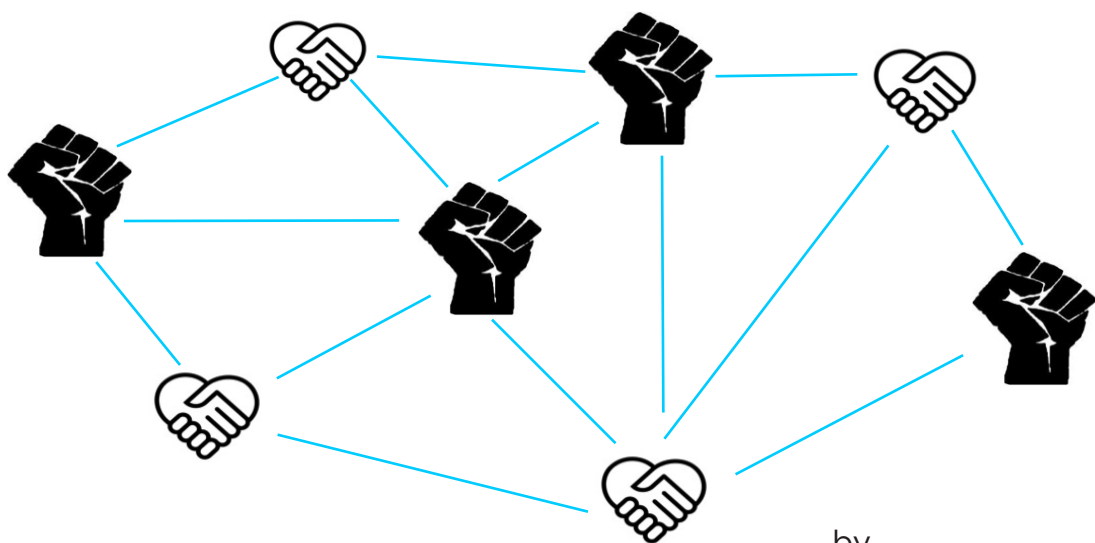# Service & Activism in the Digital Age
Supporting Youth Engagement in Public Life

by

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Summary

Throughout history, there have been many impressive examples of youth leadership and engagement in volunteerism, activism, and politics. However, the majority of US youth are less engaged, and thus under-represented, compared to older adults in many of the civic and political institutions that regulate and coordinate public life. Adolescents and young adults both have the capacity and the motivation to be effective civic actors, but need opportunities and support to do so. Two strands of youth programming—Youth Led Organizing and Service learning—have emerged as effective models for supporting youth civic and political engagement and identity development. These approaches to civic education pair civic and political knowledge and skills development with opportunities to collaboratively define and work to address civic and political issues.

As public life moves online, many questions emerge for the practice of civic education. New media tools and technology are quickly becoming the primary mechanism for bringing attention to issues of public concern, accessing information about civic and political issues, and connecting to and mobilizing constituencies. Furthermore, new rules and norms are emerging to address changes in how we think about issues of public concern such as access to and use of information, protection of privacy, norms of civility, etc. Civic educators must now not only consider how youth might use digital tools and practices in service of civic and political activity, but how online life is a context for civic and political activity.

At this point, there are many emerging examples of programs that use new media as a tool or context for civic and political engagement, but there is relatively little synthesis of or research on the implications of the rising ubiquity of new media for the practice of civic education. Research and educational programming in the areas of Digital Media and Learning (DML), Service learning (SL), and Youth-Led Organizing (YLO) suggest the three areas share important ideas about learning and the conditions that optimize learning. In particular, each field pays careful attention to the role of social context in learning, the role of youth as agentic learners, and the importance of situating learning experiences within the practices they may be applied to. However, each field tends to operate in different spheres, thus the research and practice emerging from each area has differing strengths but relatively few chances to learn from one another.

The Working Group on Service & Activism in the Digital Age brought together researchers, policy advocates, and practitioners from each field to address the question, "How does the integration of digital media tools and practices support, transform, or challenge what we consider to be best practice in Service learning and Youth-Led Organizing?" Over a one-year period, the group met multiple times to identify common core principles for supporting youth civic development, implications of integrating new media for what makes "best practice", lingering questions or challenges for educators, and considerations for policy and future research.

This resulted in a focus on four core principles of practice (detailed below).

1. Building community and connecting to social movements
Civic work is inherently social in nature—activists create coalitions, volunteers work in teams, campaigns are run through political parties. Even simple individual acts, such as recycling, gain their civic power because they are done in tandem with thousands of other individual acts as part of a larger movement. Learning how to be civically active necessarily means learning how to work collectively with others to identify and accomplish shared goals or to negotiate and address issues of common concern.

New media tools open up some exciting possibilities to work with youth and place their civic and political work in a social context, such as:
- Connecting individual issues or efforts to a larger whole. New media tools—maps, websites, video channels—create an opportunity to connect youth concerns and efforts to those of other youth or adults and to see their problems and their work as *public* problems and *public* work.
- Extending and enhancing communities of practice. One obstacle to youth civic engagement is that for many, adolescence and early adulthood is a time when they are highly mobile—changing residence, schools, jobs. Online communities provide a means for youth to stay connected to their fellow activists, volunteers, or community members and for new members to see their work as part of a continuous effort and to solicit advice from more experienced others.
- Attending to the *quality* of online community. While there is community building potential through new media tools, the kinds of community that emerge are highly variable—the connections may be sporadic, surface level, or hostile. Resources are emerging that help youth think about the quality of their online communities.

