Youth-articulated framework of social support around digital media making

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Below is a general framework describing the ways in which family adults, non-family adults and fellow peers can support a young person’s activities around digital media making across a variety of settings including school, informal learning programs, museums, libraries, community centers, and places of worship. While other frameworks might reflect forms of support that experts view as necessary for certain youth outcomes, this framework focuses on the types of support that youth themselves perceive as being important.

**ACTIVITY:** What kinds of social support do YOU rely on to pursue a particular interest?

1. Turn to your neighbor and introduce yourself! Decide who will be the ‘interviewer’ and who will be the ‘respondent.’
2. Interviewer: Ask the respondent to pick a particular interest or hobby to talk about.
3. Interviewer: Ask the respondent to describe how various people have helped her/him engage in that interest or hobby. It might help to prompt the respondent to think about help s/he receives at various settings (i.e., home, workplace, online, etc.).
4. Interviewer: Try and summarize the descriptions of support and note them below. The respondent can help too—and if the form of support doesn’t seem to fit in the first five categories, add it to the “Other” column.

<table>
<thead>
<tr>
<th>Name (respondent):</th>
<th>Interest:</th>
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<tbody>
<tr>
<td>Material</td>
<td>Knowledge-Building</td>
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Mapping the Media-Making Social Support Networks of Youth

Building off the social support framework described earlier, one can also create maps of a young person’s “social learning ecology” that describe how various support providers in a young person’s life contribute to her media-making activities. The two maps below are from one of our focal participants, Freelyn. These maps reflect the social support she reported receiving during (top) and after (bottom) a Hive program. Note the striking absence of ‘Hive-affiliated’ (denoted with a “!”) support once the program was over—a common pattern we call a “post-program slump.”

Descriptive info about support provider (role, primary setting, relationship to youth) ➔

Example of a multi-supportive relationship (when a support provider provides more than one form of support) ➔

This project is made possible through the generous support of the Hive Digital Media and Learning Fund at the New York Community Trust.

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