered by your state. Please consult with your state agency to verify the preferred platform.
    - We recommend starting each virtual or live meeting with a check-in or icebreaker to get everyone talking. Check out examples on p. 6 of the OCLC guide or at this link.
    - In the synchronous sessions you may want to review the learning that is taking place during the module. You will want to facilitate conversations about the

content of the module and give learners the chance to talk about takeaways from the module. See the facilitation strategies section of this guide for some discussion prompts.
    - Recording the virtual meeting and posting the chat and video following the session, and posting links on the course site, ensures that learners who couldn't participate live and/or who want to go back and review what was covered, have the opportunity to do that.
        - If you start a recording prior to the session start, consider editing out those pieces of content or silence that are not a part of the meeting before posting/sharing with learners.
- Each course module includes discussion boards meant to be a forum for cohort members to share thoughts and interact with each other. It is important for you as a facilitator to model this by responding to posts on a regular basis, asking questions, helping to reframe ideas, and making suggestions about ways to learn more.
- Keeping in touch with learners throughout the course keeps engagement high. Sending out emails at the beginning of each course week letting learners know what they will be working on, reminding learners of upcoming synchronous sessions during the week, and encouraging email questions or questions posted on a discussion forum are proven successful techniques for keeping engagement going.
    - Sample emails to participants and live session agendas are available.

Checklist for getting started

- Consider trainer support
    - Contact your state facilitation partner (if you are not already co-facilitating with them) or other T3 trainers for training tips or support
- Ensure you understand the software/platform you will be using to deliver the online course
    - If you have access to YALSA's T3 Canvas page:
        - Watch the 7 minute video on using Canvas features - Editing and Publishing E-course site content and learn how to copy a Canvas course in this 4 minute video.
        - You can import/copy online course content from each module page on the Google Site if you are using a different Learning Management System (LMS) or platform.
    - You can find all e-course content on each module page of the Trainer Google Site

- Set dates for course start, ending, meetings (when applicable), and for when asynchronous assignments will be due.
    - Decide when the course will take place, determine the number of weeks, along with what day the week starts on (i.e. Sunday-Saturday might be a class week). We expect the connected learning module will take learners approximately 5 to 8 hours to complete. This can be broken into a 2 to 5 week e-course depending on the time available to you and the learner. We suggest starting with a four week course that covers one section per week.
    - Try out each activity ahead of time. Where possible, include some of your own responses as an example for the group.
    - You may want to only publish course pages as participants will use them because they are scaffolded. This helps participants keep focus and prevents facilitators getting overwhelmed with questions on future modules.
- Invite your participants
    - We recommend limiting your class size to 10-15 participants
- As library staff register for the course, distribute the **optional** pre-survey
- Several of the modules have pages that include FlipGrids, wordcloud generators, etc. that will need to be cloned for your cohort. This will ensure these tools are focused on your community. There are notes specific to each module in those sections of this guide.
    - If you need resources to help with any of this, check out this list.
- If you will be facilitating a blended e-course module (including synchronous and asynchronous elements), consider starting with an orientation before the course officially starts or early in the first week of the course. You can use this time to familiarize learners with the platform. You could also use Zoom or Screencastify or Loom to create an orientation video for your specific site.
- If you are planning to use a video conferencing element, consider viewing this video of a 30-minute T3 meeting with Jennifer Brady.
- There is a folder of agenda and email templates you can use and adapt for your cohorts. Please note, these were developed for the state trainer cohorts and may need to be adapted for use with practitioners.

Initial Meeting

If you host meetings via video conferencing, conference call or in person, this format may be useful to follow:

- Have participants introduce themselves, where they work, etc.
- Explain the structure of the course
    - Meeting schedule

    - Pacing of content
    - Attendance
    - CEUs/certificate of completion
    - Assignments
- Go over group norms - borrow from the set on p. 7 of OCLC guide or other such sets, or decide as a group on norms at this first meeting (take notes and remind group of this set at each subsequent meeting)
- Provide overview of course objectives, including info that came up in pre-surveys (if used)
- Have participants each share a goal of what they are hoping to get out of this course

---

Module Facilitation Strategies

There will be four e-course modules on the following topics:

- Connected Learning
- Computational Thinking
- Ages and Stages of Youth Development
- Pursuit of Educational Equity

Below you will find an overview of each module, suggested prompts and topics for synchronous sessions, and extended ideas if you would like to add activities to what's already included in the module provided.

