

Supporting Youth with Limited Technology Experience to Succeed in an After School Program

What brought you to this work?

Benavides: In our program's shift to a completely virtual environment, we've seen a significant decrease in youth attendance and overall engagement with the established curriculum. I believe that the COVID-19 pandemic brought to reality a problem that was slowly rising to the surface for years: a gap in essential technical literacy and skills.

Karumbaiah: Most of our work in learning analytics tends to focus on a technical solution without deliberating on the social, cultural, and political aspects of the problems. By interacting with those much closer to these issues in practice, I hope to learn more about social justice and equity and bring this experience to my professional circles which are currently dominated by computer scientists.

Research questions

How did EdTech contribute to the decreased youth engagement in an after school program after moving from an in person setting to a virtual setting due to COVID? In what ways, if any, does previous experience with EdTech affect the level of engagement of youth?

Research plan

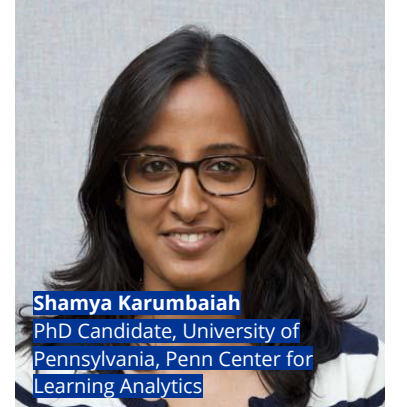
Following interviews with participating youth and educators to understand youth concerns and challenges, we will identify and pilot an EdTech tool with the students. We will use pre- and post-surveys with youth and educators to identify the affordances and challenges of the new tool.

Working together

Our ideas were generated by reflecting on Lisa Marie's students' needs during the COVID-19 pandemic and we co-developed our research plan by engaging with the ideas dialogically.



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