



RICHARD ARUM, NEW YORK UNIVERSITY (NYU), PI
KILEY LARSON, NYU, POSTDOCTORAL SCHOLAR
ERIN BRADLEY, NYU
ANINDYA KUNDU, NYU

- 16 Delete
Kiley Larson,
- 15 remove
Kiley Larson,
- 14 remove
Kiley Larson,
- 13 remove
Kiley Larson,
- 12 delete slide
Kiley Larson,
- 9 how are these? i included more than is probably necessary, feel free to cut as needed
Erin R Bradley,
- 11 +erb6@nyu.edu Let's pull data from the first YM report on participation types at YM and then one from the CL report. I think the Academically Oriented by participation length would be good (and interesting to talk through). Maybe also shared purpose X length of attendance.
Kiley Larson,
- 8 use duration
Erin R Bradley,
- 10 Great Erin! Let's get Richard's opinion on which he'd like to keep - I'll also mark my favorites.
Kiley Larson,
- 7 I've added a whole bunch of charts -- actually only 3 questions, but I included a version showing variation by frequency of visits, and one showing variation by length of visit for each one. I was thinking we would just pick one and go with it (they are very similar), and delete the other ones. We could also do length of program attendance instead +kl63@nyu.edu
Erin R Bradley,
- 9 I'll add the content into the notes
Kiley Larson,
- 8 We should just say this aloud instead of putting it on a slide. So on slide 10 we would just take through all these specifics.
Kiley Larson,
- 1 Is this "covering following topics" unnecessary with "qual themes" slide 23?
Anindya Kundu,
- 7 read instead of slide
Kiley Larson,
- 6 likely cut - just deciding which quote to keep
Kiley Larson,
- 5 Cut
Kiley Larson,

Slide 1 (Continued)

- 6 right
Erin R Bradley,
- 4 I think these are easier to understand - but it's problematic that there are no <once month - is that accurate? +erb6@nyu.edu
Kiley Larson,
- 3 cut
Kiley Larson,
- 2 cut
Kiley Larson,
- 5 cut
Erin R Bradley,
- 1 add pic speak text
Kiley Larson,
- 4 This is a duplicate of slide #6
Erin R Bradley,
- 3 Combined with collaboration recs on previous slide, so this one can be cut (per Richard's request)
Erin R Bradley,
- 2 The first one, sorry. I hate the formatting of comments in this!!
Erin R Bradley,
- 1 I feel like this could be two separate recs
Erin R Bradley,

A Digital Frontier: America's Learning Labs & YouMedia Sites



**CONNECTING
YOUTH**

- Flagship Sites
- Cohort 1
- Cohort 2

YOUMedia



*Three flagship sites: Chicago, NYC, & Washington DC

*YOUMedia Harold Washington (YMHW) in Chicago was the first YM site is the only one of these in a library

*YMHW was explicitly designed to foster the genres of digital media engagement - hanging out, messing around, and geeking out - outlined in Ito, et al. (2009).

*YMHW provides teens access to a diverse array of resources, both technological and human.

YOUMedia Harold Washington



Image Credit: Mike Hawkins, YOUMedia Mentor

YMHW Fall 2013 Schedule

	1		2		3		4		5		6		7
M						FUSE: STEM							
								Animation					
								Beyond the Beat					
T							Maker Lab						
							Video Production						
									YOULit				
											Something Different		
W						FUSE: STEM							
										Lyricist Loft			
R		Home School											
							Library of Games						
							Graphic Design						
									Geek Craft				
Su			Sketch Sundays										

Learning Lab Initiative



*24 Learning Labs in museums and libraries across the country

*Supplements traditional library or museum services by creating spaces where teens can interact with new technologies, participate in innovative educational programming, and build relationships with expert mentors who can help guide them to interest-based learning opportunities

*Based on YOUMedia design principles

The Grantees: A Closer Look



Cohort 1 – Announced November 2011	Cohort 2 – Announced November 2012
<i>San Francisco, CA</i> <i>Thornton, CO</i> <i>Columbia, MD</i> <i>St. Paul, MN</i> <i>Kansas City, MO</i> New York, NY <i>Columbus, OH</i> <i>Portland, OR</i> <i>Allentown, PA</i> <i>Philadelphia, PA</i> <i>Nashville, TN</i> Houston, TX	Tuscaloosa, AL <i>Tucson, AZ</i> Berkeley, CA <i>Lynn, MA</i> <i>Billings, MT</i> <i>Las Vegas, NV</i> <i>Rochester, NY</i> <i>Poughkeepsie, NY</i> <i>Pittsburgh, PA</i> Dallas, TX Richmond, VA Madison, WI

Grantee specifics:

17 - Libraries

12 - Museums

Of these, 5 were Library/Museum partnerships.