Connected Learning Module

Overview

The Connected Learning module includes the following sections:

- **What is CL**: this is where you will be introduced to the ideas of CL and why they are important for library staff working with and for teens. We've included a video that provides an overview of the ideas of CL and some examples of how libraries are integrating connected learning into their services with and for teens.
- **Self-reflection on CL**: We want to give you the chance to think about how CL fits into your own experience and work life. In the second part of the CL module you'll have a chance to reflect on your interests as a teenager and how adults and peers helped you

to learn about those interests. You'll also have the chance to record a video about your experiences and share that with others who participate in this module.

- **Theory into Practice**: The next section of this module gives you a chance to start to think about how CL does and doesn't work within the library context.
- **Engaging with Community Through Asset Mapping**: Find out how through mapping the assets in your community you can effectively support teen CL activities.
- **CL and Your Library**: In this section of the CL module you will learn more about how libraries are actually integrating CL into their services and then you'll get to take a self-assessment so as to think more about how your library is integrating CL and how you might expand on that integration.
- **Evaluating Connected Learning:** This module will introduce evaluation terms and concepts for applying to CL programming.
- **What's Next**: After you've learned about CL and how it can and is being integrated into libraries, use the template we've provided to start planning for your own integration and/or expansion of CL in your setting.

Before You Start

- Create a FlipGrid Grid for participant reflections for the Self-Reflection on CL page and have facilitators record their own videos for this. Learn how to do this by visiting FlipGrid's Getting Started page.
- You may wish to include a note, on the Self-Reflection on CL page (or introduction to the FlipGrid activity) such as this: Youth can be a difficult time for many, and reflecting back on this can bring up intense emotions. Vulnerability can be a powerful tool for connection but can also be difficult. Engage with this content as you feel comfortable.
- Clone the course content (Canvas, Niche, or other platform) and replace links with your own course material where necessary (i.e., Padlets, Google Docs, Flipgrids, etc)

Suggested Pacing for Module

- Zero Week: Initial Meeting & Introduce Technology
- First Week: What is CL/Self-Reflection on CL
- Second Week: Theory Into Practice/Asset Mapping
- Third Week: CL and Your Library/Evaluating Connected Learning
- Fourth Week: What's Next

What is Connected Learning?

Synchronous Discussion

- Think back to the example of Tal from the Mimi Ito video (age 11, into Minecraft, started playing w/ cousin at home, started Minecraft club at school, inspired to make own YouTube videos by the videos she was watching, celebrated in school paper, decided to

pursue writing and creative production). Do you work with any young people who remind you of Tal? Their interests need not be similar.
- What are the interests of these young people? What support do they have in terms of relationships and opportunities?

Optional Extension Activity

Self-Reflection on Connected Learning

*Don't forget to create your own FlipGrid group for participant reflections and have facilitators record their videos for this.

Synchronous Discussion

Prior to the synchronous session ask learners to watch at least five of the Flipgrid posts. During the live session facilitate conversation using the following prompts:

- What similarities did you notice between experiences?
- Where did you see the role of relationships in the experiences?
- If the teens you work with made their own videos, how do you think these might be similar or different?

Theory into Practice

Synchronous Discussion

- **Thinking big --** Thinking about expansive possibilities helps us imagine new ways of doing things. Maybe some of these big dreams can find their way into small scale implementations in surprising ways.
    - If you had unlimited resources and buy-in from your administrators, how could connected learning principles transform the way you design and implement programming?
- **Small steps** -- Maybe you feel like you don't have the buy-in from administrators, or the time and resources to take big steps towards using connected learning principles to inform your program designs. The beauty of Connect Learning as a design framework is that there are all kinds of ways you can apply it to your library context or let it inform your thinking as a practitioner.
    - What are the small things you can do? What feels realistic now?

