Community Technology Literacy & You
Starting Where We Are / Empezando Donde Estamos
Theory and practice in Community Informatics (CI)

Course Description:

In this seminar, we will be addressing community informatics issues around literacy and digital access. The class will be project-based and explore concerns such as how to promote digital literacy and early literacy. It will investigate themes around access to information and technology in partnership with Casa Latina, a local non-profit. Topics and potential projects would engage students in multiple phases of a large-scale community project centered on literacy and inclusion, grant administration and reporting, and curriculum development and implementation for adults, children and families.

Our learning objectives will span individual, team, community and project while bringing in students’ rich experiences and education. Additionally, project and readings will guide students through areas of racial and cultural awareness, critical consciousness and positionality through engagement with different socio-economic and cultural communities.

Through readings, participant observations, professional journals and self-reflections, students will enter the service learning cycle of action and reflection (Bishop, et al, 2009). The main elements of service learning include 1) experiential learning; 2) contribution to community; and 3) reflection.

In this course we will investigate the implications and practice of participatory action research relation to different value systems: community, personal, professional and cross-cultural. The course may include readings in the areas of:

- Service Learning
- Participatory Action Research
- Feminist Theories
- Pedagogies
- Communities of Color
- Digital Divide & Digital Inclusion
- Culture & Identities
- Online Surveillance and Privacy
- Intro to Big Data
- Information Economics
- Ethical Issues
- Community Informatics
- Early Literacy

Each section will build on practical inquiry and conceptual evidence that combines interdisciplinary collaborative processes, research and implications.
Objectives:

**If**

“the broad aim of participatory development is to increase the involvement of **socially** and **economically** marginalized peoples in **decision-making over their own lives**”

(Gujit 1998 as cited in Cooke & Kothari, 2001)

**Then**

how to make the **women partners** (and the **central focus**) of the technology match grant?

Frameworks

Guiding Principles

Read We Are FemTechNet ([Fem]Manifesto)

**Our shared understanding is that:**

- Learning is bidirectional – students and community members are learners.
- We are working together to develop critical consciousness, democratic citizenship, and social justice.
We are building capacities to think critically about identity, representation, policies and systems, with particular attention to race, class and gender and other socially devalued identities.

Specific Skills Outcomes:
- Information Literacy and research skills
- Critical and contextual reading skills
- Synchronous & Asynchronous communication skills
- Cross Cultural Approaches to Information Needs
- Develop and build skills presenting and responding in and among diverse audiences.

Course Delivery Method:

This course will be a combination of face-to-face (F2F) and online class meetings and service. If you are working with the Technology Match Grant, I will be your field supervisor as well as the instructor of record.

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<th>Class Format</th>
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<td>09/24</td>
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<td>11</td>
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<td>Final</td>
<td>12/10</td>
<td>Celebration Off Campus Location TBD</td>
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Course Schedule

We will prioritize the readings together and decide which of the ones listed will be our focus. Readings for each session should be read prior to meeting that week. Our class will be organic, dynamic and our expertise distributed. We will develop working groups and will share in the responsibility of our learning and growth for this project and for ourselves. We are:

- Accountable
- Collaborative
• Collective
• Caring

Schedule of activities, readings and conversations*

Read prior to our first all day class meeting (Sept 24):

Sweeney, Miriam. "How to Read for Graduate School."


RSVP and attend an upcoming Orientation through Pipeline EXPO.

For Tech Match Grant requirements – service hours and class hours will be recorded weekly here.

Week 1
Topics- Introduction

• Review of outline, schedule and service
• Discussion of service learning project
• Frameworks (Overview)
• Personal and Professional Goals

9/26-9/27 Recommended Attendance - Race and Pedagogy Conference at the University of Puget Sound

[Make preliminary choice of topics to guide reading for class discussions]
[Make preliminary choice of teams to guide service learning for project]

Professional Journal Topic – Introduce yourselves, your background, experiences and what brought you to UW, to this class and how this class contributes to your overall goals.

Week 2
Topics –

Paper from Community Informatics Studio

Particular Attention to Appendix 1 Socially Defined Identities

TEDxUIUC Talk (April, 2014). “In Pursuit of an Ethics of Information.” University of Illinois at Urbana-Champaign.

Week 3
Readings by topics

A starting place for readings – this list is by no means exhaustive
I have also shared a Zotero folder with all of you for this class. We will be building on it and creating a collective annotated bibliography of all our collective readings for this class.

Service Learning


Beyond Service Learning: Toward Community Schools and Reflective Community Learners. In *Service learning: Linking library education and practice* (pp. 16–31).