2. Encouraging and amplifying youth voice
If youth are going to represent themselves in the public sphere and serve as civic leaders now or in the future, they need to have real influence in the process of defining and addressing issues of public concern. This is not a simply a matter of bringing youth to the table or encouraging youth to speak and adults to listen. It involves disrupting established power dynamics, preparation on the part of relatively inexperienced youth with their mentors, and preparing youth not just to speak, but to speak effectively and with accountability.

New media tools can support this work, when youth are able to:
- Frame issues and create narratives. Digital media production provides opportunities for youth to create messages, shape the narratives about themselves and their communities.
- Amplify their perspectives and reach an audience. The networked features of digital media provide youth with access to countless numbers of people for their potential audience. If paired with thoughtful support about how to reach and engage that potential audience, production and participation in networked spaces provides an opportunity for youth to move their voices to the center of public life.
- Create spaces that disrupt power dynamics. Online communities have been heralded as spaces where the physical indicators of power—gender, age, race—play a less important role in shaping dialogue. Youth programs have experimented with using online spaces

for discussions (via avatars) as a way to disrupt adult-youth dynamics. They may also consider online spaces in the public sphere as entry points for youth to participate in public dialogues.

- Defend and adjust their ideas and decisions. Part of having one's perspectives taken seriously is having the listener challenge, critique or disagree. In taking their ideas public by putting them out on the web, youth open up possibilities for feedback and critique. Youth programs that incorporate digital media take advantage of some of these feedback mechanisms to make accountability and critique part of youth work.

3. Learning through models and authentic practice

The practice of civic and political engagement involves more than simply knowing and applying facts about the structure and function of government. It involves analysis of complex situations and power dynamics, figuring out whom to work with when and how, expressing a point of view effectively, etc. When youth have the chance to participate in the practice of civic and political engagement, either through simulations or actual practice, they not only have a clear motivation for learning facts and skills, but also have a chance to practice their application.

However, setting up these experiences can be quite labor intensive for teachers and adult mentors. New media resources may be particularly helpful in areas where youth can:

- Participate in simulations of civic and political engagement. Simulations and role-plays have long been a staple of civic education and research suggests are related to increases in motivation for and participation in civic and political activity. Video game design has come a long way since the first iteration of Oregon Trail, and a number of innovative efforts have emerged to take advantage of the interactive and immersive qualities of video games. Educators have noted that when young people play (and design) games that model civic processes, they have an opportunity to experiment with different models of civic practice and to build civic skills.
- Participate in structured civic activities. Engaging youth in service and activism experiences that are appropriately scaffolded to make the experience accessible and a positive developmental experience can be very time and labor intensive. One of the affordances of new media is that has made it easier to share information and to collaborate with others across great distances. There are a number of sites available now that provide youth, teachers, and mentors with tools and models for engaging in the practice of civic and political engagement.

4. Grappling with issues of social justice and fairness

Public work inherently involves questions of justice and fairness—questions about who gets resources, who gets to make decisions, how to restrict or guarantee rights and privileges are all core to the process of democracy. Furthermore, concerns that the political process is corrupt, unfair or irrelevant to the daily concerns that people face can be an important obstacle to youth participation. Grappling with issues of social justice—what it means to youth, whether policies or current arrangements align with their ideas of social justice—is an important part of their participation *and* an important process in their civic identity development.

New media appears to have some potential to both support and change the practice of grappling with issues of social justice and fairness:

- New media as a tool for critical analysis & production: Digital production provides opportunities for youth to document and raise awareness about social injustices in their environment. When these products are circulated and put into socially networked contexts, opportunities emerge for young people to engage in debate and discussion about how they are representing and commenting on issues of public concern.
- New media as a context: New media has increasingly become an important public resource. The UN declaring internet access as a human right, debates over net neutrality, and efforts to reduce the digital divide all draw attention to the ways in which access to new media tools have emerged as a kind of social justice issue. Additionally, new media raises new questions of justice and fairness—norms of fair use of information, privacy, and civility have all been rapidly developing as the internet becomes more social. Thus when grappling over the issues of justice and fairness in the public sphere, online spaces are important areas of consideration.

Supporting Youth Engagement in a Time of Scarce Resources

Service learning and Youth-Led Organizing share some common approaches to supporting youth civic identity development, and when done well, have demonstrated success in supporting the development of civic commitments and capacities. There are enough examples of how new media supports, extends, and even changes these practices to suggest it is worthwhile to invest in figuring out how to best integrate new media into practice.

However, this area is relatively new, and there is considerable work to be done. At the same time educators and youth mentors are facing a reality of increasing demands on their time and attention paired with reduced funding. The section below highlights both some pressing needs for the development of this area of practice as well as some opportunities.

Needs:
- Centralized Information about Current Practice. A number of individual programs and teachers are integrating digital media into their practice of service learning and youth-led organizing in interesting and innovative ways. Tracking down these examples, however, is difficult and relies on their own efforts to share and publish their information. A clearinghouse or centralized web-site would serve as a valuable resource for identifying best practices but also for the development of programs.
- Research on effective practice. Many of the examples of using digital media to enhance programming in civic education are, at this point, just examples. The research on effective practice in service learning and youth-led organizing has not seriously begun to address questions of the effective integration of new media into practice.
- Professional Development. Educators and mentors have widely varying levels of comfort and interest in new media and technology. Rather than leaving it to chance whether youth have access to programs that integrate new media into the practice of civic education, professional development and training opportunities can help.