Optional Extension Activity

Asset Mapping

Synchronous Discussion

Send participants into breakout rooms in groups of three. Have them take turns sharing their asset maps via screen sharing using the following prompts:

- What's the most unique asset that you uncovered in your community?
- Pick an asset to describe -- Why do you think this is an asset? What strengths/relationships does it bring?
- Rotate through the group so everyone has a chance to share, then repeat the process with everyone choosing a new asset

Once participants return to the main room, have them use the following prompts in the large group.

- What surprised you most as you walked or drove your community?
- What is one of the next steps you plan to take based on your asset map?
- Who might you ask to look at your asset map that could add additional perspective?
- After seeing the maps of other cohort members, is there anything you plan to change about or add to your own map?

Connected Learning and Your Library

Synchronous Discussion

In the live synchronous session consider using one or more of these prompts as you facilitate the discussion:

- Why do you think CL is a valuable framework for the work you do with and for teens?
- What surprised you about the ways in which you found you do and do not already facilitate CL through your library?
- What else do you need in order to be able to bring CL to the work that you do with and for teens?

Optional Extension Activity

What's Next?

Synchronous Discussion

Ask participants to look at the *Connected Learning Next Steps* template that they worked on, have them identify their best idea for moving forward, and then talk about that idea with the

group. After everyone has discussed their idea, invite learners to ask each other questions they have about moving forward.

Computational Thinking Module

Overview

The Computational Thinking Module includes the following sections:

- **The What and Why of CT:** This is where you will be introduced to the ideas of CT and why they are important for library staff working with and for teens. We've included a video that provides an overview of the ideas of CT and some examples of how libraries are integrating connected learning into their services with and for teens.
- **The Concepts of Computational Thinking:** Once you've learned about why CT is important for teens to engage in and with, you'll have a chance to learn a bit more about what concepts are embedded in CT literacies.
- **Computational Thinking in Real Life:** As you learn about CT, you will start to discover that many of the activities you and teens take part in during each and every day are related to CT.
- **Computational Thinking and Library Activities and Services:** Not only is CT a part of your everyday life, it's also a part of the library activities you already provide for and with teens. In this portion of the module you'll be able to think more about that and begin to plan for even more CT engagement through your library.
- **What's Next:** After you've learned about CT and how it can and is being integrated into libraries, you'll have the chance to build a KWL (know, want to know, and learned) chart so as to keep gaining knowledge about CT.

Before You Start

- Create word cloud slides for the first and last weeks of the course. You will need to set up an account at Mentimeter to create a slide that acts as a word cloud generator. This short screencast gives you an overview of how to setup a Word Cloud generator with Mentimeter. You can also learn how to create the Word Cloud slide on the Mentimeter site.
- In the Computational Thinking in Real Life section you will need to create a Padlet that will have just the content added by the group you are working with. A template you can use is available. To make a copy for your group:
    - In the top right corner of the Padlet click on *Remake*

    - Under *What to copy* make sure *Copy design* and *Copy posts* is selected
    - In the top right select submit
    - When the Padlet is available click on the settings wheel and rename the Padlet to suit your purposes and make other changes - color scheme, etc. as you would like.
    - Copy the address of the Padlet to the clipboard
    - Create a link to the Padlet you created where Padlet is mentioned on the Computational Thinking in Real Life page of the module.
- Clone the course content (Canvas, Niche, or other platform) and replace links with your own course material where necessary (i.e., Padlets, Google Docs, Flipgrids, etc)

Suggested Pacing for Module

- Zero Week: Initial Meeting & Introduce Technology
- First Week: What and Why of CT
- Second Week: The Concepts of CT
- Third Week: CT in Real Life
- Fourth Week: CT and Library Activities and Services
- Fifth Week: What's Next?