Libraries also partnered with:

- *Technology Centers/Companies/Labs
- *Universities and Colleges
- *Media Organizations
- *Parks/4-H Programs
- *School Districts
- *Boys and Girls Clubs
- *Community Learning Centers

Methodology: Interviews



Site	Adult Interviews	Youth Interviews	Youth Surveys	Observation Hours
YOUmedia:				
Harold Washington, Chicago	12	23	177	15.5
ArtLab+, Washington, D.C.	9	14	35	57
DreamYard, NYC	6	8	5	27
Learning Labs: Cohort 1, Round 1	49	-	-	-
Learning Labs: Cohort 2, Round 1	40	-	-	-

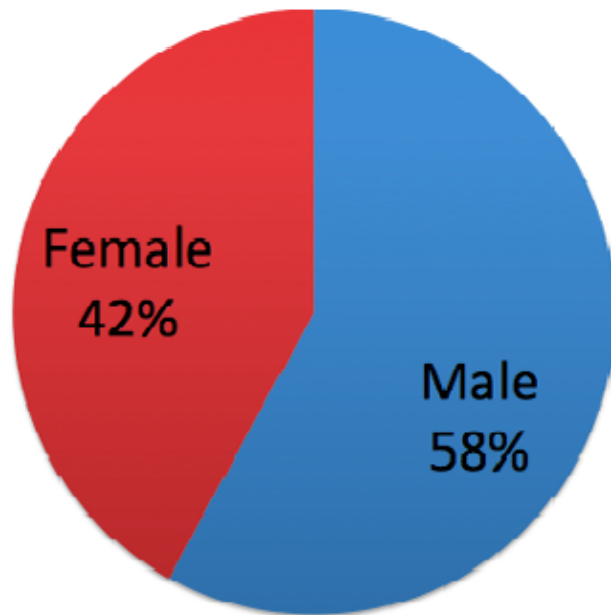
Survey: YOUMedia Youth



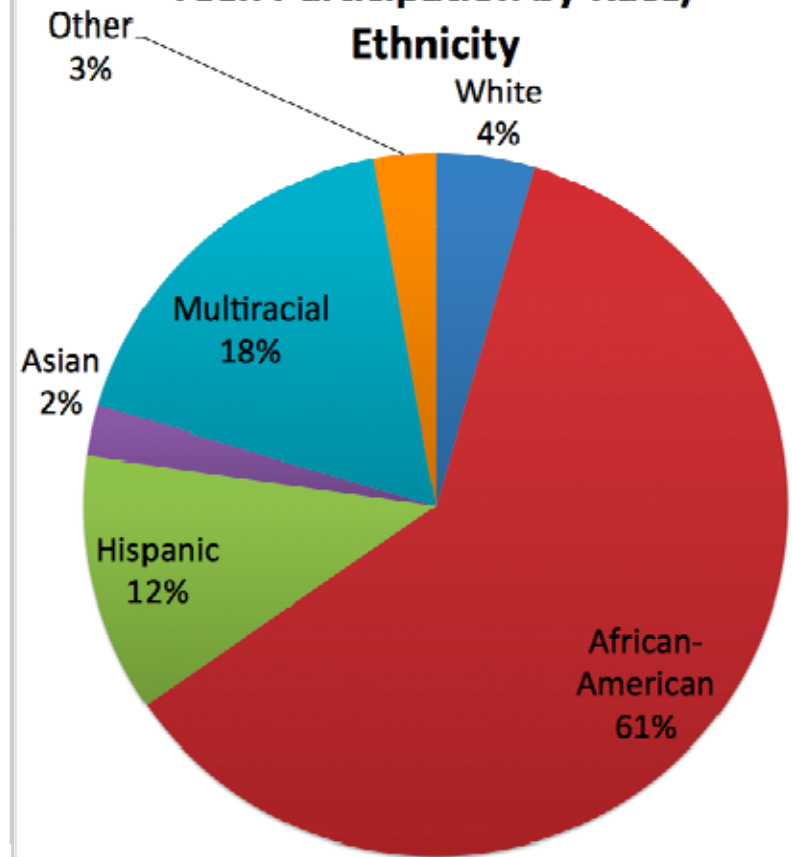
- Social background (e.g. sex, race/ethnicity, age, household composition)
- Attitudes towards school (e.g. educational aspirations, self-reported grades)
- Technology use (e.g. access to technology, digital media activities)
- Skills gained from YOUMedia participation (e.g. made a graphic design, created a website, recorded music)
- Participating in YOUMedia (e.g. program referral, commute time, reasons for participating)
- Relationships with adults/mentors
- Relationships with teen peers
- Program Experience (e.g. skills gained, connections to school or career pathways)