Opportunities
- Common Core Standards. As many states transition to the common core standards, new opportunities emerge for educators to articulate a place for the digital civics efforts in the school setting. Professional development and pilot programs that can articulate these connections are also more likely to qualify to participate in state and federally funded initiatives.
- Collaboration. While new funding is scarce, the current resources for Service learning, Digital Media and Learning, and Youth-Led Organizing might be better leveraged in areas of overlap so that they benefit educational programming in all areas. For example, youth media programs might partner with districts with a service learning requirement as an opportunity to create curriculum and examples of best practice. Youth Organizers might partner with youth media programs to gain access to training and resources in media literacy and advocacy.
- Being Ready – DIY Documentation and Research. Assuming that the cuts to funding for education and education research are not permanent, but part of a general correction, we might expect funding opportunities to open up in the future. Many of the programs currently under way are creating promising curricula, are engaging youth in research and reflection on their own practice. Publishing and curating these efforts online provide models and an evidence base to support larger scale research and implementation efforts once funds become available.

Service & Activism in the Digital Age
Supporting Youth Engagement in Public Life

In the final analysis it doesn't really matter what the political system is...We don't need perfect political systems; we need perfect participation[1].

-Cesar Chavez

Introduction

The historical portrait of youth civic and political participation in the US over the last 50 years suggests that youth are capable of intensive civic and political participation and leadership in the right circumstances, but they face barriers to participation in civic and political life that yield lower rates of overall engagement. Those under the age of 25 often lack the official status, experience, access, or motivation to participate in the process of making important public decisions, which hurts not only their ability to advocate for their own rights and welfare now, but prevents them from gaining the experiences that will shape their future civic identities.

Two promising strands of civic education programming—Service learning and Youth-Led Organizing—have emerged in the last two decades to provide youth with opportunities to develop the knowledge, skills, social networks and attitudes to support their civic action now and in the future. A relatively large body of research dedicated to understanding best practice in civic education reinforces the promise of these approaches. However, as new media becomes an increasingly important set of tools and contexts for civic and political engagement, there is relatively little information about how the changes in social networks, information access, and media production influence what "best practice" in civic education might look like.

In 2011, the working group on Service & Activism in the Digital Age brought together scholars and practitioners from the fields of Digital Media and Learning (DML), Service learning (SL), and Youth-Led Organizing (YLO) to inform efforts to support youth's productive engagement in public life. We believe the intersections of these three fields to be particularly promising sources for understanding how civic education can support youth civic engagement in the digital age. Research and educational programming in the three areas share common ideas about learning and the conditions that optimize learning. However, each field tends to operate in different spheres, thus the research and practice emerging from each area has differing strengths but relatively few opportunities to learn from one another. Additionally, there is growing evidence that new media may both enhance the capacity of civic educators to create supportive learning environments for youth, but may also transform what that looks like. At the same time there is relatively little work that tells us how digital media is currently being integrated into civic education.

Given both the exciting opportunities and the need for greater understanding of how new media can support or transform the practice of supporting youth civic and political engagement, the Working Group on Service & Activism in the Digital Age met several times over the course of one year to identify common core assumptions about features of learning environments that can

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[1] Cesar Chavez. (2008) *An Organizer's Tale.* New York: Penguin Books.

best support youth civic identity development, to develop common vocabulary for talking about civic education, and to identify what we currently know and do not know about how civic education might best currently take advantages of the affordances of new media to support youth civic engagement.

This white paper summarizes the efforts of the working group. The paper both highlights the potential power of new media for enhancing civic education, but also highlights a great need for additional information about how new media is currently being integrated into practice and the associated benefits and challenges of doing so.

Background

Youth capacity for engagement in civic and political life

Throughout history, young people have repeatedly demonstrated an enormous capacity for civic leadership and civic participation. This year, the world has watched in amazement as the citizens of Tunisia and Egypt came together in peaceful revolution to bring down long standing corrupt and oppressive regimes. Youth leaders and activists are credited with playing a critical role in these movements, and their support is being recognized as critical to the establishment of new arrangements and authority.

In the US, youth have similarly demonstrated their leadership in the context of social movements. For example, youth leaders played a critical role in mobilizing their peers and fellow citizens to resist the Vietnam War and to create institutional and cultural change during the civil rights movement. In more recent years, Teach for America has grown into a different kind of youth-led social movement (at least as some participants view it), reflecting the emergent values of DIY and social entrepreneurship that have accompanied the change of millennium. TFA not only began as a youth-led initiative but continues to recruit and mobilize a generation of youth to engage as teachers and educational leaders.

Additionally, there has been growing recognition of the hip-hop movement. Within this cultural movement many youth have been able to take the tools of music and media to challenge or exert control over public narratives about their communities and themselves as well as to draw attention to critical issues they face. Hip hop has been used as a vehicle in numerous efforts-- some youth led, some not--to mobilize youth for civic and political action[2].

Youth leadership in social movements has been critical in mobilizing the person-power needed to make social change. Youth participation also frequently plays a critical role in defining and demonstrating the cultural changes that underlie, accompany, and maintain social movements. Youth both create and adopt and circulate the music, fashion, language and art to tell the stories of social movements and serve as the cultural glue that supports solidarity in the face of struggle.