The What and Why of CT

Synchronous Discussion

- In what ways does framing CT as problem-solving make it more or less approachable?
- In what ways do you agree that CT is a critical literacy for teens?
- What do you see as the benefits of integrating CT into teen activities?
- What challenges do you think you might face in integrating CT into your teen activities?

Optional Extension Activity

The Concepts of Computational Thinking

Synchronous Discussion

Learners should have already read through the BBC Bitesize information on Computational Thinking. Now they will have a chance to continue thinking about the concepts in small groups.

Divide participants into small groups of 3-5 using Zoom breakout rooms, with the target being at least four groups. Assign each group one of the following questions.

- How would you describe **decomposition** to a friend?

- How would you describe **pattern recognition** to a friend?
- How would you describe **abstraction** to a friend?
- How would you describe **algorithms** to a friend?

Groups can use the whiteboard feature of the Zoom software or create a GoogleDoc to take notes.

Give the groups 10 minutes to discuss. Circulate between the breakout rooms and help learners as needed. Bring everyone back into a larger group and then ask each group to share their discussion of the CT topic back to the whole group.

Computational Thinking in Real Life

Synchronous Discussion

- Where did you see the four CT concepts in Anna Shipman's video on her water leak? Abstraction? Pattern Recognition? Algorithms? Decomposition?
- What surprised you as you filled out your template on how CT showed up in your day?
- Prior to the discussion ask participants to review at least three other participants' templates. What similarities and differences struck you between your own and other cohort members' templates?
- How did this exercise help you to better see how the concepts support and interact with each other?

Optional Extension Activity

Computational Thinking and Library Activities and Services

Synchronous Discussion

- Do we intentionally include CT language in the work we do with teens? If so, how?
- What if I don't know something that a teen asks about CT?
- Who in the community might support your work integrating CT into your youth programming? How do you leverage your CT work to engage partners?

Optional Extension Activity

What's Next?

Synchronous Discussion

- Have participants take turns sharing their Learneds
- Have participants take turns sharing the Want to Knows and give other participants a chance to respond to each others
- Show the Word Clouds side-by-side and have participants share observations
- Have participants share a next step in implementing CL

Ages and Stages of Youth Development Module

Overview

The Ages and Stages of Youth Development Module contains the following sections:

- **Strolling through the years:** In this section of the module you will have a chance to think about your own experiences as a 10 to 18 year old and discuss with others how those experiences inform your work with young people today.
- **Issues of Debate:** In this section you will have the chance to reflect on some of the common conceptions and misconceptions of youth development and discuss them with your classmates and colleagues.
- **Who and why of 8 to 10 year olds:** In this section you'll have a chance to dive into the development of the pre-adolescents and gain knowledge about the age group's intellectual, social, and emotional development.
- **Family Systems:** In this section you'll have the chance to consider the value of engaging with whole families as a part of the services you provide to tweens and teens.
- **Who and why of 11 to 13 year olds:** In this section you'll have a chance to dive into the development of the early adolescence and gain knowledge about the age group's intellectual, social, and emotional development.
- **Brain Development:** In this section you will watch videos and read about tween and teen brain development and talk with your classmates and colleagues about knowledge of this development has an impact on teen library services.
- **Who and why of 14 to 18 year olds:** In this section you'll have a chance to dive into the development of the older adolescents and gain knowledge about the age group's intellectual, social, and emotional development.
- **Teen Mental Health Parts 1 & 2:** In this section you will have the chance to consider how libraries can support positive teen mental health and well-being.
- **What's Next:** In this section you'll have the chance to apply what you've learned in this module in an action plan for building and implementing teen services that support growth and development of the age group.

