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## Multiple Modalities & New Knowledges Out-of-School Media Literacy and Learning

### More about my research

Below you will find more details about my research and the young people I worked with:

With the **Philadelphia Student Union** ([www.phillystudentunion.com](http://www.phillystudentunion.com) and [www.onblast.podomatic.com](http://www.onblast.podomatic.com)):

**TIME** with organization: August 2010 – February 2011

**FOCUS GROUP** information:

- 9 PSU members with experience in radio and/or music production
- 9<sup>th</sup> grade – college-aged youth
- 5 identify as male; 4 identify as female
- 6 identify as only Black or African American; 3 identify as Black or African American mixed with at least one other race or ethnicity
- 6 attend or had attended neighborhood high schools; 3 attend/attended magnet high schools

With **Chester Voices for Change** ([www.chestervfc.wordpress.com](http://www.chestervfc.wordpress.com) and [www.youtube.com/user/chestervfc](http://www.youtube.com/user/chestervfc)):

**TIME** with organization: May 2009 – December 2010

**2010 FOCUS GROUP** information:

- 3 (of the 5) 2010 VFC members who completed an 8-week afterschool program (2 days/week)
- 7<sup>th</sup> – 11<sup>th</sup> grade-aged youth
- 2 identify as female; 1 identifies as male
- All identify as Black or African American
- All attend magnet or charter schools

**2009 INTERVIEWEES** information:

- 5 (of the 10) 2009 VFC members who completed a 6-week intensive summer institute
- 8<sup>th</sup> – 12<sup>th</sup> grade-aged youth
- 4 of 5 identify as female; 1 identifies as male
- All identify as Black or African American
- 3 attend a Catholic high school (outside of Chester), 1 attends a neighborhood school (outside of Chester); 1 attends a charter school (in the Chester Upland district)

### Resources

The specific works cited in this presentation included:

Kirshner, B. (2006). Apprenticeship learning in youth activism. In S. Ginwright, P. Noguera & J. Cammarota (Eds.) *Beyond resistance! Youth activism and community change: New democratic possibilities for practice and policy for America's youth*, pp. 37-58.

Lenhart, A. Arafeh, S., Smith, A., & Macgill, A.R. (2008). Writing, technology, and teens. Washington, D.C.: Pew Internet & American Life Project and the CollegeBoard's National Commission on Writing.

For other resources, please contact me or go to <http://joslynyoung.weebly.com/resources---media-literacy.html>

**Philadelphia Student Union**  
[www.phillystudentunion.org](http://www.phillystudentunion.org)



**Chester Voices for Change**  
[www.chestervfc.wordpress.com](http://www.chestervfc.wordpress.com)



**Stoneleigh Foundation**  
[www.stoneleighfoundation.org](http://www.stoneleighfoundation.org)



## Youth Voices

Included below are even more sources of evidence, from the mouths of the youth themselves:

What youth gain from their program participation:

### CONFIDENCE

"On Blast has pretty much given me the motivation and also the confidence to like have my voice be heard from other people around the globe, pretty much." ~PSU 3-year member, current 12<sup>th</sup> grader

"You learn to be more outgoing. ...In school you just, you're limited to the school. [But] in VFC we went out in the streets, and we got to interview people or ask them their opinions on what was going on or how they feel about different topics, and...you kinda break out of your shell." ~VFC '09 member, current 12<sup>th</sup> grader

"Me personally, I actually felt like I could accomplish something, like I could do something, so it wasn't just, 'Oh yeah, you live here. Psh, you'll never be able to make it.'" ~VFC '09 member, current 11<sup>th</sup> grader

### DETERMINATION

"It helped you become like more determined and more focused." ~VFC '09 member, current 11<sup>th</sup> grader

"When we have to like make up a piece or whatever, and you actually have to ride it all the way through, so you have to meet deadlines, or make sure it's...done whenever it's due, 'cause I feel like a lot of the times when I would be doing pieces, ...I just didn't want to see it through to the end, but you have to because for one, it's important, and for two, it teaches you to kind of like hold out and to just do it." ~PSU 4-year member, current college sophomore

How youth think media and traditional literacy connect:

### TARGETING INFORMATION & STORIES

"The whole process of making a radio piece, I learned a lot about like, it's kind of like writing a story, or creating the story with what you have and cutting down parts that might be repetitive, like that you've gotten from the interviews, and trying to figure out what hits directly and what your real message is, and it's really insightful into the whole media process that we're surrounded with every day." ~PSU 4-year member, 12<sup>th</sup> grade

"VFC, like, you had to write, like actually write proper 'cause other people were reading it, so you can't, like, write the way like Internet language, you gotta write it out where people know what you're talking about. So it taught you how to differentiate between Internet language and proper English." ~VFC '09 member, 12<sup>th</sup> grade

### IGNITING PASSION FOR WRITING

"At first I was just limiting myself to writing, but during [VFC], I felt as though I could do more than writing. I could take writing to another level and to scripting and screen writing, and then that'll turn to filming, which'll turn into editing, and all that." ~VFC '09 member, 12<sup>th</sup> grade

What advice youth have for educators and education:

### LISTEN TO AND VALUE STUDENTS' EXPERIENCES

"If [youth], like, have something they really want to get off their chest, to really just listen to what they say and just try to help them." ~VFC '09 member, 8<sup>th</sup> grade

"I think they have to recognize with *experience* comes wisdom, not necessarily with age. And so that students or young people can have lots of experiences that they [teachers] didn't have, and that could, well, they [youth] could know more than the older person." ~PSU 4-year member, 12<sup>th</sup> grade

"The main thing teenagers look for is just someone to listen to everything you have to say." ~VFC '09 member, 11<sup>th</sup> grade

### RESPECT & CONNECT WITH STUDENTS

"I think they should just respect us as much as we respect them." ~VFC '09 member, 12<sup>th</sup> grade

"Try to make a general connection between you and the student." ~PSU new member, 11<sup>th</sup> grade

### MAKE LEARNING INTERACTIVE & REAL

"We all talked about creative stuff and being yourself and being a free spirit, and it's the exact opposite in school, and I think that maybe...if these kinds of things were incorporated more in school, we would enjoy it more, get more out of the other subjects." ~PSU 4-year member, 12<sup>th</sup> grade

"Nine times out of ten when you do something that's like not related to school, that you're really good at ...you get to *do* something with it...The most you can do in math lessons is answer the question on the board, but when you have an outside skill, like [singing], you have places like church, you have PSU open mics to go to perform at." ~PSU 2-year member, 9<sup>th</sup> grade

"For me, I have to be interested and be interactive with something I'm doing, otherwise I'm not gonna learn anything from it, or I'm not gonna keep it; it's not gonna stay with me." ~PSU 4-year member, high school graduate