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[2] Craig Watkins (2005) notes in his analysis of the Hip Hop movement *Hip Hop Matters: Politics, Pop Culture, and the Struggle for the Soul of a Movement,* "All the things that traditionally matter to young people—style, music, fashion, and a sense of generational purpose—have come under the spell of hip hop. … Nevertheless, because hip hop's grandest political moves have taken place on the stages of pop culture, they have not been able to directly engage or affect the institutions that impact young people's lives. … But efforts to realize its political potential have emerged with renewed vigor." (148-149)

Disengagement from traditional institutions that maintain civic and political life

At the same time that youth demonstrate impressive capacity for leadership and contributions through social movements, there is considerable evidence that American youth are alienated from many of the available mechanisms for engagement in the maintenance of civic and political life. This is most note-worthy in the arena of voting and engagement with formal politics—where those under 30 are notably less active than their counterparts over 30.

Youth Voting

Although the 2008 presidential election was hailed as a watershed for youth voter turnout, this stood in contrast to youth participation in most elections during the last 20 years, particularly turnout in primaries, mid-term, and local elections. To the extent that voting is one way to weigh in on the policies and decision-makers that will affect youth day-to-day lives, youth are less likely to take advantage of this method than those over 25.

Voting Rates by Age, 2010
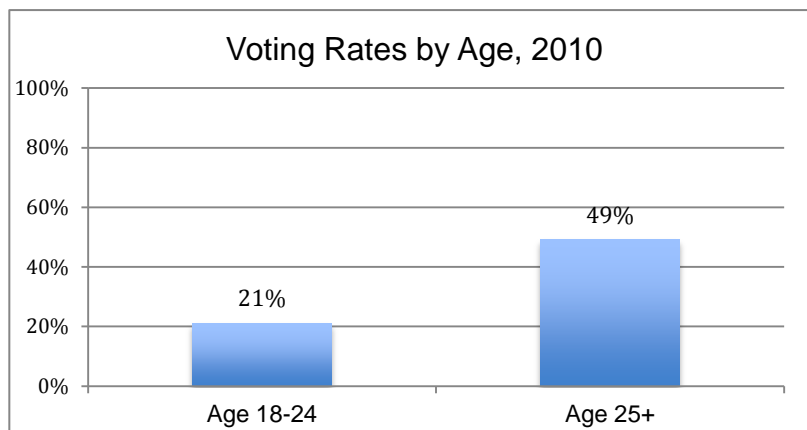
Source: Current Population Survey (CPS) November Supplements, adapted from CIRCLE The Youth Vote in 2010, Voter Turnout by Age, 1974-2010, www.civicyouth.org

Youth Volunteering
Volunteerism is an area where youth, and the Millennials in particular, have shown great leadership and promise. Recent surveys suggest that Millennials volunteer at higher rates than the Baby Boomers (our current civic leaders) did when they were young (NCOC, 2008).   On the other hand, the rates of youth volunteerism seem to have declined substantially since peaking in 2005. Furthermore, once youth leave the structure of high school, the rates of volunteerism drop substantially compared to adults over 25.
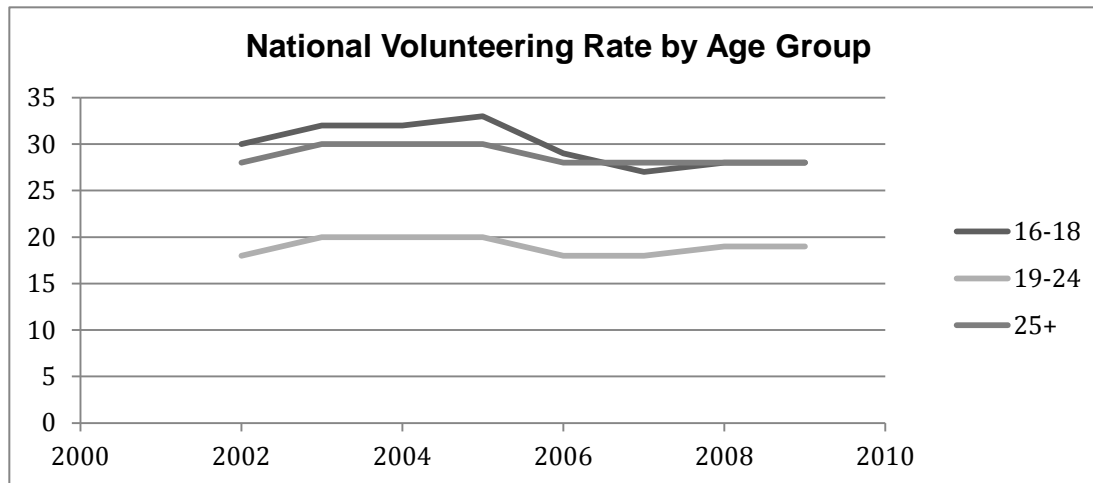
National Volunteering Rate by Age Group

