



SIMMONS

School of Library and
Information Science

YouthStudio: Promoting Just and Equitable Community Engagement in LIS

Association for Library and
Information Science Education
Annual Meeting

Atlanta, GA, January 17, 2017

About Me

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About Me

Teaching & Research Areas

- social & community informatics
- digital inclusion & broadband adoption
- telecommunications & info policy
- social justice in library & info science

YouthStudio

Agenda

- Introduce the YouthStudio model as a critical pedagogical, participatory design, and ethnographic action research framework to promote just and equitable community engagement in LIS.
- Identify its benefits for LIS educators, students, and community partners (including youth!)

YouthStudio: Origin Story (part I)

- Wolske, M., & Rhinesmith, C. (2013, January). **Community Informatics Studio: Designing Experiential Learning to Support Teaching, Research, and Practice.** Paper presented to the 2013 Association for Library and Information Science Education Conference, Seattle, Washington, USA.
- Wolske, M., Rhinesmith, C., & Kumar, B. (2014). **Community Informatics Studio: Designing Experiential Learning to Support Teaching, Research, and Practice.** *Journal of Education for Library and Information Science*, 55(2), 166-177.

CI Studio Iterative Design Process

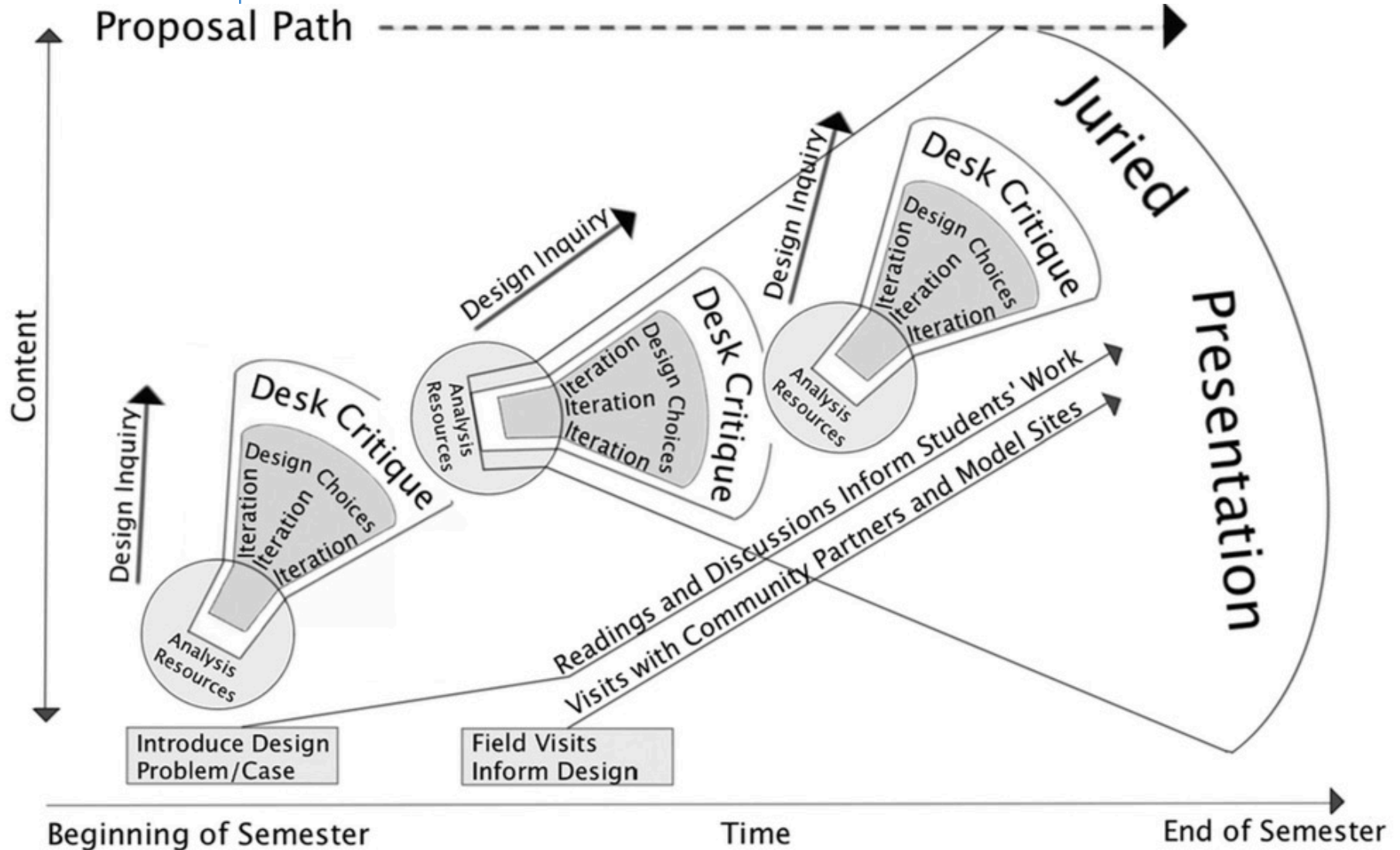


Figure 1. Community Informatics Studio Proposal Path.

CI Studio Iterative Design Process

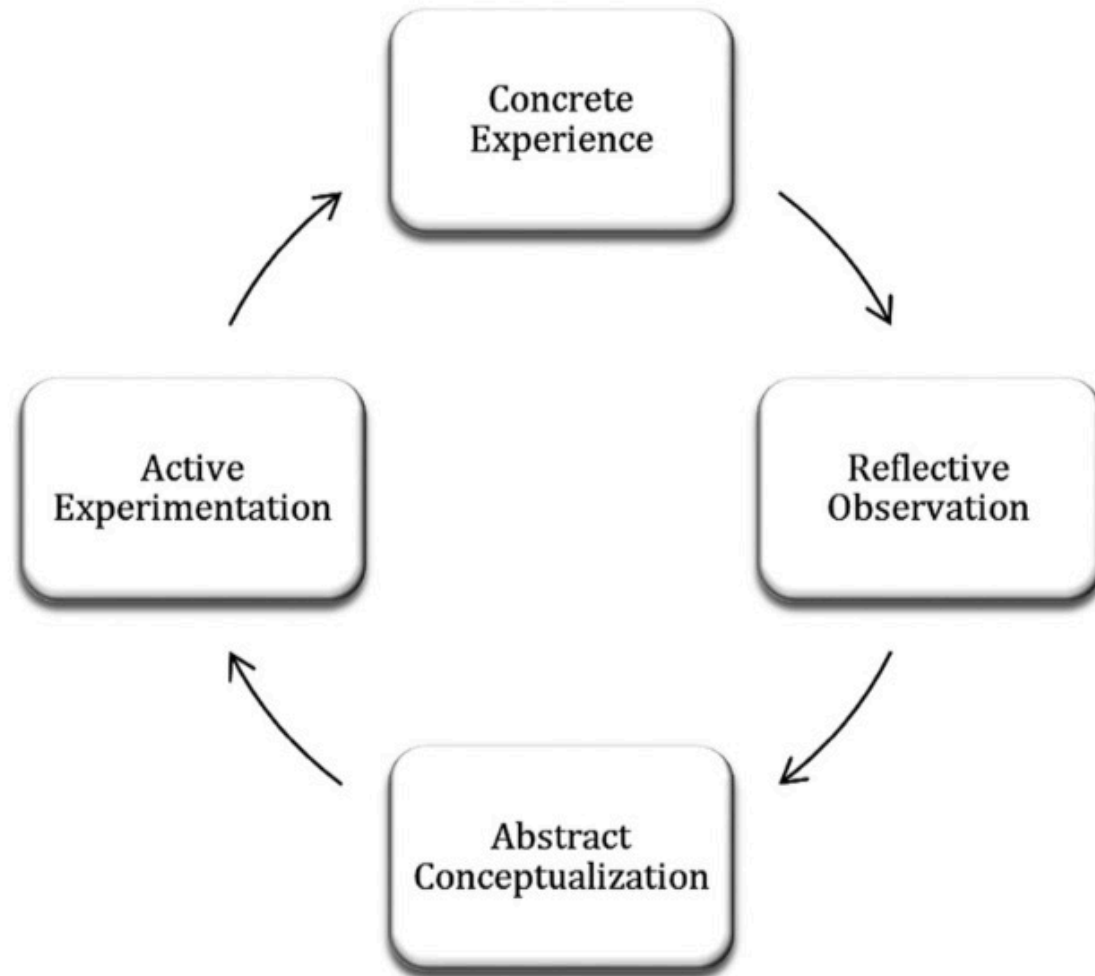


Figure 2. Kolb's Cycle of Experiential Learning.

