

Teens and Technology Course & Teen Tech Week 2012 Summary Report

Background Information:

ICfL's Teens and Technology course has historically been offered once a year from January through March. The course is designed to increase library staff knowledge of how to use technology with teens in meaningful ways. Teen Tech Week, a national celebration in March is a natural fit with our course and therefore the two events are often linked. This year we again collected data from both events to see if the Teens and Technology course continues to positively affect Teen Tech Week events in Idaho.

The following information was included in the proposal submitted to the Management Team for the Teens and Technology course.

Course Purpose: Library staff will increase their knowledge of how to use technology commonly used by teens in meaningful and concrete ways. They will learn how to incorporate these technologies and skills into library programming in order to improve, enhance, and increase services to teens. Staff will be encouraged to use the acquired knowledge to engage teens in events such as Teen Tech Week (March 4-10, 2012) and regular programming throughout the year.

Day One Course Goals:

- Increase understanding of how to engage teens
- Increase understanding of creating effective partnerships
- Increase understanding of how to plan effective programming for teens
- Increase understanding of how to use technology effectively with teens
- Increase skills in using photo editing software and READ CD content to create effective teen projects and marketing materials

Day One Course Outcomes: By the end of the course the participants will:

- Select and use at least one new way to engage teens during TTW
- Develop a partnership with another school, public library or other organization for TTW
- Create an action plan for the TTW activities or programs
- Create a teen project during TTW or marketing materials to promote TTW to teens using photo editing software and READ CD content

Day Two Course Goals:

- Increase skills in using photo editing software and READ CD content to create marketing materials
- Increase understanding of how to use technology effectively with teens
- Increase knowledge of existing technology and software tools and how they can be used effectively in a library setting

Day Two Course Outcomes: By the end of the course the participants will:

- Create marketing materials to engage teens using photo editing software and READ CD content

Course Objectives:

- Increase the number of libraries hosting Teen Tech Week events and programs for the first time
- Gather data on:
 - number of teens participating in Teen Tech Week
 - number of school libraries participating in Teen Tech Week
 - number of public libraries participating in Teen Tech Week

Key Output Targets:

- 48 library staff will register for the Teens and Technology 2012 course
- Of those libraries registered, 90 percent (43 out of 48) will complete all course activities listed below.
- 22 percent (31 out of 143) of public libraries will offer Teen Tech Week programs.
- 12 percent (25 out of 213) of school libraries will offer Teen Tech Week programs.
- 3000 teens will participate in Teen Tech Week programs.

Key Outcome Targets:

- Course participants will demonstrate ability to create a READ poster and/or marketing tools using the READ content.
- At least five public or school libraries will be first time Teen Tech Week participants.

Summary Information and Actual Data Collected

Budget: \$22,500

Actual Expenditures: \$21,289

Teens and Technology Course results:

- 43 participants representing 35 public and school libraries (target 48 participants)
- 40 participants completed all requirements (93% completion rate; target 90%)
- Over 750 READ posters and other READ focused projects were created by teens statewide

Teen Tech Week data as reported in [SurveyMonkey Final Report](#)

- 28 Public Libraries participated (19.5%; target 22%)
- 16 School Libraries participated (7.5%; target 12%)
- 1617 teens participated in registered TTW events (54%; target 3000) (29% increase in participation from 2011)
- 14 of those registered were first time participants in TTW (280%; target 5)
- 43 library cards issued

Teens and Technology Course Evaluation Summary

Regional Workshops [Evaluation](#)

On a *skills and knowledge ladder rating scale* of 1 to 5, with 1 being “low” and 5 being “high”, the following responses were gathered from 44 evaluation forms:

- My ability to develop an action plan for implementing a teen program. Before workshop: 22.7% in the range from 4-5; After Workshop: 77.3% in the range from 4-5

- My knowledge of the various technology tools available in libraries. Before workshop: 29.5% in the range from 4-5; After Workshop: 79.6% in the range from 4-5
- My ability to develop and implement a Teen Tech Week program which incorporates technology of interest to teens. Before workshop: 31.8% in the range from 4-5; After Workshop: 86.4% in the range from 4-5

The most useful part of this course was:

The best part of the course was the hands-on nature of the workshop, and the fact that we were able to use the software and create products to take home with us.

The fantastic instructors and their hands-on approach.