YOUMedia Harold Washington: Demographics

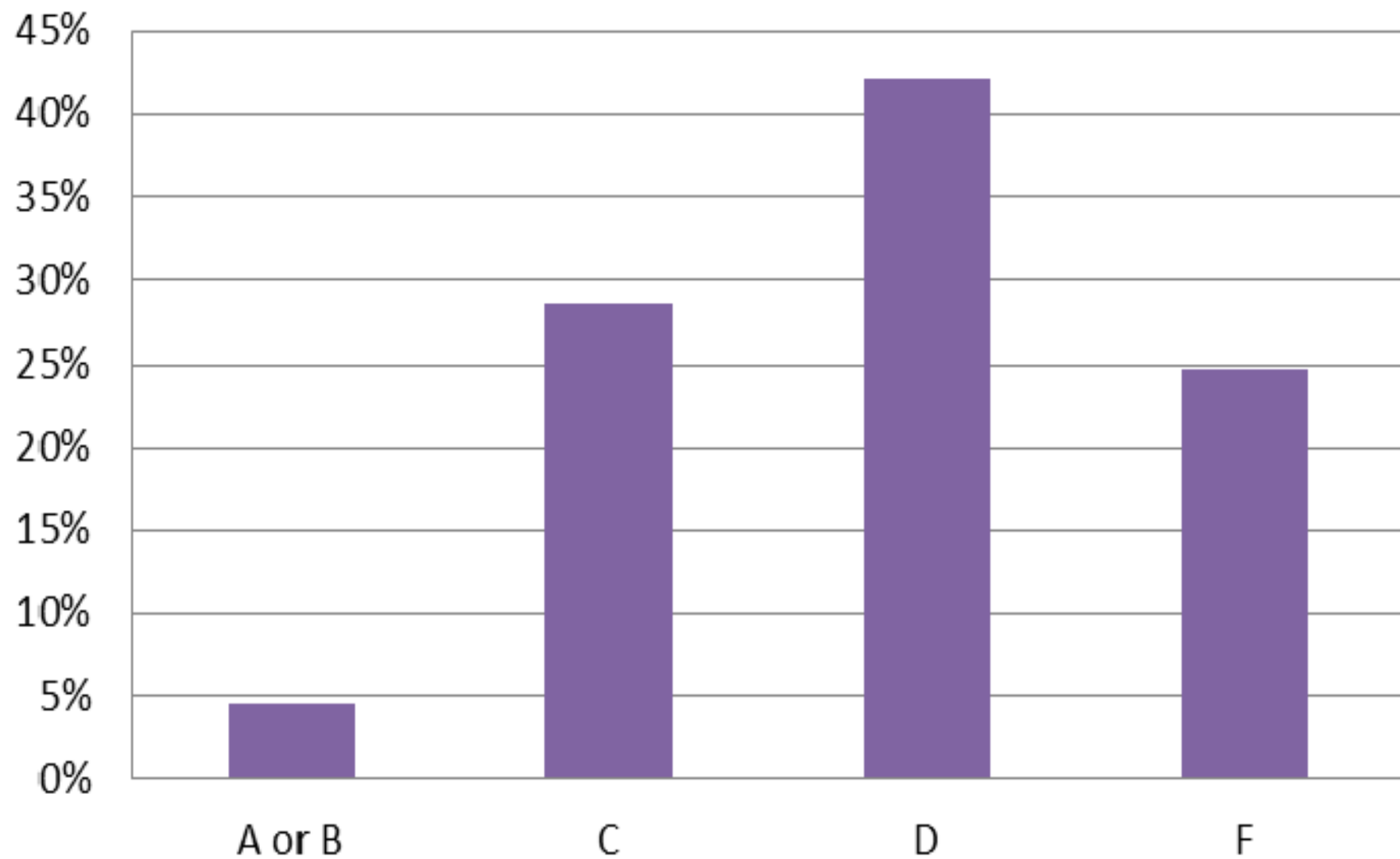
Teen Participation by Gender



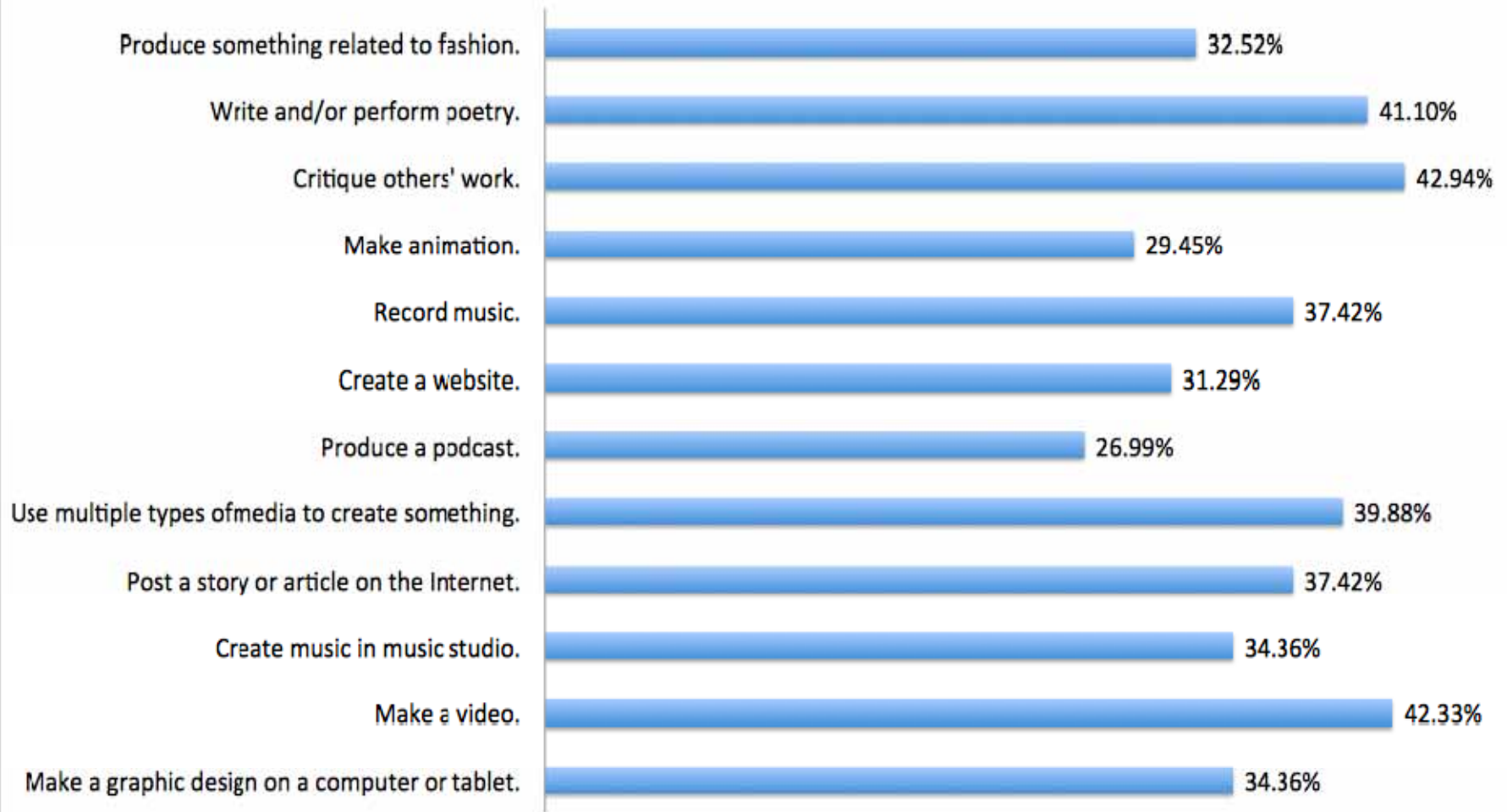
Teen Participation by Race/Ethnicity



