Affordances of Social Learning Ecology maps for examining the importance of social support in the pursuit of digital media making activities

Social Learning Ecology Maps as Data Displays

In this section, we demonstrate the affordances of using data display of youth-reported social support within a given time frame. Overall, SLE maps offer a methodological scaffold for understanding the social support component of youth engagement in interest-driven pursuits. Visualizing a young person's SLE in this way, especially when paired with other qualitative and quantitative data, may provide important insights concerning the kinds of supportive ecologies necessary for sustained interest-driven learning.

Making Cross-case Comparisons

When considering the social learning ecology, one may have contributed to differences in sustaining youth's pursuit of interest-driven activities. We find that examining perhaps even comparing their SLE maps could offer some compelling clues.

Classroom communities may also help us to categorize how various roles such as adults, supportive, family or non-family members support students in an ecology of support context in a young person's learning environment or activity.

Examining Nature of Support Providers

SLE maps reveal relevant characteristics of support providers, including short description, the primary context of support provision (home, school, afterschool, n/a) and the relationship to the focal learner (Family Adult, FA; Family Peer, FP; Non-Family Adult, NFA; Non-Family Peer, NFP).

Identifying Multi-supportive relationships

SLE maps reveal relationships one-to-one to determine which individual provides support from more than one source.

Teaches you things?

Provides equipment?

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