

**Youth Media Workshop Interview Data
Executive Summary of Preliminary Analysis**

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Introduction

In Summer 2008, Kimberlie Kranich, outreach coordinator and co-director of the Youth Media Workshop (YMW) at WILLAM-FM-TV in Champaign, IL, began working with program evaluator Holly Downs of the University of Illinois College of Education and her colleagues to produce an analysis of interviews with program participants. The organization had been collecting the data since 2003. In Fall 2008, Kranich enlisted the help of three graduate students from the Graduate School of Library and Information Science (GSLIS) at University of Illinois (Hanna Ahn, Camille Chesley and Kristin LoDolce) to organize the 60 interview transcripts into data for the evaluators to use in their analysis.

The following report is an excerpt of the analysis* in which the evaluators noted some themes that were commonly found in the interview data. These include *participation* (including how they learned about the program and why they decided to participate) and *results of participation* (including reported improvements in self-worth/change/growth). In addition the evaluators identified three themes for future study including *relationships*, *future plans*, and *skills*. Evaluators found that 36 students were interviewed between one to six times.

The analysis states that while the data “began to show trends related to these themes” they were unable to make generalizations about some of the data given the inconsistency in data collection procedures. The interviews were conducted by YMW co-directors and, in some cases, program participants guided by YMW staff. This, along with variations in interview questions and program activities, and inability to conduct entrance and exit interviews with all participants contributed to the inconsistencies. However, from the responses, we can begin to see how the program has impacted participants on an individual level.

About YMW

YMW is an after-school program that gives media access, media tools, and life skills to African-American students in area public schools by teaching them how to create, broadcast, market, and preserve for the public’s use radio and television documentaries made from oral history interviews with local African-American residents. The YMW has worked with students and teachers from Franklin Middle School and Urbana High School. It was originally developed by Dr. William Patterson, associate director of the African-American Studies and Research Program and the other co-director of the YMW. Since 2003, workshop students have produced several radio documentaries, including programs on the history of Champaign’s 1968 desegregation of its elementary schools, on life stories of African-Americans in Champaign-Urbana, and on the legacy of the Douglass Center drum corps. During that time, approximately 36 student participants were interviewed one to six times by various members associated with the YMW.

- Downs, H., et al. (2008). Preliminary Analysis of Youth Media Workshop Interview Data.

Interview Findings

The interview data revealed that most of the students learned about the program through their schools.

Table 1. How Participants Learned About Youth Media Workshop (N = 14)
Response Number Percentage

Response	Number	Percentage
School	5	35.70%
Social Worker/Counselor	4	28.60%
Teacher	4	28.60%
Dr. Patterson	2	14.30%
Former participants/peers	2	14.30%

Participants gave a wide range of reasons for participating in YMW, with the most popular reason being to learn something new. Others said it sounded fun, they wanted to learn about African American culture, it was recommended by others or just something to do.

Table 2. Why Students Participated in Youth Media Workshop (N = 23) (Included in some way in most of the interviews, but elicited from different questions.)

Response	Number	Percentage
Learn new things	11	47.80%
Sounded interesting/fun	7	30.40%
Learn more about own culture	5	21.70%
Something to do	4	17.40%
Recommended by others	4	17.40%
Be a better student	2	8.70%
Show that African Americans can achieve	2	8.70%
Prepare for future	2	8.70%
Keep me out of trouble	1	4.30%

Verbatim comments:

Learn new things

“Because I wanted to learn how to...edit stuff, and I wanted to know more about interviewing people and...how to ask questions and just speak out more.”

Prepare for future

“Well, in the beginning, I’ve always wanted to do radio. There’s just something that captures me about it. It’s very interesting, and not a lot of people know about it in my school...Well, I think if I really wanted to go into media broadcasting, things like that, [participating] here would help me in the future.”

Something to do

“Because I had nothing better to do... I mean what else can I do after school on a Wednesday, when we get out early, other than stay at school for an hour or two, kick back and relax? So I was like, “I better do something that can expand my mind.”

Learn More About African-American History/Culture

“I thought it was good because I saw how those people was changed, and how they learned about their ancestors, and how they wanted to work harder because they knew what their ancestors had did.”