Bose, M. (2014). *Community matters: service-learning in engaged design and planning*. (Selected Chapters will be available electronically) [R]


Stoecker, R., & Tryon, E. A. (2009). *The Unheard Voices: Community Organizations and Service Learning*. Philadelphia: Temple University Press. (Selected Chapters will be available electronically) [R]


Participatory Action Research - Engagement

Bray, J. N. (2000). *Collaborative Inquiry in Practice: Action, Reflection, and Making Meaning*. SAGE. (Selected Chapters will be available electronically) [R]


Reflect and Improve: A Tool Kit for Engaging Youth and Adults as Partners in Program Evaluation.
Stoecker, R. (2005). *Research Methods for Community Change: A Project-Based Approach*. SAGE. (Selected Chapters will be available electronically) [R]


Fernwood Publishing Co., Ltd. (BOOK - Selected chapters)

Feminist Theories


FemTechNet Video Dialogues


Pedagogy


Walker, M., & Unterhalter, E. (2010). *Amartya Sen's Capability Approach and Social Justice in Education*. Palgrave Macmillan. (Selected Chapters will be available electronically)[R]

**Communities of Color**


Hispanic Technology and Telecommunications Partnership. (2014b, June 6). *Latinos Will Lose If the Federal Communications Commission (FCC) Adopts Title II as a Means to Regulate the Internet*.


**Ethical Implications**

*UN Declaration on Human Rights*
The SAGE Handbook of Identities by Margaret Wetherell, Chandra Mohanty
(Selected Chapters) Chapter 13: From Media and Identity to Mediated Identity
Reflections: Social Justice and the Politics of Identity
Ted Talks – The danger of a single story
MIT Libraries – Ethical and legal issues of data management and publishing
Santa Clara University – Ethical Implications of Data Aggregation
NSA targets foreigners, catches Americans
Stoecker, R. (2005). Research Methods for Community Change: A Project-Based Approach. SAGE. (Selected Chapters will be available electronically – Appendix B - Research Ethics) [R]

Intro Big Data

Graphs by MIT Students show intrusive nature of Metadata
Adam Moore - Privacy: Its meaning and value
Ted Talks - The Digital Now
The SAGE Handbook of Identities by Margaret Wetherell, Chandra Mohanty
(Selected Chapters) Chapter 10: Culture and Technology
Katie Davis – Are apps becoming a human crutch?
Digital Citizenship: The Internet, Society, and Participation by Karen Mossberger, Caroline J. Tolbert and Ramona S. McNeal
(Selected chapters)
How millenial are you?
Frontiers in Massive Data Analysis by National Research Council
If Facebook is an infectious disease, here's a guide to the symptoms

Information Economics, Trust & Trade-offs

Data Aggregators – Senate Report Opens a Window into Hidden World
Ricardo Gomez – The growing movement to break technology addiction
The information diet – http://www.informationdiet.com/
Being Digital – Nicholas Negroponte
Ted Talks – Trust, morality – and oxytocin

Online Surveillance and Privacy

Richard Stallman, How Much Surveillance can Democracy Withstand?
Rethinking Reasonable Expectations of Privacy in Online Social Networks
ACLU - How private is your online search
ACLU - Concern High About Both NSA and Corporate Surveillance
Net Neutrality – Why you should be freaking out
ACLU - Seeks Information About Pentagon Infiltration of “World of Warcraft”
24/7 Janice Hanson 2007 (selected chapters)
(Selected Chapters)
Chapter 3 – Have, Have not and don’t wants
Chapter 7 – bites and fragmented: what do we know? What do we own?

Class assignments and grading

Every student is responsible for completing the required reading for each class period and coming to class prepared to discuss them. Additionally, you will be responsible to discuss and bring into dialogue your selected readings. Your discussion (summary) should help identify and facilitate a discussion around the core themes of a given reading and how it
relates to other things we read (especially that week) and the service learning project. The recommended readings are a way to maximize the collective knowledge of the class, and at times it may be helpful for you to make a handout (or other visual, diagram, overview) to distribute about the core themes of the readings.

Written products

At the end of the course, students will have the following written products:

1. Professional Journal (Blog):
   a. Weekly entries into an online professional journal based on readings, reflections, and service learning experiences.

2. Class participation:
   a. Regular and thoughtful participation in class.
   b. On a weekly basis add to group vocabulary list and define and contextualize word(s).

3. Annotated Bibliography:
   a. A comprehensive and collaborative group annotated bibliography of resources.

4. Personal Goals
   a. Personal and professional goals [due day first week of class]
   b. Reflection of personal and professional goals [due day of final exam]

The number of credits a student receives depends on the number of service learning hours completed as well as attendance at a weekly seminar. Credit and service learning requirements are as follows:

- 1 credit: 2.5 hours service learning/week (at least 20 hours service learning/quarter)*
- 2 credits: 2.5 hours service learning/week (at least 20 hours service learning/quarter)
- 3 credits: 5 hours service learning/week (at least 40 hours service learning/quarter)
- 4 credits: 7.5 hours service learning/week (at least 60 hours service learning/quarter)
- 5 credits: 10 hours service learning/week (at least 80 hours service learning/quarter)

*A student may opt to register for 1 credit if it means avoiding an additional registration fee. Students may also register for more than 5 credits.

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1 Additional items may be required as part of the working team/service project.