Membership in Organized Activity
Additionally, when asked about their group membership--and particularly membership in groups where public issues are addressed--those 15-25 were much less likely to be a member of an organized group (57% vs. 36%) and somewhat less likely to be a member of an organized group with a focus on public issues (27% vs. 17%).
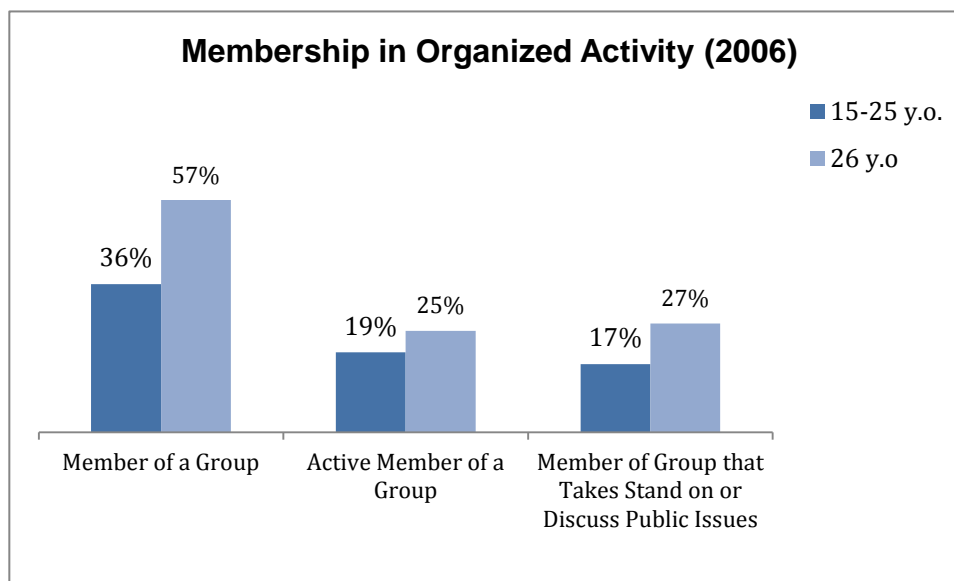
Membership in Organized Activity (2006)

Many of these trends are not particularly surprising—historically, youth have always engaged at lower rates than their adult counterparts. Furthermore, this makes sense from both a developmental (youth have had less time to develop civic skills), and sociological and economic standpoint (youth have had less time to build up varied forms of capital—social, economic, political) (NCOC, 2008).

On the other hand, the priorities and needs of youth may differ in very real and important ways than later generations. Simply deferring to the older generations to represent their priorities and needs without taking an active role in the public dialogue is unlikely to serve youth well. Furthermore, if these are our future civic leaders, they need to start developing these skills now.

Inequalities among Youth

While we draw attention to youth as a group deserving of extra attention and support in the areas of civic and political engagement, because of shared experiences and status related to age, it is important not to gloss over the fact that there is no singular "youth" experience. One would be hard pressed to cast Mark Zuckerberg, who co-created Facebook at the age of 20, as lacking the power to influence public dialogue. Moving beyond the exceptional cases, to what might be seen as the more "typical" youth experiences, there is still considerable variation in priorities, concerns and access. Of particular concern is a growing body of evidence suggesting large inequities in access to civic and political actions based on factors such as race or ethnicity and socio-economic status. For example, the 2008 Civic Health of the Nation Index found that the vast majority (81%) of youth with no college experience were relatively unengaged in civic political activities as measured by an array of indicators, compared to 41% of youth with at least some college experience.

Youth Engagement by Educational Access (2008)
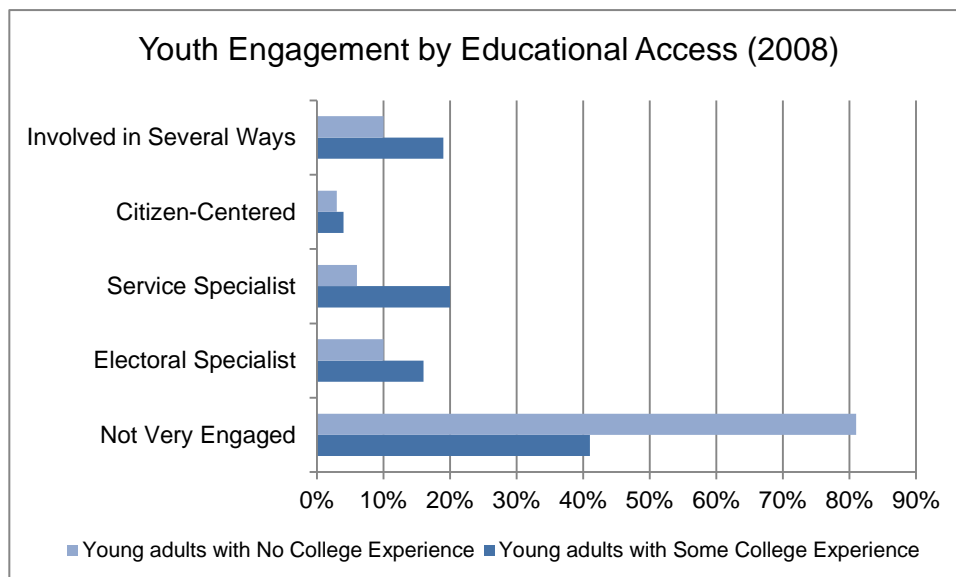
Furthermore, research has called attention to a "civic opportunity gap[3]" in US high schools suggesting that the educational experiences that are most strongly associated with supporting the development of civic and political competencies are less likely to be provided to youth who are minorities or of lower socioeconomic status. Thus when thinking about supporting youth civic and political engagement, it is important to pay attention to questions of who is being included in these efforts.

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[3] See J. Kahne and E. Middaugh (2008). Democracy for Some: The Civic Opportunity Gap in High School. Circle Working Paper 59. February 2008. http://www.civicyouth.org/PopUps/WorkingPapers/WP59Kahne.pdf

Supporting Youth

Driven by the recognition that youth can and do want to participate but need support to overcome barriers to participation, Youth-Led Organizing (YLO) and Service learning have emerged as two prominent approaches for supporting youth civic and political development. Both approaches engage youth in civic and political action as a context for developing the knowledge, motivation, skills, and networks to support the development of civic identity. Furthermore, both approaches have a tradition of scholarship dedicated to uncovering the best pedagogical practices for supporting this process. We focus our attention on these forms of civic education because they share some important pedagogical principles and goals for youth development but tend to reach different populations of youth and are frequently not in conversation with each other. Furthermore, as will be identified throughout this white paper, these approaches to civic education may be particularly well positioned to take advantages of the affordances of new media in expanding and extending their practice. Thus in the interest of supporting thoughtful and effective civic education for *all* youth, it makes sense to focus our attention in both areas of civic education.

