

MAPPING Analysis Hangout

Purpose

Youth ethnographers understand a form of mapping analysis in order to begin making claims about the research questions

Performance Expectations

YEs analyze their mapping data together, to be completed as deliverables

Objectives

Rationale

Materials Needed

Google Maps

Demo analysis: <https://docs.google.com/a/colorado.edu/spreadsheets/d/1ejcYFsH1OD0OBTdewF-H7p1ABZo-BeS8L9gE5UfX3OQ/edit?usp=sharing>

3 hours total for analysis

Session #4 (7/15)

- Demonstration and brief discussion (30 minutes)
 - Preview different roles:
 - Intro
 - Methods
 - Claims
- Mapping analysis (30-45 minutes)
- *Assignment:* Finish analyzing maps

Session #5 (7/22)

- Intro to coding (20 minutes)
- Coding interview data (30 minutes)
 - Working in pairs/teams (clarifying roles)
- Reporting out from coding / impressions
 - Getting the “story” or “claims” right
- Confirm roles for the presentation
- *Assignment:* Finish coding & prepare slides for the presentation

Introduction

(total no more than 30 minutes)

- Modeling presentation and rationale for coding data
- Using different kinds of evidence (Ben’s activity - role play)
 - Example #2: Two scenarios (10-15 minutes)
 - Purpose of scenarios: show the value of evidence in making a persuasive argument

- Roles
 - Site #1: City Council
 - Site #2: Chamber of Commerce: group of businesses in a city
- “Two of us are going to present some findings from made-up research. Your job is to decide which “findings” are more convincing - which ones you would listen to as a member of City Council or Chamber of Commerce - so think of yourself as a politician in your city or a member of a business group that cares about people getting jobs
 - Presentation #1
 - Hi. My research team studied how young people get jobs in professions that interest them, such as music production, photography, and journalism. We talked to people about how they get jobs and what the challenges are. One kid I interviewed said he wanted to become a photographer but that he wasn’t sure how. We also talked to some artists who found work teaching others how to be musicians and singers.
 - Presentation #2
 - Hi. My research team studied how young people get jobs in professions that interest them after they graduate from our youth programs. You’ll be surprised by what we learned. First, out of our sample of 46 youth and young adults, 80% (37 people), wanted to get jobs in the creative or digital arts, such as photography, music, and web design. Second, when we mapped where those jobs are, we found that the average distance from our neighborhood to the job was 21 miles, which took, on average, 58 minutes by public transportation. We also compared people’s success stories and their challenges. The key to success for more than half of our success stories was having someone who introduced you to the person doing the hiring. The key challenge for most was not knowing people who worked in the creative or digital arts companies.
- Okay, we’re going to have a vote:
 - raise your hand if you thought Presentation #1 was the more convincing.
 - raise your hand if you thought Presentation #2 was the more convincing.
- What made #2 more convincing to you?
 - List reasons
 - What details were most important or interesting?
- The message: You have all been doing research and we need to share what we call “preliminary findings” with an audience of researchers from across the world in two weeks. Today and next week will be analyzing our data so that we can have “findings” that are convincing and interesting to our audiences.
 - “Findings” is a word for what we learned
 - “Methods” is a word for how we got the findings.
 - “Data” is a term for the kinds of information we collected, such as interviews and information about maps

Show example powerpoint (which Michael will make, based loosely on youth-related data) as the template of RQs, data collection, claims, conclusions (10-15 minutes)

Ask if YEs have any questions about what they’re going to produce or if there’s anything else they think should go in the presentation

Part 2: Analyzing Maps

Activity 1: Getting data from maps (30-45 minutes)

- Each site has a pre-made spreadsheet with their YEs’ points listed
- We want to gather some basic data about these points:
 - How far away (from your site) is your potential job? How long does it take to get there?
 - **What skills did you learn at your site that you think this place will want you to have?**
 - Josie demonstrates with screenshare how to search for directions and fill out the spreadsheet
- Do walk-through with YE from one site
- Have youth each fill out at least two or three rows of their data
- **What are some initial things you can now definitively claim with this evidence?**
 - Last week I asked you to say if things were clustered together or spread apart, far away or close;

now that we have some numbers, what can you say now? What other things are you thinking about/noticing with this data?

- Looking back at your original maps (maybe we should screenshare these and ask them to talk through each rather than asking them to go to the links), what conclusions can you draw now? What might be a way to analyze the community treasures pins and compare that with the data about your interests?

Homework:

- Continue filling out the spreadsheet.
- If you only have a couple of points on the map and want to add more, please feel free to do so, and you should also to add those to your data analysis spreadsheet