Collaborative: Understanding the Role of Informal STEM Educators in Creating Maker-based and Community-Centered Technology and Computer Science Learning Hubs for Urban Youth| AWARD #2005502-2005484

PIs: Andrew Coy (Digital Harbor Foundation), andrew@digitalharbor.org
Co-PIs: Foad Hamidi (UMBC), foadhamidi@umbc.edu

Project Description

Maker programs are often inaccessible, unaffordable, or unavailable to underserved youth. We have partnered with eight recreation centers in Pittsburgh and Baltimore City, to design, refine, and implement an equity-based approach to technology-rich learning for underserved youth.

Key Achievements

- Development of an empirically-informed model of equity-based pedagogy centering strategies for youth inclusion and empowerment
- Co-design of an interactive youth-centered assessment approach with educators and youth
- Development of a toolkit for equity-based capacity building at similar sites

Community Partners

Baltimore City Recreation and Parks; City of Pittsburgh, Parks and Recreation

Audience & Settings

Audience: Youth aged 8-16, community educators, city government administrators
Disciplinary area: STEM
Learning environment: informal learning (urban recreation centers)

Access and Inclusion

- Centering the cultural assets of African American and Latinx youth and community educators in designing localized technology-rich learning
- Building capacity in community recreation centers that provide access to learning experiences in underserved urban locations
- Investigating how to create rich learning experiences for all youth, including those with disabilities

This material is based upon work supported by the National Science Foundation under grant 2005502-2005484. Any opinions, findings, and conclusions or recommendations expressed in this material are those of the author(s) and do not necessarily reflect the views of the National Science Foundation.