Can new media help? Goals for this white paper.

Developments in new media over the last 20+ years have brought about new possibilities and new challenges for participation in civic and political life. We are increasingly relying on networked technologies in both our private and public lives.   Whether we are finding and sharing information, building and maintaining social networks, sharing an opinion, or raising money, new media is more and more frequently the tool that enables and organizes our civic and political activities. This is particularly true among youth, who, for example, are more likely to interact with friends daily via text (54%) than they are face-to-face (33%) and more likely to get news online (82%) than through any other format (14-66%)[4].

As technology has increasingly become "the air we breathe", questions emerge about whether this implies changes for what effective civic and political participation looks like and whether the changes in technology and communications associated with new media are ameliorating or exacerbating the differences in access and participation between youth and older adults and between youth from differing backgrounds. A number of theoretical and empirical efforts are currently under way to address these questions (see for example the MacArthur Research Network on Youth and Participatory Politics).

Relatively little attention has been paid, however, to systematic study of the pedagogical implications for civic educators. In particular this is a need for greater articulation of how educators and youth engaged in Service learning and YLO can best tap the affordances of new media or how they are currently doing so.

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[4] http://www.pewinternet.org/Reports/2010/Generations-2010/Trends/Online-news.aspx

This paper seeks to fill that gap by focusing on four goals:

1. First, we identify what decades of research and reflective practice in these fields suggest are core principles for supporting youth civic and political engagement and how emerging uses of new media tools and practices may enhance these principles of practice.
2. Second, we also recognize that while incorporating new media into the practices of SL and YLO may be valuable, that it may also bring new challenges for educators or raise questions about how and when new media is best integrated. Thus another goal of the paper is to highlight areas where additional pedagogical work or research may be needed to meet these challenges.
3. Third, we consider how work at the policy level might best support promising practices in digital media.
4. Fourth, and finally, we identify a list of resources we have identified throughout this review.

Methodology

This paper was created in collaboration with the UC Irvine Humanities, Arts, Science and Technology Advanced Collaboratory (HASTAC) funded Working Group on Service and Activism in the Digital Age. The working group brought together leading researchers and practitioners in the fields of Service learning, Youth-Led Organizing, and Digital Media and Learning/Youth Media. Over the course of a year, the working group met to clarify terms, to identify the core pedagogical principles shared across the fields' efforts to support youth civic engagement, and to discuss how new media tools and practices support, challenge or extend these principles. The white paper was created through an iterative process of literature review, synthesis, and working group discussion (both with the full working group and sub-group conversations).

Read Me: A Roadmap to the Paper.

This paper is broken into five sections:
1. *Section I—Defining Terms.* A number of the terms that are central to our review and discussion hold different meanings depending on theoretical orientation and audience. Thus we begin our discussion by defining terms like civic and political, youth, development, and new media.
2. *Section II—Describing Service learning and YLO.* In Section II, we provide descriptions and examples of the kinds of programs that fall under the umbrella of Service learning and YLO. We also describe two additional forms of youth programming—Youth Media and Youth Participatory Action Research—that share some of the civic and political goals and pedagogical principles of SL and YLO and serve as places where new media is being documented and incorporated into practice.
3. *Section III—Core Principles.* In Section III, we identify four principles of practice that research and reflective practice in SL and YLO suggest are particularly critical to supporting youth civic and political development. For each principle, we a) describe the principle and why it is important to youth civic and political development; b) describe how educators and adult allies work to support these principles of practice in SL and

YLO; c) provide examples of new media practices that may support and enhance these principles of practice, and d) identify possible challenges for educators or questions for researchers in using new media in service of these principles.

4. *Section IV—Implications for Research, Policy and Practice* In section IV we make some recommendations for research and policies that might further our ability to effectively support youth service and activism in the digital age.

5. *Section V—Resource List* In Section V, we highlight resources for researchers and educators.

I. Defining Terms

Throughout this document we will be using terms like "new media", "youth", "civic" and "political". These terms can take on multiple meanings, so we review below what these terms mean in the context of our review.

Civic and Political Engagement

The terms "civic" and "political" frequently call to mind the institutions and behaviors that are used to regulate public life. When we hear "politics" we think of governmental institutions, such as the senate or city councils, and the activities currently available to influence those institutions—voting, writing letters, sending in petitions, etc. When we hear "civic" we think of organized, non-governmental clubs and organizations—PTA, neighborhood watch, church groups—where people come together to maintain and improve their communities through activities such as volunteering, raising awareness, and fundraising.

Thus civic and political engagement frequently is described as commitment to a community beyond oneself and one's family (neighborhood, city, nation) and participation in activities to maintain or change the institutions that regulate these communities (government or civic organizations)[5].

While we recognize the importance of this kind of civic and political engagement, and include it in our definition, we suggest that any definition of civic and political engagement focus on the *purpose* behind current institutions and activities and make room for other institutions and activities that may be emerging to achieve the same purpose.