Teen Participation by Self-Reported Average Grades

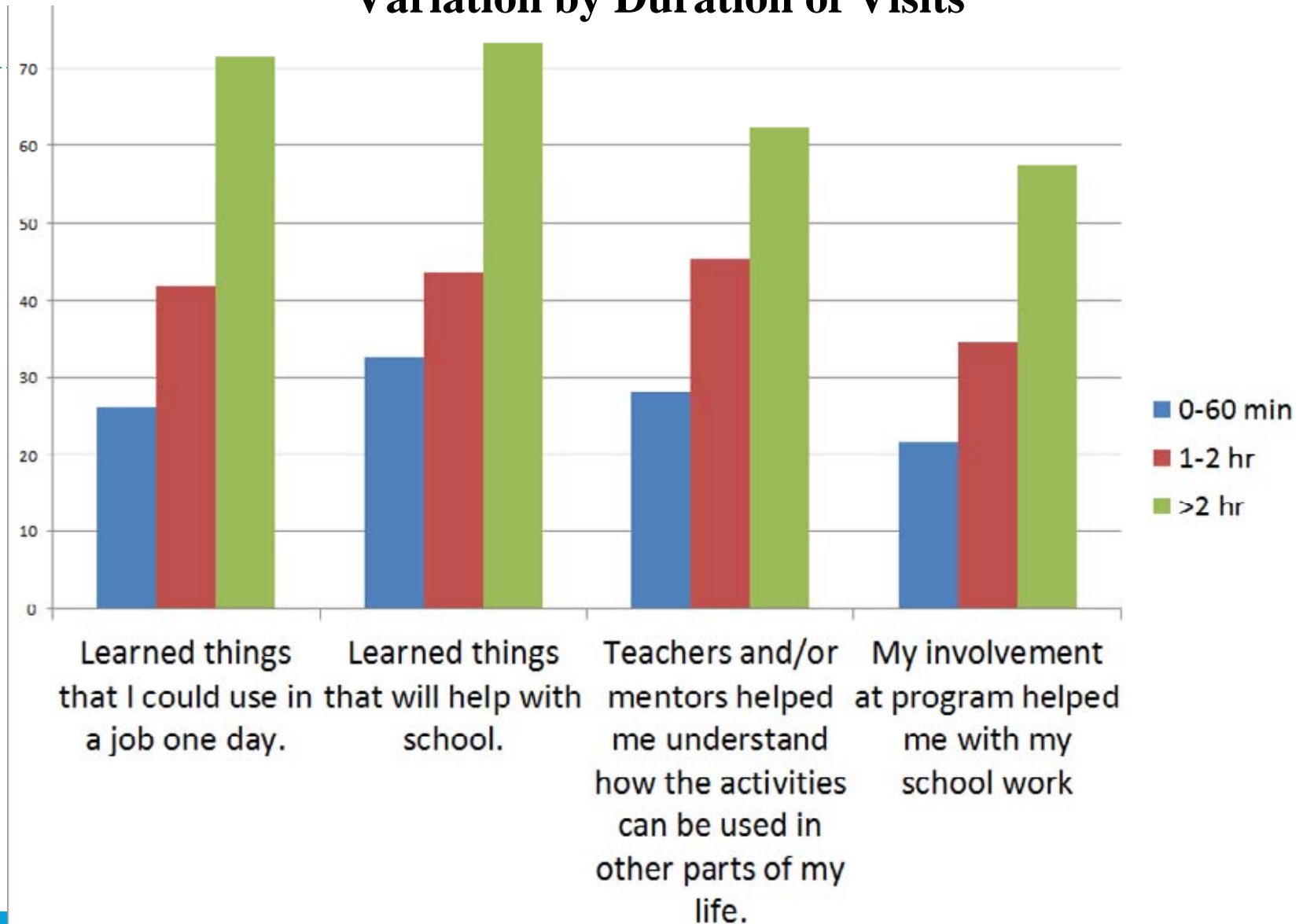


Self-Reported Media Skill Improvement for YOUmedia Harold Washington



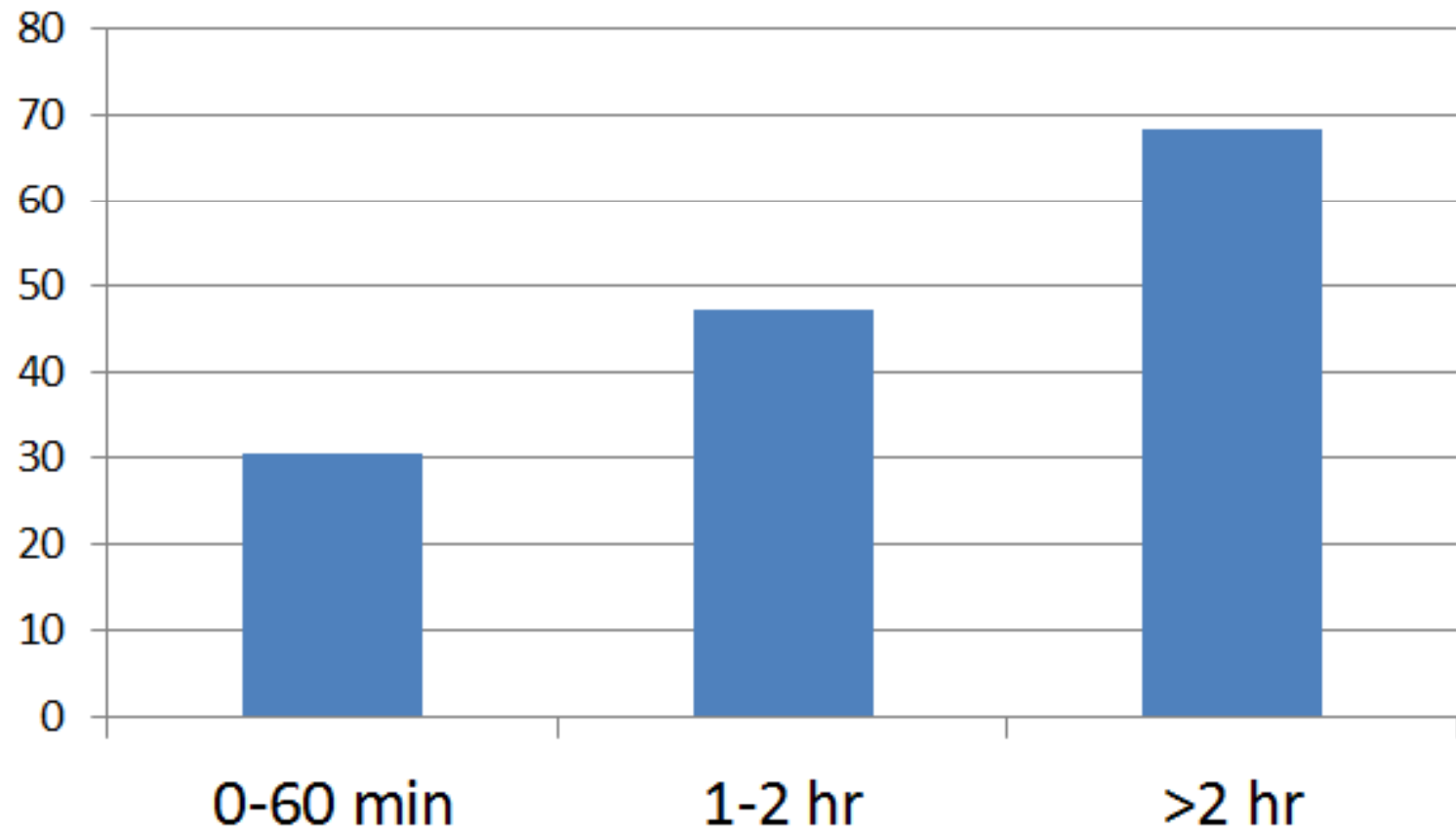
Note: Students' self-reported responses included "not at all," "not very much," "a little," or "a lot." We measured students' reports of improvement if they responded as having improved "a little" or "a lot." All skills were combined to create a categorical measure of improvement, indicating no improvement, improvement in one skill, improvement in 2-6 skills, improvement in 7-11 skills, and improvement in all 12 skills.

