

Sparkling and Sustaining Adolescent Learning: Embodied Values, Contextualized Literacies, and Developing Identities at the Public Library

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Abstract

Any given day, thousands of teenagers enter the nearly 17,000 United States public libraries dotting the nation. With this dissertation, I ask, "How does the public library spark and sustain the voluntary learning of adolescents with the affordances of space, resources, and people?" I answer this through an ethnographic case study of public library services for teens in a community with a high percentage of immigrant residents. Over 18 months, I observed library activities involving youth, interviewed library staff and adolescent patrons, and led teen volunteers in a participatory research project. Data was analyzed in a constant comparative method within a sociocultural-historical framework. Through attention to practices of the youth and library staff within the space, I saw how the physical layout, guiding policies, and activities offered, the public library embodied the values of access, intellectual freedom, and service. The librarian's professional questioning skills served to scaffold youth's experiences with resources. Through one-to-one interactions and a variety of library programs, librarian and adolescents established trust and engaged in deliberative discourse, preparing youth for collaborative work in future contexts. The legitimate peripheral participation of the most engaged adolescents pulled them further into the situated learning context of the public library. In ways that matched her individual needs and preferences, each girl took up identities related to the public good, education and lifelong learning, and social responsibility that goes with them across contexts as well into their future. This is how the public library's affordances of space, resources, and people operate interdependently to enact the values of diversity and democracy. Within the public library space, diverse adolescents, many of whom struggle in more formal contexts, find a multitude of ways to learn through resources and in relationship with people. Such experiences prepare them for participation in democratic processes with cultural capital as well as resilience for difficult times in the future. In summary, the public library sparks and sustains the voluntary learning of adolescents through embodied values, contextualized literacies, and developing identities.

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Adolescents and adults who are exploring the customs, culture, and history of their ethnic group are in the ethnic identity search stage, similar to Marcia's moratorium status (Phinney, 1990). Many life lessons are learned through familial relationships, and such is the case when it comes to race, racism, and racial identities (Odenweller & Harris, 2018). The family is the first interpersonal network with whom we come into contact. We investigate whether media literacy and media use can moderate the association between U.S. media enjoyment and unhealthy eating among remotely acculturating "Americanized" adolescents and their mothers in Jamaica ($n = 164$ individuals/82 dyads; M adolescent.age = 12.83, $SD = 0.48$, 48% female; M mother_age = 39.25, $SD = 5.71$). When adolescents have advanced cognitive development and maturity, they tend to resolve identity issues more easily than peers who are less cognitively developed. As adolescents work to form their identities, they pull away from their parents, and the peer group becomes very important; despite this, relationships with parents still play a significant role in identity formation. Key Terms. egocentric: Self-centered; concerned with the self; selfish. In this segment of the Engaging all Learners in the Middle Years webinar series, Dr. Leyton Schnellert (UBC) highlights aspects of young adolescent identity development and implications for middle years teachers. Vicki Roberts, educator more. In this segment of the Engaging all Learners in the Middle Years webinar series, Dr. Leyton Schnellert (UBC) highlights aspects of young adolescent identity development and implications for middle years teachers. Vicki Roberts, educator from Greater Victoria School District #61, shares an extended example. Click here to view the video: <https://youtu.be> Contextualized Learning Model. Non-course-based Remediation Model. Redesign Results. The Adolescent: Development, Relationships and Culture offers an eclectic, interdisciplinary approach to the study of adolescence, presenting both psychological and sociological viewpoints as well as educational, demographic, and economic data. This text discusses not just one theory on the subject, but many, and outlines the contributions, strengths, and weaknesses of each. The authors also take into consideration current and important topics such as ethnic identity formation, gender issues, the Internet, effects of single-parent families, etc. Gender in Adolescence 182.

Chapter 9 Sexual Values and Behavior 186. Changing Attitudes and Behavior 188. Premarital Sexual Behavior 188. 3.4 Social Learning and Development. 3.5 Theoretical Summary and Research Applications. 3.6 Contextualized Methodology: Applying Dynamic Systems and Ecological Views of Culture and Development. Chapter 4. Research Aims and Research Questions. 4.1 Current Work. Overall, analyses indicated adolescents develop their value orientations through a transactional process with their embedded contexts and key socialization agents in the face of socio-cultural variables. Findings confirmed adolescent-in-context ecological models of development and social change, and were reflective of value orientation-environment dynamics tied to the relative fulfilment of basic psychological needs. Taken together, the research suggests contextual support of. xi.