



# Technology, Radical Trust, and the Role of Social Networking for Teens in Today's 21<sup>st</sup> Century Library

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## **Part 1:**

Creating a Foundation of Knowledge for Providing a New Generation of Library Services to a New Generation of Library Users: Adolescent Development, the Developmental Needs of Teens, 40 Developmental Assets, & Adolescent Brain Research

## **Part 2:**

Teens, Technology, and the New Digital Divide

## **Part 3:**

Social Networking & Radical Trust

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# Stages/Milestones of Adolescence:

## Early Adolescence (11-13 years of age)

- Increases concern about appearance
- Seeks independence from family
- Displays rebellious/defiant behavior
- Importance of friends increases
- Peer group dominates
- Ego dominates viewing of all issues

## Middle Adolescence (14-16 years of age)

- Becomes less self-absorbed
- Makes decisions on own
- Experiments with self image
- Takes risks and seeks out "adventure"
- Becomes sexually aware
- Develops sense of values/morality

## Late Adolescence (17-18 years of age)

- Views world idealistically
- Becomes involved with world outside school/home
- Relationships stabilize
- Sees adults as equals
- Seeks to firmly establish independence



Adapted from *Adolescence: the Survival Guide for Parents and Teenagers* by Elizabeth Fenwick

# The 7 Developmental Needs of Teens:

1. Physical activity
2. Competence and Achievement
3. Self-Definition
4. Creative Expression
5. Positive Social Interaction with Peers and Adults
6. Structure and Clear Limits
7. Meaningful Participation

# Adolescent Brain Research

Why do teens act the way they do? If your answer is "hormones", you're partly right. However, the rest of the equation might surprise you. Scientists conducting research on the adolescent brain during the last ten years have discovered that a teen's developing brain is as much a part of their erratic behavior as the newly present hormones coursing through the body.

Essentially, adolescents between the ages of 11 and 17 are still works in progress. What the research tells us is that the brain of a teenager is growing and changing and that this process of growth and change will continue through adolescence and into a young person's early 20s. In a process very similar to the first stage of development that takes place in the brain of a 3 year-old, the second stage of development that takes place during adolescence produces a whole bunch of brain cells and then basically prunes (for lack of a better word) what is not needed.

Additionally, the prefrontal cortex of the adolescent brain (the part of the brain that allows us to process information and make decisions) is also changing and growing. This is one of the main reasons teens are notorious for problems with planning, organization, complex thinking, and impulse control. While the prefrontal cortex is developing, teens

often use a small structure at the back of the brain called the "amygdale" to process information and make decisions. The problem with this is that the amygdale is also the home of emotional, impulsive, and instinctual behavior.

Other things to keep in mind when it comes to teens and brain development:

- ☒ As a teen gets older, his or her ability to reason gets better. This is why trying to have a rationale conversation with an 11 year-old about choices and consequences can be incredibly frustrating, but having the same conversation with a 16 year-old can be productive.
- ☒ You cannot change what is physically happening within a teen's brain. You CAN change how you work with a teens by trying to accommodate them when they exhibit some of the characteristics adults find so annoying like requiring instant gratification, making terrible judgment calls, or reacting immediately and irrationally to an external stimulus.
- ☒ You don't have to understand why a teen acts the way he or she does. You just have to accept it as a natural part of life and attempt to find a way to work together for the good of a common goal.

## The Five Core Values of Services to Young Adults:

1. Respecting and responding to unique YA needs
2. Providing equal access
3. Empowering youth through participation
4. Engaging in active collaboration
5. Supporting healthy youth development

## The New Digital Divide:

**Old School:** the socio-economic difference between communities in their access to computers and the Internet.

**New School:** the difference between those born with computers in their lives and those who have learned to use computers as adults. Web 2.0 is New School!