Academically Oriented Learning Experiences: Variation by Duration of Visits



Shared Purpose Learning Experiences: Variation by Duration of Visits

"Worked with other youth to create something" by length of visit



Qualitative Themes



1. Increasing Capacities

Inter-Institutional Cooperation

Intra-Institutional Transformation

Librarians Shifting Roles

2. Planning and Design

Technology

Mentors

Youth Voice

Sustainability

Intra-Organizational Collaboration



Intra-Organizational Collaborations



“We're still working on understanding how each of us perceive our own roles and how we perceive the roles of others. Here we are, nine months in, and we are still trying to do that communication piece. I think that's probably not atypical. It's not good, but it's just—you give everyone the benefit of thinking like you do—and not everyone does. It's a learning process to work with people who have a completely different mindset than I'm used to working with at the library.”

Inter-Organizational Collaboration



A Learning Labs grantee said:

“It’s been interesting because each organization comes at this kind of work very differently and **in different ways**. I’m personally very interested in seeing the library transition from its traditional role into a new role in providing tech services and a communal space where youth can be engaged in new kinds of media and not just traditional media. It’s been great to see that happening through this process. I mean, it was already happening somewhat, but this has been **a great catalyst** to push them **forward**.”

Intra-Institutional Transformation



“Let’s see
how we
can change
the culture
of the
libraries.”



Intra-Institutional Transformation



“I think it's going to actually be **transformational** for the whole library system, the way we interact with our patrons, because **the world has changed** in the way you access information. A hundred years ago, libraries were repositories for books. That was the only way to access information.

Now, libraries still have books, but we're more than repositories. [...] Now, with so much information online, there's just so many different ways to access information. We begin to create content. People are able to write their own books and publish their own books and do it virtually. Instead of thinking, "**Oh, that's not what libraries do.**"

Well, **yeah it is**, and how **we're gonna make that happen**, so we're all about **kids creating content** out of their interests in this Learning Lab model and mentoring, and having people there that foster that creativity.”

Transformation: New roles for Librarians

“It means having staff who can **bob and weave** with changes in technology and needs of the community. It means having people who are **comfortable working with kids**. It means that we have to feel comfortable **getting out of our comfort level**, especially around technology, but in a lot of different ways with problems that kids bring to us or directions that they want to go.”



Transformation: New roles for Librarians



“One of the things that traditionally, if you say to a librarian “**Are you an educator?**” they say “**No.**” There’s a very clear distinction between librarians and educators. It really is a **culture change** for libraries to think of **themselves** as **educators**, it’s slowly happening. The other piece is, “What is education?” It’s a different view of education that’s closer to what libraries have been, but I don’t think that traditionally libraries find it easy. They have gone so far from the days when one should be quiet in a library, that it was this hallowed space you came to commune with books and literacy and higher learning. [Now] it could be a place where you could have pop up events and dance and music. It’s really a way of kind of demonstrating the **life of a community.**”

Increasing Capacities Recommendations



Intra-organizational collaborations:

1. Clarify needs and expectations - consider an MOU
2. Make Time for Meetings
3. Collaboration Support

Institutional Support and Transformation

1. Connect Executives to the Work
2. Involve Co-Workers from Different Departments
3. Take Risks

Planning and Design: Youth Voice

Youth voice is an integral part of the YM model.

Both YMHW and LL grantees solicited teen input when designing their spaces.

Not only are there a wide array of learning opportunities for teens in the space, but teens have complete autonomy over what activities they choose to pursue.



