IS40570 Children and Youth Information Services

Module Instructor:  Dr Jean Henefer, jean.henefer@ucd.ie or jean.henefer@gmail.com

Module Description:

This module offers to students an opportunity to learn about, engage and reflect upon the spectrum of themes and issues, both practical and theoretical, related to providing information support to children and young adults and the work they may undertake in their future careers. The module will address not only the current themes of children's/young adult literature, in print and emerging formats but as well offer students with an introduction, through first-hand accounts from practitioners in the field, to the practices that are in place in delivering information services and support for children and young adults. The module will provide students with a multi-faceted perspective on the issues related to the information needs and behaviour of children/young adults and the ways in which information professionals can most effectively address their needs and support their information behaviours.

On completion of the module, students should be able to:

1. Demonstrate an understanding of the range of literacies that Information Professionals need to address when working with children and young adults in multiple work contexts.
2. Professionally serve the informational needs of children and young adults in Ireland, including those who would be considered marginalised either because of their socio-economic context, ethnic background or learning difficulties.
3. Exhibit and disseminate an understanding of the different genres of Children/Young Adult Literature.
4. Address the implementation and management of children/youth services in both public library and school library fora.
5. Communicate, within a professional capacity, their understanding of current research in Ireland and beyond related to children/young people and the available information services and supports.
Weekly Activities:

Week 1 (16th January 2012):
Theories of Child Development and Human Information Behaviour.
Lecturer: Dr Jean Henefer (MLIS, 2001; PhD, 2008), Research & Development Officer, National Behaviour Support Service.

Week 2 (23rd January 2012):
Overview of the History of “Children’s Literature”.
Lecturer: Dr Jean Henefer

Week 3 (30th January 2012):
The Junior Certificate School Library Project.
Lecturer: Ms Mairead Duggan (MLIS, 2002), JCSP Librarian, Mount Carmel Secondary School
Lecturer: Mr Chris Stokes, JCSP Librarian, St Killian’s Community School.

Week 4 (6th February 2012):
Creating a School Library.
Lecturer: Ms Jane O’Loughlin, Librarian, The James Joyce Library, Clongowes Wood College SJ.

Week 5 (13th February 2012):
Public Library Services for Children and Young Adults.
Lecturer: Ms Margaret Bentley, Senior Librarian, County Library Tallaght.
Lecturer: Dr Eva Hornung (MLIS, 2000), Chairperson of LAI’s Academic & Special Libraries Section; Librarian, CDVEC Curriculum Development Unit.

Week 6 (20th February 2012):
Adolescent Literacy.
Ms Fiona Richardson, Literacy Development Officer, National Behaviour Support Service.

Week 7 (27th February 2012):
Social and Emotional Literacy.
Mr Billy Redmond, National Co-ordinator (Post Primary), National Induction Programme for Teachers.

5th March – 18th March 2012:
UCD Study Break

Week 8 (19th March 2012):
Bank Holiday

Week 9 (26th March 2012):
The Nature of Special Educational Needs and the Supports within the Education System.
Lecturer: Ms Paula Dunne, Senior Psychologist, National Educational Psychological Service
Lecturer: Ms Sharon Costello, Assistant National Co-ordinator, National Behaviour Support Service
Lecturer: Ms Marian Brattman, Programme Research and Development Manager, National Education Welfare Board
Week 10 (2\textsuperscript{nd} April 2012):  
Group Presentations

Week 11 (9\textsuperscript{th} April 2012):  
Bank Holiday

Week 12 (16\textsuperscript{th} April 2012):  
Group Presentations

\textbf{Readings:} The following reading list can also be accessed in the \textbf{“Resources”} section of the module’s Blackboard.


School Library Association Pamphlet Collection – James Joyce Library 027.8 Large Books.


Assessment:

1. Essay: minimum 2,000 words (8-10 A4 pages, double spaced). Percentage of Final Grade: 30%

You are employed in a service that caters to the needs of children from the entire range of ages i.e. babies/young toddlers; children in “infants” (4-6 years); primary pupils and post primary students. This could be in a public or school library; a children’s hospital; a parents’ organisation; a summer camp; a local community centre etc.

Because of the economic circumstances there is only enough funding this year to purchase one new book for each age group. Recommend a book for each of the four age categories. The essay should make the argument to “your employer” as to why these should be the four purchases and will include discussion of the items’ formats, genres, relevancy, etc. It would be beneficial to support your arguments with reference to relevant reading you have done (based on the module’s reading list as well as your own research).

Essays will need to be submitted Week 6 (20th February 2012)

2. Group Project
   Percentage of Final Grade: 60%
   Title: Exploration of Services to Address the Information Needs of Children and Young People in Ireland

   Categories of Information Needs:
   Academic Information Needs
   Social/Cultural Information Needs
   Psychological/Emotional Information Needs
   Survival/Safety Information Needs

   Step 1:
   Group selects an Information Need Category
   Group can decide to focus on all children/youths; just children; just youths

   Step 2:
   Group organises a method to explore the range of information services, organisations, agencies, etc. in Ireland, the EU and North America that are available to children and/or youths in Ireland

   Step 3:
   Group identifies and studies these information services
Step 4:
Group reports back findings including:
The target users (age related; socio-economic demographic; literacy levels; ethnicity; geographical location)
The type of information each source provides
The group’s view of the quality and accessibility of the information each source provides
The methods each source uses for dissemination (hard copy, telephone, digital…which formats are most common)
How the source is made publicly known to children and youths
From your review of the sources, identify best practices and justify your selections

Step 5:
Weeks 10 & 12 Project Presentations; Written Reports

Assessment Cover Sheet:
All assessments should be submitted with the UCD cover page available at:
http://www.ucd.ie/t4cms/cshw_submission.pdf

UCD Policy on Late Submission of Coursework:
This is available at: http://www.ucd.ie/registry/academicsecretariat/late_sub.pdf