Democratic theorists have long discouraged the reduction of civic and political life to a set of acts or institutions. Rather, as Dewey suggests, democracy is a "mode of associated living[6]" that requires a continual process of participation and renewal to respond to the changing needs of the public. The policies and institutions that emerge to solve a set of problems in one era may be ill suited to or insufficient for another. Furthermore, the boundaries of "the public" may change. Those who were once geographically so far apart that their actions were of little consequence to one another are now linked in ways that require policies and structures for interacting peacefully. At the same time activities that were once simply personal exchanges between two friends or

[5] See, for example, Verba, S., Schlozman, K. & Brady, H. (1995). *Voice and Equality: Civic Voluntarism in American Politics.* Cambridge: Harvard University Press.
[6] J. Dewey (1922) Democracy and Education. New York: MacMillan Company, p. 101.

neighbors—friends swapping music—suddenly becomes an issue of public concern when the swapping is digital and the "friends" number in the hundreds.

The work of democracy, then, is not to learn how to participate in set activities or institutions. Rather it is to learn how to participate in the process of identifying issues of shared concern. It is to develop the ability to engage in collective efforts support or change existing institutions and policies when addressing these issues. It is to learn who shares one's interests and who may oppose them and how to engage with both groups most productively. Frequently, this amounts to knowing about current issues and events, participating in well known civic and political acts, working to support or change existing institutions that regulate or support our communities, cities, state or nation, or at times, issue-focused constituencies. However, issues change and the well-known ways of addressing them may not suffice. Furthermore, the most important issues may impact communities organized not by nation, state or city, but by industry, class, or issue. The best that civic educators can do is to help youth develop in ways that they are able to participate in the process outlined above—whether it be through existing arrangements and institutions or to create new ones.

Thus our definition of civic and political engagement includes things like engaging in public deliberation to identify issues of shared concern and to negotiate competing interests, engaging in sustained collaborative efforts to address these issues, and feeling attached to a larger public and committed to working to make it better[7]. We adopt this broad definition not to downplay the importance of attending to and engaging with electoral politics or traditional civic institutions, which are indeed the main mechanisms available for participation in civic and political life. Rather we adopt it to focus on the underlying goals of civic and political engagement and to make room for new and emerging forms of engagement. We suggest that both institutional/traditional and informal or emerging forms of activity be considered as possible civic and political activities, but also that they both be interrogated and held to the same standards of their potential for achieving meaningful democratic goals.

Civic and Political Development

Building on the definition of civic and political engagement described above, we then ask what does it take for a young person to be prepared to engage in this work? Drawing on the developmental framing of Erikson, theorists have framed civic and political development as a process of identity formation. In order to engage in civic and political work, youth must develop understandings of who their community is—*sense of social connectedness;* what the norms and arrangements of the community may be—*social contract*; whether the social contract is just or moral—*critical consciousness;* whether they feel obligated to act to either support, improve, challenge, or withdraw form the social contract—*their civic commitments;* and whether they feel capable of acting on their commitments—*civic agency*[8]. Thus civic and political development is a process of constructing models of the public and the self in relationship to one another, a sense

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[7] This definition draws on the theoretical framings of John Dewey (ibid; and J. Dewey (1927/1954). *The public and its problems.* Athens: Swallow Press.; B. Barber (1984). *Strong Democracy: Participatory Politics for a New Age.* Berkeley CA: University of California Press*.; H.* Boyte and N. Kari (1996). *Building Democracy: The Democratic Promise of Public Work.* Philadelphia: Temple University Press.

[8] See J. Youniss and M. Yates (1997). *Community Service and Social Responsibility.* Chicago: University of Chicago Press*;* R. Watts, N. C. Williams, and R. Jagers (2003). Sociopolitical Development, *American Journal of Community Psychology, 31*(1/2), pp. 185-193; J. Kahne and S. Sporte (2008). Developing Citizens: The impact of civic learning opportunities on students' commitment to civic participation. *American Educational Research Journal, 45*(3), 738-766. *; and* C. Flanagan et al. (1998) Adolescents and the "social contract": Developmental Roots of citizenship in 7 Countries. In M. Yates and J. Youniss (Eds). Roots of Civic Identity. Cambridge University Press.

of oneself as capable of participation, and a feeling of commitment or obligation to participate in public work.

It is worth noting here that theories of identity development vary considerably, particularly around questions of the stability of identity. Social cultural theorists are critical of the notion that identity is something that is constant and held within the individual. Rather they call attention to the ways in which the production of self is a social process in which people are constantly constructing, revising, and reflecting on the story of self, in relation to others, as they move through different contexts[9]. This approach still allows for a definition of civic identity development that involves the construction of the models described above, but would call greater attention to role of contexts (where civic identity may be more or less conscious or relevant for individuals) and the process of constructing and revising personal narratives where civic identity is more or less foregrounded[10].

Youth

This paper focuses on "youth"-- those who are in transition between adolescence and adulthood, frequently bracketed between the ages of 15-25. In the US, the context where we focus in this paper, these years are marked by a variety of changes in young peoples lives that open up new possibilities for participation in civic and political life if the right kinds of access and support are in place. For example, research documents that it becomes common around the ages of 15-17 for adolescents to demonstrate systemic concepts of society and societal issues (rather than thinking about these issues in strictly personal terms)[11]. Having opportunities to reflect on the relationships between these emerging concepts and service experiences with peers, adult mentors, and people beyond their immediate circle becomes increasingly important. Furthermore, research in youth identity development and political science suggest that youth concepts of society and their roles as citizens and activists are in a state of considerable change and tend to be actively reworked into early adulthood[12]. This is particularly true in areas of political orientation, which fluctuate considerably into early adulthood, followed by a period of stability[13].