Image Credit: Mike Hawkins, YOUMedia Mentor

Planning and Design: Youth Voice



One teen described this freedom of participation:

“Here at YOUMedia, you get to pick up something that you wanna do. If you wanna do sound production, you can do it. I mean, the workshops they have, they tend to be about stuff that they know that they’re—the audience, the people that come here, are interested in—so people come. The YOUlit Magazine, if you wanna be a part of that, you cannot—if you don’t like writing, you can be graphic designer. If you don’t like doing that, you can be the photographer. I think it’s just a lot more free reign to do what you want, to take up your own passions, your own desire, what you’re good at, your own talent, and go with it and go far with it and actually do something tangible and cool.”

Planning and Design: Technology



Image Credit: Mike Hawkins, YOUmedia Mentor

Planning and Design: Technology



*The in-space technology allows teens to dive deeply into diverse interests, e.g. graphic design, audio production, and photography.

*Mentors in the space support these interests through one-on-one interactions and organized group activities and workshops.

I see our Learning Lab—so basically [our library] has never had a teen space before. It's never had a formal teen space and I really see the Learning Lab as being the first step in changing the library's—their service goals to teens. Not only supporting them in terms of new technology like learning how to use programs—like software like Photoshop and InDesign, but also teaching them skills that—like maker skills and other ways of being creative with technology. Also kind of how to make technology fit their lives in terms of like here's how we use the internet research colleges. Or here's how to use the internet to learn new things about a hobby that you have.

Planning and Design: Mentoring



Image Credit: Mike Hawkins, YOUmedia Mentor

Planning and Design: Mentors



While the technology might be the initial draw for many teens who frequent the space, most say they keep returning to YOUMedia because of the relationships they've formed with mentors and peers.

When asked what he liked best about the space, one teen said:

“Mentors, the people. I mean, I think it's a great technological space and that there's lots of great technology here. I feel like without the people, it's just a room with machines. I feel like the mentors here are the best asset that the library has.”

Planning and Design: Sustainability



“One of the things I did, in terms of long-term sustainability, is to look at all the things that you need in long-term; the biggest of which, and the most expensive, is staffing.

I started to create teen center staffing out of **vacant positions** when they became available and getting different opportunities; just to kind of make that a priority. Now those positions exist and they’re not—they can’t really go anywhere, so that’s great.

If we had grant funds, you can just hire anybody you want. **The trick of being** [internally] **sustainable** is that in the long run I think it’s a much better situation to be in, because if I wasn’t here, or anyone of the [LL] leaders weren’t here, this program is **part of the fabric of the library**, and it would be sustained. That’s our goal.”

Planning & Design: Recommendations



Youth Voice

- Incorporate youth voice early and often
- Create space for teens to pursue their interests

Mentors

- Tap into the hidden talents or interests of library staff
- Including expert mentors is vital to helping teens see pathways

Sustainability

- Leverage internal resources
- Strategically frame your space to appeal to funders' goals
- Combine smaller grants to fund different aspects of the space
- Use grants to fund start up, then find ways to roll into general operating budget

Q & A

Please do not
bring in any
personal games
to play in
Hi Tech, as we
cannot be
responsible for
them. Thanks!

**No food
or drink**
beyond this
point, please



Research Team

Role/Responsibility	Team Members	City Base
Principal Investigator	Richard Arum	New York City
Project Manager	Jane Park	New York City
Project Coordinator	Erin Bradley	Chicago
Post-Doc	Kiley Larson	Chicago
Quantitative Analysis/Administrative Data	Alexis Pang, Jason Thompson, & Jeannie Kim	New York City
Quest Schools	Max Meyer, Jessica Lipschultz, & Liuan Huska	New York City & Chicago
Hive	Kiley Larson, Erin Bradley, Alexis, Pang, Raynika Trent & Fatima Brunson	New York City & Chicago
YOUMedia	Kiley Larson, Erin Bradley, Jane Park, Nathan Riemer, & Jeannie Kim	New York City, Chicago, & Washington DC
Learning Labs	Kiley Larson, Anindya Kundu, Erin Bradley, & Jane Park	New York City
Objective Assessments Coordinator	Nikolaus Hajny	New York City
Research Consultants	Christo Sims	UC San Diego
Research Assistants	Emily Frank, Sarah Trench, & Jacqueline Aiello	New York City