TRANSFORMING TEEN SERVICES
TRAIN THE TRAINER

Before You Start

- Create a FlipGrid Group for participant reflections for the Strolling through the years page and have facilitators record their own videos for this. Learn how to do this by visiting FlipGrid's Getting Started page.
    - You may wish to include a note on the Strolling through the years page (or introduction to the FlipGrid activity) such as this: Youth can be a difficult time for many, and reflecting back on this can bring up intense emotions. Vulnerability can be a powerful tool for connection but can also be difficult. Engage with this content as you feel comfortable.
- Create new copies of the Google Docs (8-10, etc.) for participants to annotate and set your doc permissions so that participants with the link can view and comment. (find on Trainer Google Site)
- Create a copy of the Ages JamBoard for participants to add to and set your JamBoard permissions so that participants with the link can edit. (find on Trainer Google Site)
- Remix the Issues of Debate Padlets
- Clone the course content (Canvas, Niche, or other platform) and replace links with your own course material where necessary (i.e., Padlets, Google Docs, Flipgrids, etc) (find on Trainer Google Site)
- Create agendas for each session - you may want to create Facilitator versions and Participant versions. Find examples here.

Suggested Pacing for Module

- Zero Week: Initial Meeting & Introduce Technology
- First Week: Strolling through the years/Issues of Debate
- Second Week: 8-10 & Family systems
- Third Week: 11-13 & Brain development
- Fourth Week: 14-18 & Mental Health
- Fifth Week: What's Next

Strolling through the years

*Don't forget to create your FlipGrid group for participant reflections and have facilitators record their own videos for this activity.

Synchronous Discussion

Prior to the synchronous session, ask learners to watch at least five of the Flipgrid posts. During the live session facilitate conversation using the following prompts:

- How did you change from sixth to eighth grade? How did you change from eighth to eleventh grade?
- How does remembering yourself at those ages help you to think differently about the youth you work with?

- In what ways do you think your reflections and those of your colleagues are similar to the youth you work with? How are they different?

Issues of Debate

Synchronous Discussion

- How did the comments you encountered in the Padlets challenge your thinking on the issues?
- In what ways does your personal experience inform your position on the issues?
- How do you think your stance on these issues has influenced your work with youth?
- What could be the benefits of investigating these types of questions for which there are no right or wrong answers?

Who and why of 8 to 10 year olds

Synchronous Discussion

- How are eight to ten year olds different from younger children? In what ways are they becoming more mature?
- What kinds of programming or activities could help kids this age to engage with each other socially?
- Often eight to ten year olds end up with activities targeted for younger kids or older teens. How could you adapt multi-age youth programs to meet the needs of this age group?

Family Systems

Synchronous Discussion

- What ideas from the discussion board might work in your library?
- How can you include teens in your family services? For example, offering simultaneous programming for teens and school-aged children could enable participation for teens with responsibilities for younger siblings.
- What types of family systems does your library cater to? Which families might be excluded from the family services offered by your library?

Who and why of 11 to 13 year olds

Synchronous Discussion

- Have participants brainstorm ways they can offer support to and connect with patterns from this age group while respecting their need for independence.
- Take some time to pose any outstanding questions on the GoogleDoc. Pose questions to the group and let participants share ideas in response.

- How do you establish boundaries and behavior expectations for this age group in your library or programming? Do you think this is developmentally appropriate given what you have learned this week? Are there any changes or adjustments you're considering given the new information?
- Do you have ideas for ways you can address this age group's interest in topics related to health and sexuality? How about relationships - both romantic and friendship?

Brain Development

Synchronous Discussion

Divide participants into 3 or more groups of 3-4 and assign each a brain development concept from the article in this section "Decoding the Teenage Brain (in 3 Charts)": social influence of peers (Of Mice and Minors section); risk-taking (A Telling Mismatch section); neuroplasticity (All Natural Plastic section). Give groups 15 minutes to review their concept via the reading and create a visual demonstrating the impact of their concept on teen library services. The visual could be a list, a collage of images, a drawing, or something else. Have groups use JamBoard to capture and display their work. After 15 minutes, have the groups come back together to share and explain the ways they represented their concepts.

Who and why of 14 to 18 year olds

Synchronous Discussion

- In what ways can the library support teens throughout their exploration of various aspects of their identities?
- How can you support teens in planning for their futures and transitioning into young adulthood?
- Do you have ideas for ways you can address this age group's interest in topics related to social justice movements and/or community engagement/activism?