Hands-on experience. Totes (toolkit we provided) with materials organized were extremely helpful.

Final Workshop [Evaluation](#)

On a *skills and knowledge ladder rating scale* of 1 to 5, with 1 being “low” and 5 being “high”, the following responses were gathered from 32 evaluation forms:

- My overall knowledge of using technology to create projects of interest to teens. Before workshop: 31.3% in the range from 4-5; After Workshop: 90.6% in the range from 4-5
- My ability to create marketing materials using READ Genres and Subjects content. Before workshop: 6.3% in the range from 4-5; After Workshop: 81.2% in the range from 4-5
- My ability to use READ Genres and Subjects content to create posters and other materials. Before workshop: 9.4% in the range from 4-5; After Workshop: 81.2% in the range from 4-5
- My ability to work with teens to create successful projects. Before workshop: 51.9% in the range from 4-5; After Workshop: 90.7% in the range from 4-5

The most useful part of this course was:

Over half of the respondents noted that the hands-on nature of the regional workshops was extremely helpful. Over half of the respondents also noted that the opportunity to network with peers was extremely beneficial. Another theme that reappeared numerous times in this question was that the materials and resources that the Commission provided were valuable.

Data from Teen Tech Week final report : Note: All Teens and Technology participants hosted Teen Tech Week events, but not all libraries participating in Teen Tech Week were enrolled in the Teens and Technology course.

42/45 marked “Somewhat Likely” or “Extremely Likely” they will host another TTW

Comments from Teen Tech Week reports:

“What was the most successful aspect of your TTW event(s)?”

Everything was a great success. The teens were very happy with the games, prizes, food, and READ posters. We were so happy to have 7 teens at our very first teen program. It was great giving the teens in Athol something fun to do on a Friday night.

The most successful aspect was having the teens appreciate the power that photo editing software can have on picture manipulation. I'm sure they realized that the photos in magazines had been "photoshopped" but to actually see the process seemed to leave an impression.

We had good attendance. They were having fun and feasting on the snacks we provided. They liked posing for the pictures and playing with the toys and instruments. They also liked seeing themselves in the "read" backgrounds.

When the teens got their projects printed that was cool. And the final day where we celebrated by having a pizza party. And another thing that I thought was cool was this program is acting as a springboard to a meeting of these teens on a monthly basis.

Probably the fine waiving. The thinking behind this is that some of these kids can't use their library card because they have fines over \$10. This helps get many of the back using their cards.

The enthusiasm of the students! They were excited to be here on their own time to learn more about technology.

LABbies wrote up a +/-delta evaluation after TTW, and noted several successes. First, there were no major technical issues because students worked hard in the weeks prior to be prepared (collaborating to make Jeopardy! questions, text-off sentences, repairing their broken Atari controllers and testing them on the library TV, etc.). They also noted that all of these preparations took a team effort - it wasn't one person advertising and running all of the events, but each person took on a different responsibility, and put in some extra time and effort after school hours. Students genuinely seemed interested in the variety of events, and the walking advertising (tattoos, stickers, etc.) seemed to ensure a good turnout. Additionally, the team noted that being flexible with the activities was key - old school gaming was only scheduled for one day, but was so popular it was extended another day.

The wrist band jump drives were extremely popular. And having a choice of so many colors made it even more exciting! Participants are already talking about how they can use gimp for projects in other classes and in other organizations.

Teaching GIMP to youth and watching them create their own READ posters. Some teens were excited enough about learning to use GIMP that they wanted to install it at home and do things on their own. Also having another opportunity to connect with teens.

I actually got a couple new teens to participate. We of course had a couple of our usuals, but I was excited to see a couple new faces. I was worried I wouldn't draw much of a crowd, but was

very pleased with the few I had! I even had a teen attend because he had heard about it at school! Yay promotion!

The most successful part was introducing teens to a new technology. One of our teens was very excited with Gimp and began editing his own photos at home with it. He took a picture of his lizard, edited with neon colors on Gimp, and then put it on his mp3 player. He showed his handiwork to library patrons at the Lincoln/TTW event and they were quite impressed. Some of the teens plan to use Gimp and the Read software to create flyers for upcoming teen events.

The collaboration as well as the enthusiasm and pride of the students.

The Read posters were a great way to advertise our new books. It was a fast and fun way to advertise the new books so students knew we had them in the library.