

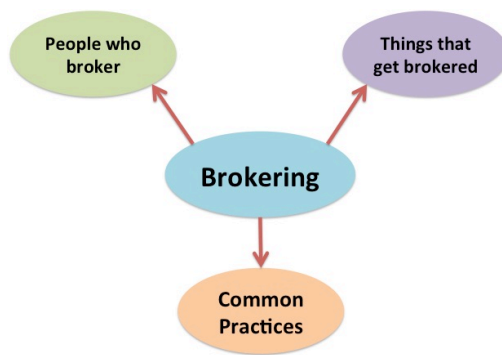
Brokering Future Learning Opportunities to Support Connected Learning Pathways

To download a copy of the Hive community-developed white paper, visit <http://bit.ly/brokering>

Being a Learning Broker¹ supports youth pathways because it:

- **Connects youth to meaningful future learning opportunities** including events, programs, internships, individuals and institutions that will support youth in continuing their interest-driven learning.
- **Enriches their social networks** with adults, peers, and institutions that are connected to/have knowledge of future learning opportunities.

Basics of Brokering: People, Practices, and Learning Opportunities



- *People who broker:* Family adults, non-family adults (e.g., educators, teaching artists, mentors, etc.), and peers.
- *Things that get brokered:* Opportunities and resources include *experiences* (programs, one-day events, classes, internships, fellowships); *social connections* (mentors, institutional gatekeepers, collaborative peers); *institutions* (colleges, companies, organizations); and *information sources* (websites, books, how-to guides).
- *Common practices:* Hive NYC community members have surfaced a range of brokering practices that can happen across the life cycle of a program (see below).

DURING THE PROGRAM		AFTER THE PROGRAM
<p><i>At any time...</i></p> <ul style="list-style-type: none"> • Organize field trips to new settings to meet new people and institutions. • Share information about program topic-related events (conferences, lectures, etc.). • Discuss how engagement in the program's activity can be connected to school activities, or career or school goals. • Provide speaking opportunities for youth to present/share their projects. 	<p><i>Towards the end...</i></p> <ul style="list-style-type: none"> • Debrief with students and help them identify what they'd like to do next. • Help youth apply or register for an opportunity. • Encourage youth to stay in contact with the organization. • Offer 'leveling-up' opportunities to youth who have completed the program (e.g., co-teach the program, become a 'student resident,' etc.). Possibly base this on passion in addition to (or instead of) skill level. 	<p><i>Periodically...</i></p> <ul style="list-style-type: none"> • Check in with former youth participants periodically. Let them know you're interested in their activities. • Provide speaking opportunities for youth to present their projects. • Schedule 'reunions' with all youth who participated at a particular program. • Identify 'junior leaders' who are ready to scaffold their leadership roles with younger youth; have them serve as the 'youth bridges.'
<p><i>At any time...</i></p>	<p><i>Towards the end...</i></p>	<p><i>Periodically...</i></p>

¹ Also see discussion of 'learning brokers' in Barron, B., Martin, C. K., Takeuchi, L., & Fithian, R. (2009). Parents as learning partners in the development of technological fluency. *International Journal of Learning and Media*, 1, 55–77. doi:10.1162/ijlm.2009.0021