Teen Mental Health

Synchronous Discussion

- Use slides to define HOMAGO & Hanging Out. Ask, in what ways does hanging out support the principles of teen wellbeing? How can your library provide a space for teens for hanging out?
- What is your library already doing that you think could support teen well-being? How could the service more intentionally help teen mental health needs?
- What would you like to be able to do in order to better support teen mental health? Are there community partners that could help you achieve this?

What's Next?

Synchronous Discussion

- Did anything from the "Don'ts" pages of the JamBoard resonate with you? What ideas stood out to you from the "Do's"? Is there anything you plan to change about or implement in your own work?
- How did you go about collecting data on your age group? Did you learn anything unexpected about your community in the process?
- Have participants share next steps from their timelines.

Optional Extension Activity

Educational Equity Module

Overview

The Educational Equity module includes the following sections:

- **Introduction: Starting with You**: A central part of equity work is thinking about one's own identity, biases, and experiences. You'll get started with this self-reflection in the introduction to the module.
- **Identity Unpacked:** Equity work requires examining your personal identity and its role in the development and implementation of more equitable library services. You'll start this introspective thinking in this section of the module.
- **Recognizing Implicit/Unconscious Bias:** Consider how unconscious attitudes and stereotypes shape your understanding and behavior, both personally and professionally. This section focuses on self-work and may bring up emotional thoughts and feelings. Take time to pause and process your feelings. Share with the group to the extent you feel comfortable.
- **Cultural Competence and Cultural Humility:** Understanding and building equity calls for knowledge and appreciation of cultural diversity and for a commitment to self-evaluation. In this section you will explore how cultural competence and cultural humility are integral to inclusive, welcoming and respectful library spaces and services that center equity.
- **Systemic Inequity:** Inequities created and perpetuated by systems such as education, criminal justice, and healthcare impact the overall well-being of historically marginalized racial, ethnic, and cultural communities. In this section you will examine systemic inequity and the opportunity gaps it creates.

- **Educational Equity in Libraries:** In this section of the module you get the chance to think about how one's own identity and biases can have an impact on the work done with and for youth.
- **Continuing the Pursuit**: Consider the work you have done in this course and commit to continuing the pursuit of equity.

Before You Start

- Review EE Facilitation tips slides and discuss with your co-facilitator. This is content to help you facilitate and is not intended to share with cohort participants.
- Create a FlipGrid group for participant reflections for the Introduction: What is educational equity? page and have facilitators record their own videos for this. Learn how to do this by visiting FlipGrid's Getting Started page.
- Clone the Pursuit of Equity Journal Prompt Template for your cohort.
- Clone the course content (Canvas, Niche, or other platform) and replace links with your own course material where necessary (i.e., Padlets, Google Docs, Flipgrids, etc)

Suggested Pacing for Module

- Zero Week: Initial Meeting, Co-creating Agreements & Introduce Technology
- Week 1: Introduction: Starting with you/Identity Unpacked
- Week 2: Recognizing Implicit/Unconscious Bias
- Week 3: Cultural Competence and Cultural Humility
- Week 4: Systemic Inequity
- Week 5: Educational Equity in Libraries/Continuing the Pursuit

Introduction: Starting With You

*Don't forget to create your own FlipGrid for participant reflections and have facilitators record their videos for this.

Synchronous Discussion

- What's one thing that resonated with you while watching your colleagues' FlipGrids?
- After getting a very basic sense of Connected Learning, how do you see this as interconnected with educational equity? Why would we choose to start our learning about Connected Learning with education equity?
- What opportunities do you foresee in integrating Educational Equity into your work?

Identity Unpacked

Synchronous Discussion

- Which, if any, of the prompts were more difficult to answer? Why might that be?

- What, if any, unexpected elements of your identity did the activity help you to unpack?
- How do your various identities exist apart from each other or how do they overlap and impact each other, in EDI speak what is referred to as intersectionality?
- How do you see yourself experiencing your identities in different settings? For example, do you see certain identities more at work or with your family?