### What is Web 2.0?

It isn't a thing as much as it is a buzzword to define a more dynamic and interactive World Wide Web. The term was coined by Tim O'Reilly and Dale Dougherty and it defines a very different approach from the dot com companies of 2000. The original Web (or Web 1.0) is more about static web pages, search engines, and surfing from one web. With 2.0 it is much easier for non-web designers to put their own content (writing, audio, video etc.) online

Web 1.0	vs.	Web 2.0
AltaVista	vs.	Google
Hotmail	vs.	Gmail
Ofoto	vs.	Flickr
Mp3.com	vs.	iTunes
Geocities	vs.	Blogger
MapQuest	vs.	Google Maps
Encarta	vs.	Wikipedia



# Teens & Technology Resource Guide

## Social Networking

A social network service is social software specifically focused on the building and verifying of online social networks for whatever purpose. Many social networking services are also blog hosting services. Although there are hundreds of social networking sites, some of the most popular include MySpace ([www.myspace.com](http://www.myspace.com)), Facebook ([www.facebook.com](http://www.facebook.com)), and Ning ([www.ning.com](http://www.ning.com)).

## Online Communication & Information Sharing

A blog is an online journal. The activity of updating a blog is "blogging" and someone who keeps a blog is a "blogger." Blogs are typically updated daily using software that allows people with little or no technical background to update and maintain the blog. Popular sites for creating and hosting blogs include Blogger ([www.blogger.com/start](http://www.blogger.com/start)), LiveJournal ([www.livejournal.com](http://www.livejournal.com)), and Word Press (<http://wordpress.org>).

A podcast is a digital media file, or a series of such files, that is distributed over the Internet using syndication feeds, for playback on portable media players and personal computers. Podcasts have become one of the hottest methods for delivering information and music in the last few years. Audacity ([www.audacity.com](http://www.audacity.com)) is one of the most popular freeware applications for recording and editing digital media files.

A wiki is a collaborative web site that represents the ongoing, collective work of many authors. Similar to a blog in structure and logic, a wiki allows anyone to edit, delete, or modify content that has been placed on a site--including the work of previous authors--using only a browser interface. Popular examples of wikis include Wikiepdia ([www.wikipedia.com](http://www.wikipedia.com)), an online encyclopedia that allows anyone to post a new entry or edit a previously existing one, and PB Wiki ([www.pbwiki.com](http://www.pbwiki.com)) which offers easy-to-use templates for creating a quick webpage that multiple people can edit.

Instant Messaging (or IMing) is a form of real-time communication between two or more people based on typed text. The text is conveyed via computers connected over a network such as the Internet. Popular instant messaging sites include AIM ([www.aim.com](http://www.aim.com)), Meebo ([www.meebo.com](http://www.meebo.com)), and Yahoo Messenger (<http://messenger.yahoo.com>).

## Digital Content Creation

Digital imagery manipulation sites allow you to upload photos and then alter images with filters and various effects as well as resize photos, remove red eyes, and add text and other graphics to digital photos. Popular sites include Picnick ([www.picnik.com](http://www.picnik.com)) and FotoFlexer (<http://fotoflexer.com>).

Video creation sites allow the user to upload images and audio files to automatically generate professionally produced videos with self-selected photos and music. One of the most popular video creation sites is Animoto ([www.animoto.com](http://www.animoto.com)).

Creative messaging sites allow users to combine the best of several worlds including photo sites, digital scrapbooking, and e-cards to create a new generation of digital message slide shows. One of the most popular creative messaging sites is SmileBox ([www.smilebox.com](http://www.smilebox.com)).

## Digital Publishing

Photo sharing sites allows users to manage, share, and tag photos online. Popular photo sharing sites include Flickr ([www.flickr.com](http://www.flickr.com)) and Picasa (<http://picasa.google.com>).

Video sharing sites allows users to manage, share, and tag videos online. Popular video sharing sites include YouTube ([www.youtube.com](http://www.youtube.com)), Vimeo ([www.vimeo.com](http://www.vimeo.com)), blip.tv ([www.blip.tv](http://www.blip.tv)).

