Hangout 1: Introduction

Purpose

- To develop understanding of the research topic(s) through activities and discussions focused on possible future pathways post-high school

Objectives

Youth will discuss traditional pathways to jobs and careers by:

- Discussing the messages they've received so far about their possible future

- Exploring alternative messages from colleges and creative websites
- Considering possible future pathways and what skills learned from connected learning programs might be related

Materials Needed

- Access to blackboard/whiteboard/SmartBoard or large sheets of paper
- Individual papers or place to write things down
- Basecamp project website

Time: 2 hours

Introductions: Name, year in school, favorite activity at connected learning site, something you like to do for fun

- General Hangout logistics: please mute your microphone when your site isn't the one speaking; if you have a question at any point, please feel free to use the chat on the side to say that you have a question!
- Our general outline of activities is on Basecamp under the Hangout 1 Discussion if you're having technical difficulties.

Assign: note-taker, digital photographer to take pictures of board/paper with info (can be youth)

Today's agenda:

- We want to introduce the main ideas for this summer's research and give everyone time to reflect on their own thoughts about these ideas; introduce the idea of self-ethnography; knowing what you think about something helps you think about how to research it.
- We also want to spend some time on research ethics; for youths' "deliverables" this week they'll need to take a short quiz on research ethics. This is the same kind of process we went through when we were learning to be researchers.

Part I: The Big Idea

- Activity 1 (10-20 minutes) Ask youth to make a list on a piece of paper or board of the messages that they have been given about their possible futures.
  - What do people tell you that you should do or have to do after high school?
  - Report out main themes and any surprising findings to the larger group
  - (As needed: Ask for photo of the list for the website.)
- TRANSITION: [Now, we want to do an activity that highlights the various career paths that are available to youth in your area. These career paths may be highlighted by the types of skills learned at your site.]

- Activity 2 (20 minutes): Ask youth to think of someone they know who got a paying job recently. Make a list of these jobs.
  - Discuss within site how they got those jobs;
    - Did they go into the working world after high school or college? Did they get the jobs through connections with family/friends? Did anyone have an internship that led to a job?
  - Report out main themes and any surprising findings to the larger group via Hangout.
  - Compare this list to the previous one created in Activity 1.
    - What's the same, what's different?
  - (As needed: Ask for photo of the list for the website.)
  - Explain that we know that the working world is changing; there is an increasing reliance on technology, for instance, the prevalence of social media accounts for businesses. Careers are not like they used to be, either; people going into the workforce are changing jobs approximately every 5-7 years instead of staying in one job until retirement.
    - There are more and more jobs related to digital creativity now, and we think the ways to get these jobs are different than going into other fields.
- TRANSITION: we want to highlight a couple of career paths that you might have heard of that are a little different [We are going to view a couple of commercials that highlight various careers in both the higher ed and entrepreneurial sectors.]

- Activity 3 (20 minutes): Show ITT Tech/Art Institute commercials
  - With whole group over Hangout, ask: what are these commercials trying to tell you about technology, school, and careers?
    - [ITT Tech ad #1](#), 1:00
    - [ITT Tech ad #2, "Dream Job"](#), 1:00
    - [ITT Tech ad #3, "Software Development"](#), 0:30
    - [The Art Institutes ad #1: "Bottlecap"](#), 0:30
    - [The Art Institutes ad #2, "Create Tomorrow"](#), 1:01
  - What is the website Etsy trying to tell you about creative careers?
    - [Teams Empowering Communities](#), 4:11
    - [Tying One On with Handmade by Emy](#), 2:48

- TRANSITION: So knowing all of these ideas and messages about what to do after high school are out there, we have some key questions that are going to drive our research this summer.

Part II: Research Questions

I want to start by telling a story. Consider a young man such as Shaondell. He starting going to a youth program in Chicago called YouMedia because his friends were there; once he got there he started to get really into making videos. In his own words, he said:

> I made documentaries about relationships, gang violence and even the budget cuts to Chicago's public schools. I started entering contests and making a name for myself at YOUMedia as the "Film Guy." Before I knew it, I changed my career and educational plans altogether. Before coming to YOUMedia I planned on becoming a police officer simply because it guaranteed a job. After coming to YOUMedia I decided to become a filmmaker.

Shaondell went on to get an internship at YouMedia where he started a film program to teach younger youth. In Shaondell's story, we see a person developing an interest and new skills, and then forming a career path that lets him use those interests and skills.

There are also people like Shaondell who get into things like video, art, and music production, but then find it difficult to get a job or pursue education in those areas. Some graduates of CL youth programs encounter BARRIERs to their future goals. For example, they might be really good at designing a website but it's hard to meet the right people who run those companies that need web designers. Or they might be really good at making murals, and they want to teach children, but they're not sure how to get a license to become a teacher. This is a problem that we want to solve. We want to figure out how to get rid of those barriers.

The purpose of this research is to gather young people's stories about how they develop and pursue their future goals. We're asking you to work together with us to do this by gathering stories from other youth participants, program staff, and older youth who have "graduated" from the program.

Here are some of the questions - and we are asking for your help in answering them:

- What kinds of skills and interests do young people develop in connected learning programs?
- What do you want employers or schools or community members to know about the kinds of skills or talents you've developed in connected learning programs?
- What kinds of challenges or barriers do graduates experience when looking for jobs or education related to their interests?
- What solutions can we develop to address those challenges or overcome those barriers?

How does this sound? We'll ask you to comment on these questions as a deliverable for next week.

- Transition: [Now, we want to discuss an aspect of research that affects both participants and researchers. Research ethics are a major concern for institutions of higher ed, and now we want to consider research ethics in terms of your individual projects.]

Part III: Research Ethics

When we were learning how to do research, we each went through a training on research ethics. Because you are

all going to be researchers this summer (and beyond!), you all need to understand the importance of research ethics, too. We know that some of you have done this before, but we think it's important to review it again.

- Activity 5 (10-15 min): Research Ethics Scenarios
  - Take 5-7 minutes and talk about what you think with your site. If you remember doing this scenario before, also talk about how your thinking might have changed since then.
  - Share back with whole group
- Mini lesson on research ethics (5 min)
  - These discussion prompts illustrate 3 key aspects of human research:
    - Voluntary participation
    - Informed consent
    - Confidentiality
  - We asked for your consent when you filled out the forms before. When you interview other people, you will need to ask them for their consent on the secondary participant forms.

Wrap-Up:

- What are deliverables for this week?
- Comment on research questions
- Make an video introducing yourself to the team
- Take the research ethics quiz