Recognizing Implicit/Unconscious Bias

Synchronous Discussion

- Where do you see Implicit Bias showing up in your work and in your daily lives?
    - In practice - the library resources and services offered Ex: collection and programs?
    - As practitioners - the people who directly work with youth?
    - With people - library patrons, friends and family, and community members at large?
    - In policies - the policies and rules of the library Ex: fines, computer time, discipline, local ordinances?
    - As Practitioners - the people who directly work with youth?

Cultural Competence and Cultural Humility

Synchronous Discussion

- Which of the barriers to access are most relevant in your community?
- Can you think of additional barriers to access locally not named in the report?
- Looking at your state-level data, what can you conclude about the need for no-cost after school enrichment activities?

Systemic Inequity

Synchronous Discussion

- How do you see Educational Equity in your work?
- How can Educational Equity and Connected Learning be used to create library spaces that are welcoming for all youth?
- What barriers to access exist for indigenous or youth of color (or groups that have been marginalized) in your community?
- What steps can you take to make access to your library and its services more equitable?

Educational Equity in Libraries

Synchronous Discussion

- What were your main takeaways from this video?
- How could you adopt some of the staff practices at your library?

- What are some ways you can embed educational equity to support teen needs through library services?

Continuing the Pursuit

Synchronous Discussion

- In what ways did you find using the journal helpful? How were you challenged using the journal to process the course content?
- How did you feel making a commitment to continue your equity journey?
- In what ways will you hold yourself accountable for the commitment you made?
- What is your biggest takeaway from this module?

Extension Activities

Connected Learning Module

What is Connected Learning Extension Activity

If you would like to expand the activities provided in the *Introduction to Connected Learning* section, consider this activity.

Ask learners to:

- Think of Tal from the Mimi Ito video (age 11, into Minecraft, started playing w/ cousin at home, started Minecraft club at school, inspired to make own YouTube videos by the videos she was watching, celebrated in school paper, decided to pursue writing and creative production)
- Think about a young person you work with in your library who reminds you of Tal, although they don't have to have the same interests -- any interest is valid
- Jot down some notes on the youth's interest, relationships to peers or caring adults and opportunities for them that connect their interests to real work application
- Post a summary of the young person you work with and their interests, relationships and opportunities on the discussion forum

Theory Into Practice Extension Activity

*Have participants print out a copy of the CLX learning guide to refer back to during the synchronous discussion activity

Learners should have already read the brief from the Connected Learning Exchange's Connected Learning Guide and organized a list of do's and don't's via Padlet. Now they will have a chance to continue thinking about dos and don'ts in small groups.

- Break the group into at least 3 small groups of 3-4, using Zoom break-out rooms. Give these instructions:
    - Each group will review the strategies for their assigned principles and then will present to the larger group a short list of Do's and Don'ts to address this principle in their libraries. Groups can use the whiteboard feature of the software and or create a GoogleDoc to compile their lists.
- Assign groups so that each principle of CL is covered: one group will focus on opportunity, one group will focus on interests, and one group will focus on relationships.
- Give the groups 10 minutes to develop their lists. Circulate between the breakout rooms and help learners as needed. Bring everyone back into a larger group and then ask each group to talk about the lists they developed and how that list fits with the CL principle assigned.

Connected Learning and Your Library Extension Activity

If you would like to expand the activities provided in the Connected Learning and Your Library section, consider the activity below.

- Understanding how to employ Connected Learning in your library requires a great deal of reflection and understanding on the structure of the community you serve, the resources available to your library, and the needs of the teens in your community. This will be different for every community, and while we have tried to provide as many examples as possible, you will still be adapting those examples to best fit your teens, your library, and your community.
- For this activity, participants will watch a video about Connected Learning activities that the Salmon Public Library in Salmon, Idaho has done with its teens, and to read through examples of Connected Learning work at rural and urban libraries across the country in, "Connected Learning Principles in Action," while also completing an assessment of their library's current Connected Learning offerings. They will each have a chance to contribute to the discussion board regarding their results.
- Pair learners into groups (if you have an odd number of learners, consider adding yourself as a partner). Notify the learners of their partner, and encourage them to contact each other and set up a time to have a conversation about the results of their self assessment. As a guide for this discussion, provide this link for Connected Learning in Action Partner Discussion. Ask learners to record notes of their conversation and then post what they discussed on the discussion forum.