YouthStudio: Origin Story (part 2)

- Wolske, M., & Rhinesmith, C. (2015, January). **Championing Social Justice in LIS Technology Education: A Critical Interpretive Sociotechnical Framework.** Paper presented to the 2015 Association for Library and Information Science Education (ALISE) Conference, Chicago, Illinois, USA.
- Rhinesmith, C., & Wolske, M. (2015). **Community Informatics Studio: A Conceptual Framework.** In: Stillman, L. and Denison, T. (Eds.), Conference Proceedings - CIRN Community Informatics Conference "Challenges and Solutions": 13-15 October, Monash Centre Prato, Italy.

CI Studio: Conceptual Framework

Critical Interpretive Sociotechnical

- Builds on progressive and pragmatist educational philosophies by embracing both interpretive and critical theory.
- Pathway for advancing community-defined social justice goals through critical pedagogy and participatory design.
- Addresses unequal power dynamics in university-community projects and seeks to create more equitable learning spaces.

YouthStudio: Origin Story (part 3)

- Rhinesmith, C., Dettmann, M., Pierson, M., & Spence, R. (2015). **YouthStudio: Designing Public Library YA Spaces with Teens.** *Journal of Research on Libraries and Young Adults*, 6(4).

TEENS Come have your *say!*



TEEN SPACE Architects

*Plan and create a new "re-design" for the
teen space at the library*

- Get in on the ground floor of this teen advisory group
- Participate in weekly activities every Tuesday at 6pm
 - Work with technology, design tools, and crafts
to create the new space!

JOIN US FOR PLANNING AND FREE PIZZA!

6-7 pm Tuesday February 17

Registration Requested . Sign-up online . For grades 6-12

Moore Public Library
225 S. Howard Conference Room 793-4349
pioneerlibrarysystem.org/moore
Partnership with the OU SLIS

YouthStudio Framework

Theory

- Designing YA Spaces
- Critical Interpretive Sociotechnical (Rhinesmith & Wolske, 2015)

Methodology (teaching & research)

- Popular Education
- Participatory Design
- Ethnographic Action Research

Ethnographic Action Research

EAR (Tacchi, Slater, & Lewis, 2003)

- 1.) Active participation: The people who should benefit from the research participate in defining the aims and direction of the project and in interpreting and drawing conclusions from it.

Ethnographic Action Research

EAR (Tacchi, Slater, & Lewis, 2003)

2.) Action-based methods: The activities and experiences of participants generate knowledge alongside, or in combination with, more formal methods.

Ethnographic Action Research

EAR (Tacchi, Slater, & Lewis, 2003)

3.) Generating action: Research is directly aimed at generating short-, medium-, and long-term plans, including business plans, ideas for new initiatives, solving problems, targeting sectors of the user constituency, and finding new resources of partners.

“Library, School, Community”



YouthStudio: Moore Public Library

Key Findings

- Comfortable hangout space
- Space for informal learning
- Community information exchange

Final Teen Space Design



YouthStudio Challenges

For LIS Students

- taking a back seat
- playing a supporting role
- learning to listen
- allowing others (e.g., youth) to lead
- participant-observers
- understanding their role & contribution

YouthStudio Benefits

For LIS Students

- Provides LIS students with hands-on learning in public libraries with youth.
- Provides an opportunity to engage in critical pedagogy, participatory design, and action research methods to support youth-led projects w/social justice goals.

YouthStudio Benefits

For Youth

- Provides a safe, trusted, and supportive space where youth can lead their own projects defined by their own goals.
- Allows youth to be mentored and supported by LIS students and librarians.
- Allows youth to have a real voice and feel more connected to their community.

YouthStudio Benefits

For Libraries

- Provides staff with opportunities to meaningfully connect with youth.
- Provides staff with opportunities to support youth lead design-oriented projects that benefit youth and libraries.
- Provides staff with opportunities to build partnerships with LIS programs.

Conclusion

YouthStudio

- Introduced the YouthStudio model as a critical pedagogical, participatory design, and action research framework to promote more just and equitable community engagement projects in LIS.
- Described its benefits for LIS educators, students, and community partners (including youth!)

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Thank you!

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