Presentation sharing sites allow users to take an existing PowerPoint presentation and turn it into an online presentation that can be viewed by anybody with an Internet connection. Users can also add audio to create a webinar or embed the presentations into an existing blog. SlideShare ([www.slideshare.net](http://www.slideshare.net)) is one of the most popular sites for sharing presentations online.

## Online Content Search & Discovery

Blog search engines are specialized, real-time search engines that allow users to comb through the "blogosphere", or the world of the blog. Popular blog search engines include Technorati (<http://www.technorati.com/>), Google Blog Search (<http://blogsearch.google.com/>), and Blog Search Engine ([www.blogsearchengine.com](http://www.blogsearchengine.com)).

RSS and News Readers: RSS (really simple syndication) is an XML-based vocabulary that specifies a means of describing news or other online content that is available for "feeding" (distribution or syndication) from an online publisher to web users. A web site that wants to "publish" some of its content, such as news headlines or stories, creates a description of the content and specifically where the content is on its site in the form of an RSS document. The publishing site then registers its RSS document with one of several existing directories of RSS publishers. A newsreader (also called an RSS aggregator or browser) allows a user to read RSS-distributed content. Popular sites that allow users to keep track of their favorite blogs via RSS include Bloglines ([www.bloglines.com](http://www.bloglines.com)), My Yahoo ([www.my.yahoo.com](http://www.my.yahoo.com)), and NewsGator (<http://www.newsgator.com>)

Social bookmarking is saving and categorizing a personal collection of bookmarks online, and it's a popular way to both share and search links through the practice of folksonomy techniques on the Internet. Folksonomy is user-generated taxonomy, or classification of things. Social bookmarking sites allow you to store your favorite sites online so you can access your favorites from any computer which has access to the Internet. These sites allow you to use tags to organize and remember your bookmarks in addition to share your bookmarks with friends. Popular social bookmarking sites include Del.icio.us (<http://del.icio.us/>), Digg (<http://digg.com>), and Technorati (<http://www.technorati.com>).

## Virtual Worlds

**Second Life:** [www.secondlife.com](http://www.secondlife.com)

Second Life is an Internet based 3-D virtual world entirely built and owned by its residents. Since opening to the public in 2003, it has grown explosively and today is inhabited by millions of people from around the globe. To access Second Life, users must first download free software that then enables its users, called "Residents", to interact with each other through motional avatars. Residents can explore, meet other residents, socialize, participate in individual and group activities, create and trade items (virtual property) and services from one another on islands, or grids. While Second Life is sometimes referred to as a game, it does not have points, scores, winners or losers, levels, an end-strategy, or most of the other characteristics of games.

**Teen Second Life:** <http://teen.secondlife.com/>

Teen Second Life was developed in early 2005 to enable people aged 13-17 to play Second Life. Although it is very similar (albeit smaller) to the adult Second Life grid, Teen Second Life residents must be between the ages of 13 and 17. Adults who wish to be on the teen grid for educational purposes must pay for and pass a criminal background check.

**Gaia Online:** <http://www.gaiaonline.com/>

Gaia Online is a popular online community for teens with games, message boards, and a virtual economy. Members can hang out, chat, create their own virtual characters, and use "Gaia Gold" to outfit themselves with clothes and accessories.

Looking for other cool 2.0 applications? Visit the Web 2.0 Directory:  
<http://www.go2web20.net>

# Want to see these resources in action?

## **Blogs for Teen Librarians:**

Alternative Teen Services Blog: <http://yalibrarian.com/>

Teen Librarian Blog: <http://www.teenlibrarian.com/blog.html>

YALSA Blog: <http://blogs.ala.org/yalsa.php>

## **Wikis for Teen Librarians:**

Library Success (A Best Practices Wiki): Services for Teens:

[http://www.libsuccess.org/index.php?title=Services\\_for\\_Teens](http://www.libsuccess.org/index.php?title=Services_for_Teens)

TeenLibWiki: [http://yalibrarian.com/yalib\\_wiki/index.php?title=Main\\_Page](http://yalibrarian.com/yalib_wiki/index.php?title=Main_Page)

