<table>
<tr><td colspan="3">Exploring Data Worlds Project: Data Collection Work Sheet for observations in the field
Use to write research memos following each observation.</td></tr>
<tr><td>Date:
Place:
Start time:
End time:</td><td colspan="2">Researcher name:</td></tr>
<tr><td>Who is here?
• Number of youth, at various times
• Their estimated ages
• Gender
• Number of library staff</td><td colspan="2">Memo:
-</td></tr>
<tr><td rowspan="5">What is happening?
• What’s going on?
• Is there an organized activity in The Labs?
• What tools, equipment, and materials are they using? What software?
• Are they working in groups? Do they help each other? Or do they watch?
• Role of the mentor?</td><td colspan="2">Memo:
-</td></tr>
<tr><td>Photos</td><td></td></tr>
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Mindful Makers Project: Data Collection Work Sheet **Use to write research memos following each observation.**	
Observations	
Connections to data • Does mentor make references to data? • Do teens make references to data? • Are there other activities at this site that do (or could) make references to data?	**Memo:** -
Connections to key concepts and themes driving this study? (see below)	**Memo:**

Key concepts and themes to explore:

1. *Ideas about memory:* preservation
2. *Communication:* ways to demonstrate critical thinking and change in understanding. Bloom's taxonomy for data. Higher order thinking. Debrief: Did we communicate about data in a different way? Action research.
3. *Collections/community axis.* The intersection between collections (the data and tools to manage data) and community (the social practices surrounding data), in relation to the public library and teen services.
4. *Data awareness*: Metaphors and myths, the rhetoric of data and its relationship to the knowledge of data and data flows, as expressed by youth and teen librarians. How do teens and teen librarians think about data? What is data? Where does data live? Are there metaphors that can help in this understanding?
5. *Data subjectivity*: How are teen identities reflected and/or shaped by data. Data as a site for self-making. Proflections of self (Marchionnini). Project of the self (Giddens). DIY biography (Beck), self in

relation to online publics (boyd). How does data subjectivity intersect with data activities at the library?

6. *Agency in a data driven world*: Teens and teen librarians perceptions of agency and (possible) moral responsibilities in relation to data. Self-regulation and control, "program or be programmed", digital rights/privacy rights, subversive acts and obfuscation, awareness of the role of data and data systems in structuring affordances for agency.
7. *Data management skills:* What can teens and teen librarians do in terms of data management skills? Workshop activities and interview questions can be used to open a window on specific skills related to the data management cycle (locating, wrangling, visualizing, managing, and preserving data). A skills approach is prevalent in LIS and reflects a standards-based, behaviorist paradigm to learning. Not the principle stance from which this project works, (as noted above, the project draws particularly on socio-cultural perspectives on living and learning), but the IMLS grant has a very practical aspect to it and we need to address specific skills in data collection in order to view teens' and librarians' data literacy. Questions and observations of skills can be embedded within interviews, observations, and workshops that target our other them