Computational Thinking Module

The What and Why of CT Extension Activity

Facilitators can demonstrate one of two activities -- making a paper airplane OR making a PB&J sandwich. Facilitators will let participants dictate the steps they take to create a final product to demonstrate an algorithm. Facilitators will gather materials needed and explain the process to participants. Facilitators should exaggerate and be silly to show when steps are missing. Help participants troubleshoot the process as they go.

Computational Thinking in Real Life Extension Activity

Explain to participants that for routine activities that they complete on a regular basis, they no longer have to think them through, for example brushing their teeth. Have participants revisit their template for times when they used the CT concepts without thinking about them (automation).

Computational Thinking and Library Activities and Services Extension Activity

Games -- As an ice breaker activity, play several rounds of the Concept Game. Explain to participants that this game focuses on abstraction. Walk through an example on the children's version (animals), explaining that each square represents an element of the answer. Have participants play at guessing the answer for a couple more rounds of the children's version, and then switch to the adult version for several more rounds.

Share the document with additional games.

Here's a video example of how Paula Langsam and Leah Larson facilitated Concept during a CT E-course Zoom session.

Ages and Stages of Youth Development Module

Optional Extension Activity

What's Next?

Divide the group into at least three small groups using the breakout rooms feature of Zoom. Assign each group an age range to focus on. While the participants in the training are ultimately going to be focusing on teens, remind the group that being aware of ages and stages leading up

to adolescence is important when developing teen services. Point each group to the handouts for their assigned age range and ask them to review the information together.

Then, ask them to create a 3 to 5 minute presentation that teaches the rest of the group some of the highlights from the information they read. The presentation can be a skit, infomercial or other creative presentation (such as creating a superhero inspired by their assigned developmental stage). Inform them that the more creative and dynamic they make their presentations, the more the group will learn and remember.

Remind participants that they do not have to include every point of information in their presentation. You might have to remind them not to simply read the text aloud, but to illustrate it, to make it come to life. Give the groups about 15 minutes to review the information and prepare their presentations.

Give each group an opportunity to present. As each group is presenting, ask the "audience" to make notes about what they see. What are the characteristics of the age group? What are the similarities and differences they notice between the age group being presented, and the age group they work with?

After each group presents, ask the larger group what they saw in the presentation. If there are important points from the text that were missed, highlight them yourself.

Issues of Debate

Alternative to Padlet

Explain that participants are now going to look at some of the issues that child development researchers have explored and, in many cases, continue to debate.

Tell the group that you're going to present them with one of the research issues from the *Issues of Debate* handout and ask them which point of view they most agree with.

Use emotes to indicate which side they support, then give participants a chance to explain their positions.

Explain that in most cases, there is no simple or definitive answer. Human development is a complex process, and new research is constantly emerging that helps us better understand child and youth development.

To what extent is development a function of innate biological processes, environmental

conditions, or some interaction of the two?
For example, is a child artistic because of a genetic trait passed along, or because he is around artistic people at home?

Use emotes to indicate which side they support, then give participants a chance to explain their positions.

Are there critical periods in which a child must have certain experiences in order to develop typically?
For example, if a child does not hear spoken language before she is a toddler, will she ever be able to develop typical spoken language skills?

Use emotes to indicate which side they support, then give participants a chance to explain their positions.

Is there an endpoint to development that all humans are supposed to reach? Are all children supposed to be developing towards the same goals?

Use emotes to indicate which side they support, then give participants a chance to explain their positions.

Ask if anyone has any lingering thoughts about that experience?