## **Library MySpace Pages for Teens:**

Austin Public Library (TX): <http://www.myspace.com/aplteens>

Denver Public Library (CO): [http://www.myspace.com/denver\\_evolver](http://www.myspace.com/denver_evolver)

Grand Rapids Public Library (MI): <http://www.myspace.com/grplteens>

Haverhill Public Library (MA): [http://www.myspace.com/haverhill\\_public\\_library](http://www.myspace.com/haverhill_public_library)

Montgomery County Public Library (MD): <http://www.myspace.com/mcplteensite>

Philip S. Miller Library (Castle Rock, CO): [http://www.myspace.com/teen\\_tower](http://www.myspace.com/teen_tower)

Public Library of Charlotte & Mecklenburg County (NC): [www.myspace.com/libraryloft](http://www.myspace.com/libraryloft)

## **Library Flickr Accounts for Teens:**

Evanston Public Library (Evanston, IL): <http://www.flickr.com/photos/virtualloft/>

Parma Public Library (Hilton, NY): <http://www.flickr.com/photos/parmalibrary/>

Public Library of Charlotte & Mecklenburg County (Charlotte, NC): [www.flickr.com/libraryloft](http://www.flickr.com/libraryloft)

## **Library YouTube Accounts for Teens:**

Leesburg Library (Leesburg, FL): <http://www.youtube.com/user/LeesburgLibrary>

London Public Library (London Ontario Canada): <http://www.youtube.com/user/LondonPublicLibrary>

Public Library of Charlotte & Mecklenburg County (Charlotte, NC):

<http://www.youtube.com/user/ImaginOnTeens>

# Social Networking 101: Guide to Social Networking for Teens

## **What is social networking?**

A social network is an association of people drawn together by family, work or a hobby. Today, the term "social networking" is used to describe the act of creating and participating in an online social community of like-minded individuals.

A social networking site (like MySpace or Facebook) is a website that provides a virtual community for people who have similar interests. Members create online "profiles" which include biographical data, pictures, and a variety of other information including, but not limited to, favorite songs and books, recommended links, a blog, and even their mood at any given moment. Members within the virtual community can communicate through blog posts, announcements, instant messaging, and videoconferencing.

## **Setting Up a MySpace Page for Your Library:**

Setting up a MySpace Page to represent your library branch is a great way to connect with teens. A MySpace page will allow you to meet teens where they are and it's a great way to build community and

promote your services, programs, and events. The following are some suggestions for what to include and/or think about when setting up your library's MySpace page:

- Include basic information about your library including name, address, hours, and links to your library's website and online catalog.
- Include your library's logo on the page.
- In the age field be sure and represent the library, not a person. I suggest using 100 years-old or the age of a teen. Remember that anyone older than a teen cannot invite teens to be friends unless their last name or e-mail address is known.
- Be sure and include tags for your page that include the word "library", "teen", and the name of your library, the name of your town, and the name of any branch libraries so teens will find your site is they are searching for local "friends".
- Do not include personal opinions or information on the library's MySpace profile, blog posts, or announcements.
- Go to Account Settings → Privacy Settings page; check the box next to "Approve Comments before Posting" so that you can approve all content before it is posted to your library's MySpace page.
- Limit friends to teens, YA authors, libraries/YA librarians and other youth serving organizations to keep your safe as teen-friendly as possible.

### Promoting Safety Online

Here are some sites where you can find more information about being safe online. This information is great when creating an online safety class for teens, educators, or parents.

NetSmartz for Teens: <http://www.netsmartz.org/netteens.htm>

National Crime Prevention Council's Teen Site: <http://www.ncpc.org/topics/by-audience/teens>

Center for Safe and Responsible Internet Use: <http://www.csriu.org/>

## The Federal Trade Commission developed the following Social Networking and Online Safety Tips for Tweens and Teens:

- **Think about how different sites work before deciding to join a site.** Some sites will allow only a defined community of users to access posted content; others allow anyone and everyone to view postings.
- **Think about keeping some control over the information you post.** Consider restricting access to your page to a select group of people, for example, your friends from school, your club, your team, your community groups, or your family.
- **Keep your information to yourself.** Don't post your full name, Social Security number, address, phone number, or bank and credit card account numbers — and don't post other people's information, either.