Show That African Americans Can Achieve

“Basically they said African-American girls, and I wanted to show that not all African-American girls can’t do anything with their life. I hoped I would get a better education like studio wise, to where I could learn how to do a sound box and everything, and I wanted [inaudible] and stuff. That would be fun”

Table 3. How Participants Changed After Participating in YMW (N = 30)

Response	Number	Percentage
Not as shy/more outgoing/comfortable talking to people	12	40.00%
Gained confidence	7	23.30%
Relationships/attitudes about others	5	16.70%
Attitude about education	4	13.30%
Experienced/learned new things/acquired new skills	4	13.30%
Grades	3	10.00%
Wants to help others	3	10.00%
Miscellaneous	2	6.70%
Not taking things for granted	2	2.60%
More patient	1	3.30%

Not as shy/more outgoing/comfortable talking to people

“And before this project I wouldn’t talk in front of anybody like at a School Board meeting or anything, but this project has made me do things like that that I wouldn’t usually do.”

Gained confidence

“Yes. I have a sense of accomplishment...I think that I’ve been doing good because in myself, I’ve learned how to talk to people, not being afraid of who I’m talking to and learn more about them and what they like to do. [It’s] not just me telling them, but they could tell me what they like to do, and what they’re good at, and do they like it, or did they have anything to do with desegregation, or whatever they went through when they were little.”

“I think I did more than I could have, and I think I accomplished things that I didn’t think I could. And I think it really helped me.”

Attitude about education

“Well, it’s enhanced my willingness to learn and stuff like that, ‘cause sometimes I didn’t

care, like when the work was too hard, but since people had to go through all that stuff for me to get to where I'm at right now, it kind of made me want to learn more.”

Wants to help others

“Well, as for now, when I first got into this project, I wasn't really thinking of myself as changing anything, but right now, I think I am making a change for other people in their lives.”

Future Directions

According to the evaluators' report, the following themes were important but were examined with only a small sample of participants. They were not able to form “generalizable assertions,” but identified these as areas for further investigation.

" **Relationships: Peer, Teammate, Family, Teachers, Community**

" **Future Plans: Career, Education, Goals**

" **Skills: Communication, Media/Technology**

Below are some quotes drawn from a few of the interviews transcripts that are related to the themes above.

Relationships

Many of the students commented on how YMW helped them get to know their classmates better and what they learned about teamwork.

“I think we've all learned a little bit about each other, and now that we actually got to hear stories, [we're] not just friends, personal friends, that counts as more than [this, but] I think we know more about each other than we normally would with our regular friends because we didn't actually interview them and get to know them really well.”

“I'd say it's supportive... We don't put each other down and call each other names... We help each other out. For most of us, this is all new for us. So, we work together.”

“Yeah, a little. We grew as friends instead of...being separate. And we've learned a lot more things than we ever knew. “

Future Plans

A number of the students mentioned the importance of continuing their education and going to college.

“Yeah, I know that I'm going to college, and I'm going to do something because we learned about a lot of people, and they went through a lot of things so that we could get better facilities and we could learn the same things that the white people learned, and I'm not going to take advantage of the situation? I'm going to make sure that I go to college because...not that many people in my family went to college, and I want to

be one of the people in my family who goes to college and succeeds.”

“The most important thing I learned is that education is the most important thing that you can have because that’s something that no one can take away from you...No matter what people do to try to discourage you, you make sure you get your education because that’s something that nobody can take away from you.”

“For the most part, my attitude about education [has changed]...Some of the math stuff is hard, so I get frustrated because I can’t figure it out, but I think back to all the black people who got bussed from one school to another, what they had to go through and they still...got good grades in school. So I think that since they worked so hard that I can work hard too and get my education.”

“Yeah, probably when I get to college, it might help me if I decide to major in journalism like Ms. Morgan, or in radio broadcasting. It may be similar to what I’ve learned.”

Skills

Students reported improvements in their communication skills and also increased technical skill from working with recording equipment.

“Well I [learned] how to operate a 52,000-dollar camera. I learned how to talk to people more now, because of the interviewing and that stuff, so I [learned] to talk more and communicate more.

“I learned a lot—how to put up a camera, to go into the archives in the Urbana Free Library—I didn’t know we had one. You know, I never knew we had an archives; I never knew what an archive was until [YMW]. So... I am learning a lot; my mind is expanding every time we come.”

“I can light a set; I can build a set...I think I have pretty much mastered Final Cut Pro...I know how to receive research from archives at libraries and stuff like that...I can use one of those cameras when we are out in the field or doing an interview...pretty much everything I was taught...I pick up pretty quick, I think.”

“I learned how to work the camera, the lights... the recorders, and I learned how to talk to people in public places.”

“Probably when we would ask questions and...when we had to do...group activities ...during the program, where we’d do group activities. We had to work together. We had to speak to each other to communicate. So, I think that was probably it.”

