Interview protocol. Librarians. Fall 2016

Set up: Data is everywhere – It lives in our technology, on the Internet, and it touches all aspects of our lives. We're interested in exploring what libraries can do to help young people live in a data-driven world…

Part 1: Introduction		
Purpose	**Verbal protocol** *Follow many questions with a "why" or "how" or "can you explain"	**Research question(s) addressed by these probes**
Greetings, introductions, purpose of study & ask for consent. Background info on participant	> Start recorder. Avoid using identifying names. Today is [date] and I'm with one of the staff members of the Carnegie Library of Pittsburgh. For the purposes of this study, we're referring to this staff member as [participant ID] so we that can guard their confidentiality. > Greetings, introductions, purpose of study & consent. Tell me a bit about what you do at the library? How did your studies prepare you for this job?	-

Part 2: Librarians' views on data		
Purpose	**Verbal protocol** *Follow many questions with a "why" or "how" or "can you explain"	**Research question(s) addressed by these probes**
Data awareness (librarians) Metaphors and myths, the rhetoric of data and its relationship to the knowledge of data and data flows.	When you hear the word "data", what does that mean to you? Where do you think data lives? Can you think of some words or images to describe data? What do you think data literacy means? How does all this talk about data make you feel? What are some confusions that you have about data? What would help you understand data better? What you think data should mean to librarians?	What do teen librarians and youth understand about data literacy?
Agency in a data driven world (Librarians): Perceptions of agency and (possible) moral responsibilities in relation to data. Self-regulation and control, digital rights/privacy rights *Cross-cutting theme:* Understandings of networked devices and relationship to skills.	What responsibilities do you think we all have when it comes to our own data? To using data about others? What rights do you think we have when it comes to data? [maybe none!] What should people do to protect their own data? What are some barriers that people can face? What helps?	What do teen librarians and youth understand about data literacy?

Part 3: Teen views on data		
Purpose	**Verbal protocol** *Follow many questions with a "why" or "how" or "can you explain"	**Research question(s) addressed by these probes**
Data awareness (teens)	*Let's talk about teens now…* What do you think teens know about data? Do you think teens understand how data is used? What role do you see libraries having in raising teen awareness about data? What are some barriers that libraries face in do so? What helps?	What do teen librarians and youth understand about data literacy? How does data literacy in the public library map to existing models of data literacy?
Data subjectivity (teens) Data as a site for self-making. *Cross-cutting theme:* Understandings of networked devices and relationship to skills.	How do you think data impacts teens? What effect, if any, does personal data online have on teens? How do you think teen identities are reflected or shaped by data? What have you seen? (i.e. concrete evidence). In what ways, if any, do activities in The Labs at the library affect teens' self-identities [For example, do the activities make them self-confident? Do they help teens project a vision of themselves?]	What do teen librarians and youth understand about data literacy? How does data literacy in the public library map to existing models of data literacy?

Agency in a data driven world (teens): Perceptions of agency and (possible) moral responsibilities in relation to data. Self-regulation and control, digital rights/privacy rights *Cross-cutting theme:* Understandings of networked devices and relationship to skills.	From what you've seen with the teens who use the library, do you think they have any sense of agency when it comes to their own data? Do they take steps to protect their privacy or control the data that others have access to? [How do they use the affordances of technology?] Do they have little tricks to hide or obfuscate data?	What do teen librarians and youth understand about data literacy? How does data literacy in the public library map to existing models of data literacy?

Part 4: Library services and data		
Purpose	**Verbal protocol** *Follow many questions with a "why" or "how" or "can you explain"	**Research question(s) addressed by these probes**
Data management skills encountered in The Labs Specific skills related to the data management cycle (locating, wrangling, visualizing, managing, and preserving data). *Cross-cutting theme:* Understandings of networked devices and relationship to skills.	*Now we're in the home stretch. In this part we'll talk about library services and what libraries can do to help teens develop data awareness and data management skills.* Where do teens encounter data in The Labs? How does this space encourage encounters with data, or not? In The Labs, are there activities or tools that allow teens to "play" with data? What are those activities or tools (software, media, hardware)? What do you think teens are learning about data in those activities? What kinds of tools to teens bring to the library, if at all, and how does that change library services? *Let's look more closely at stuff that happens in the Labs…* Do teens learn how to understand and interpret data? How? What happens? What tools (software, media, games, devices…?) Do teens learn how to control their data – for example, talk about privacy or privacy games? How? What happens? What tools (software, media, games, devices…?) Do teens learn how to visualize data so they can show data to other people – for example, arts activities? How? What happens? What tools (software, media, games, devices…?) Do teens learn how to archive data about themselves, to create a collection of their own data (like how to archive all their Tweets)?	How does data literacy in the public library map to existing models of data literacy? What data literacy skills are currently supported through library services for youth? What concepts, models, and competencies should guide the training of youth services librarians in support of youth data literacy at the public library?

	How? What happens? What tools (software, media, games, devices…?) What might be some of the barriers to developing data literacy programming for teens in the library?	
Engagement	Thinking about all the activities we've just discussed, what do you think makes it fun for teens? What makes something "not fun"? When it comes to technology in the library, what has the most appeal to teens?	What appeal factors need to be embedded within a data literacy activity for teens?

Part 5: Wrap-up		
Purpose	**Verbal protocol** *Follow many questions with a "why" or "how" or "can you explain"	**Research question(s) addressed by these probes**
Feedback	Is there anything else that you wanted to add? What about when we talk to teens? How do you think we should approach them? Do you think the questions that we asked you will make sense to teens?	-
Thank you	Thank you so much for your time! If you have any questions or concerns, please feel free to contact [investigators].	-

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