Be cautious about posting information that could be used to identify you or locate you offline. This could include the name of your school, sports team, clubs, and where you work or hang out.

- **Make sure your screen name doesn't say too much about you.** Don't use your name, your age, or your hometown. Even if you think your screen name makes you anonymous, it doesn't take a genius to combine clues to figure out who you are and where you can be found.
- **Post only information that you are comfortable with others seeing — and knowing — about you.** Many people can see your page, including your parents, your teachers, the police, the college you might want to apply to next year, or the job you might want to apply for in five years.
- **Remember that once you post information online, you can't take it back.** Even if you delete the information from a site, older versions exist on other people's computers.

- **Consider not posting your photo.** It can be altered and broadcast in ways you may not be happy about. If you do post one, ask yourself whether it's one your mom would display in the living room.
- **Flirting with strangers online could have serious consequences.** Because some people lie about who they really are, you never really know who you're dealing with.
- **Be wary if a new online friend wants to meet you in person.** Before you decide to meet someone, do your research: Ask whether any of your friends know the person, and see what background you can dig up through online search engines. If you decide to meet them, be smart about it: meet in a public place, during the day, with friends you trust. Tell an adult or a older sibling where you're going and when you expect to be back.
- **Trust your gut if you have suspicions.** If you feel threatened by someone or uncomfortable because of something online, tell an adult you trust and report it to the police and the social networking site. You could end up preventing someone else from becoming a victim.

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<http://www.ftc.gov/bcp/edu/pubs/consumer/tech/tec14.shtm>

# 40 Developmental Assets for Adolescents:

Search Institute's 40 Developmental Assets® are concrete, common sense, positive experiences and qualities essential to raising successful young people. These assets have the power during critical adolescent years to influence choices young people make and help them become caring, responsible adults. The list below describes the 40 Developmental Assets for Adolescents (ages 12-18).

Asset Type	Asset Name & Definition	Description
<b>EXTERNAL ASSETS</b>		
<b>Support</b>	<b>Family support</b> <b>Positive family communication</b>	Family life provides high levels of love and support. Young person and her or his parent(s) communicate positively, and young person is willing to seek advice and counsel from parent(s).
	<b>Other adult relationships</b>	Young person receives support from three or more nonparent adults.
	<b>Caring neighborhood</b>	Young person experiences caring neighbors.
	<b>Caring school climate</b>	School provides a caring, encouraging environment.
<b>Empowerment</b>	<b>Parent involvement in schooling</b> <b>Community values youth</b>	Parent(s) are actively involved in helping young person succeed in school. Young person perceives that adults in the community value youth.
	<b>Youth as resources</b>	Young people are given useful roles in the community.
	<b>Service to others</b>	Young person serves in the community one hour or more per week.
	<b>Safety</b>	Young person feels safe at home, at school, and in the neighborhood.
<b>Boundaries and Expectations</b>	<b>Family boundaries</b>	Family has clear rules and consequences, and monitors the young person's whereabouts.
	<b>School boundaries</b>	School provides clear rules and consequences.
	<b>Neighborhood boundaries</b>	Neighbors take responsibility for monitoring young people's behavior.
	<b>Adult role models</b>	Parent(s) and other adults model positive, responsible behavior.
	<b>Positive peer influence</b>	Young person's best friends model responsible behavior.
	<b>High expectations</b>	Both parent(s) and teachers encourage the young person to do well.
<b>Constructive Use of Time</b>	<b>Creative activities</b>	Young person spends three or more hours per week in lessons or practice in music, theater, or other arts.
	<b>Youth programs</b>	Young person spends three or more hours per week in sports, clubs, or organizations at school and/or in community organizations.
	<b>Religious community</b>	Young person spends one hour or more per week in activities in a religious institution.
	<b>Time at home</b>	Young person is out with friends "with nothing special to do" two or fewer nights per week.
<b>INTERNAL ASSETS</b>		
<b>Commitment to Learning</b>	<b>Achievement motivation</b>	Young person is motivated to do well in school.
	<b>School engagement</b>	Young person is actively engaged in learning.
	<b>Homework</b>	Young person reports doing at least one hour of homework every school day.
	<b>Bonding to school</b>	Young person cares about her or his school.
	<b>Reading for pleasure</b>	Young person reads for pleasure three or more hours per week.
<b>Positive Values</b>	<b>Caring</b>	Young person places high value on helping other people.
	<b>Equality and social justice</b>	Young person places high value on promoting equality and reducing hunger and poverty.
	<b>Integrity</b>	Young person acts on convictions and stands up for her or his beliefs.
	<b>Honesty</b>	Young person "tells the truth even when it is not easy."
	<b>Responsibility</b>	Young person accepts and takes personal responsibility.
	<b>Restraint</b>	Young person believes it is important not to be sexually active or to use alcohol or other drugs.
<b>Social Competencies</b>	<b>Planning and decision making</b>	Young person knows how to plan ahead and make choices.
	<b>Interpersonal competence</b>	Young person has empathy, sensitivity, and friendship skills.
	<b>Cultural competence</b>	Young person has knowledge of and comfort with people of different cultural/racial/ethnic backgrounds.
	<b>Resistance skills</b>	Young person can resist negative peer pressure and dangerous situations.
	<b>Peaceful conflict resolution</b>	Young person seeks to resolve conflict nonviolently.
<b>Positive Identity</b>	<b>Personal power</b>	Young person feels he or she has control over "things that happen to me."
	<b>Self-esteem</b>	Young person reports having a high self-esteem.
	<b>Sense of purpose</b>	Young person reports that "my life has a purpose."
	<b>Positive view of personal future</b>	Young person is optimistic about her or his personal future.

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# Digital Native Vocabulary Quiz

**Digital Native** = native speakers of the digital language of computers, video games and the Internet; also called the "millennial generation"

**Digital Immigrant** = People not born into the digital world of computers (probably you if you are over the age of 25)

Directions: match each lettered term with a numbered definition.

- |           |  |
|-----------|--|
| A. Spawn  | 1. One-on-one competition in an online environment.  |
| B. Avatar | 2. Customized, graphical appearances that can be applied to certain software applications and websites to suit the personal preferences of the user.   |
| C. Mashup | 3. Online rebirth; in-game creation of a new entity when playing a computer game or video game.  |
| D. Tag    | 4. A collaborative Web site set up to allow user editing and adding of content.  |
| E. PvP    | 5. An online diary or a personal, chronological log of thoughts published on a Web page.   |
| F. RTS    | 6. Give a web page, photo, video, or blog entry individual search terms that make it easier to find by you and others.   |
| G. Skin   | 7. Real-time, computer strategy game which does not have turns like conventional board games (examples include Empire Earth, Rise of Nations, and StarCraft).  |
| H. Spim   | 8. An online computer role-playing game in which a large number of players can interact together or play against one another – all at the same time. (examples include Runescape, EverQuest, World of Warcraft, and City of Heroes). |
| I. MMORPG | 9. Combining content from web sites or web applications to create a single new site or experience.   |
| J. Mod    | 10. A handheld, networkable game from Play Station.  |
| K. IM     | 11. Create new features (weapons, characters, levels, storylines, etc.) or unique locations for a computer game.   |
| L. Wiki   | 12. A computer representation of a user in an online world that has usually been designed or customized by the person it represents.   |
| M. Blog   | 13. Unsolicited sales pitches that arrive via instant messages or chat software  |
| N. PSP    | 14. To chat online in "real time" with people on your buddy list.  |