Given that young people are faced with major changes in both their level of access to the broader world as well as new challenges and responsibilities during this period, it is not surprising that their views about the world and their position in it might change. Youth begin the transition as a group of citizens who are highly impacted by the public sphere, through things like mandatory schooling and curfew laws, but with limited rights and little access to influence these forces[14]. While some of the constraints of adolescence are removed in early adulthood, youth still face a number of barriers to decision-making. They are less likely to hold positions of political or

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[9] S. Hall (2000). Who needs identity? N P. duGay, J. Evans, P. Redman (Eds.) *Identity: a reader.* pp. 15-30.

[10] This description builds on the process of identity construction described in G. Hull & M-L. Katz (2006). Crafting an agentic self: Case studies of digital story telling. *Research in the Teaching of English. 41*, 43-81. And D. Holland, W. Lachiotte, D. Skinner, & C. Cain (1998). *Identity and Agency in Cultural Worlds.* Cambridge, MA: Harvard University Press.

[11] J. Adelson & R. O'Neil (1966). Growth of political ideas in adolescence: The sense of community. *Journal of Personality and Social Psychology*, 4(3), 295-306.; L. Nucci (2001). *Education in the Moral Domain.* Cambridge: Cambridge University Press.

[12] E. Erikson (1968). *Identity: Youth in Crisis.* New York: Norton.; J. Youniss and M. Yates, id FN 7.

[13] M.K. Jennings. (2007). Political Socialization. In R. Dalton & H. Klingemann (Eds.) *Oxford Handbook of Political Behavior (pp. 29-44).* New York: Oxford University Press.; D. Sears (1990). Whither Political Socialization Research? In O. Ichilov (Ed.) *Political Socialization, Citizenship Education and Democracy. New* York: Teachers College Press.

[14] Ginwright, S. & Cammarota, S. (2006). Introduction. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.) *Beyond Resistance! Youth Activism and Community Change.* New York: Taylor & Francis Group.

economic authority, and have less practice in pushing the unique issues they face to the center of public concern. Thus it shouldn't be surprising that youth participation in the realm of government and politics is lower than for any other age group and that many young people focus their public engagement efforts on informal or individual efforts such as volunteering or what some have termed "lifestyle politics" (expressing public opinion and ideology through personal lifestyle and consumer choices, for example buying from socially responsible businesses[15]). However, if youth are going to have influence in the public sphere to advocate for themselves and the issues they care about, collective efforts are needed. Opportunities to engage in service and activism can provide the space, support, and access for young people to develop a healthy sense of civic identity in which they see themselves as connected to a community of people who share their concerns, are committed to sustaining and improving that community, and feel they have the agency to play an important role in the community[16].

It is important to note that our description of the youth experience is tied to the US context, where the experience of adolescence and to a lesser extent young adulthood, is delineated by educational institutions, age-specific policies regulating public and personal behavior, and normative expectations of a long transition from adolescence to adulthood. Similarly, the notion of volunteerism as a form of civic engagement is tied to a context in which non-governmental institutions play an important role in organizing public life. While an analysis of the complete international context is beyond the scope of this paper, we encourage readers to analyze whether these definitions and recommendations may or may not apply various settings outside the US.

New Media

The term "new media" has gained popularity since the later part of the 20th century and, as summarized nicely by Ito and colleagues[17] has come to "describe a media ecology where more traditional media, such as books, television, and radio, are 'converging' with digital media, specifically interactive media and media for social communication." As digital media technologies such as email, text, instant messaging, social network sites, blogs, video games, virtual worlds, websites etc. become ubiquitous tools of the public, studies have emerged to examine the impact of use of these tools on participation in public life, with mixed predictions and effects[18]. New Media scholars note that the possibilities and challenges associated with digital and interactive tools may not lie in the use of those tools alone, but in the emergence of a set of practices that are enabled by use of digital media in combination with traditional forms of communication and digital media.

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[15] See. W. L. Bennett (2003). "Branded Political Communication: Lifestyle Politics, Logo Campaigns, and the Rise of Global Citizenship". in M. Micheletti, A. Follesdal, & D. Stolle (eds.) The Politics Behind Products: Using the Market as a Site for Ethics and Action. New Brunswick, N.J.: Transaction Books. for a discussion of the rise of lifestyle politics.

[16] See J. Youniss and M. Yates, id. FN 7

[17] M. Ito et al (2008) Living and Learning with New Media: Summary of Findings from the Digital Youth Project. An occasional paper on digital media and learning. John D. & Catherine T. MacArthur Foundation.

[18] Bimber, B. (2003). *Information and American Democracy: Technology in the Evolution of Political Power.* Cambridge: Cambridge University Press.; Boulianne, S. (2009). Does Internet Use Affect Engagement? A Meta-Analysis of Research. *Political Communication*, 26(2), 193-211; Weber, L., A. Loumakis, and J. Bergman. (2003). Who participates and Why? An Analysis of Citizens on the Internet and the Mass Public." *Social Science Computer Review.* 21: 26-42.

For example, Jenkins and colleagues[19] suggest that the digital tools associated with new media enable changes in how people interact with each other and with information. The most noteworthy shift is seen in the emergence of what they identify as "participatory cultures" which are communities enabled by networked digital technology and marked by features such as low barriers to participation, sense of social connection, informal mentorship and high support for creating and sharing creations. Such communities can function online and off, but the use of networked digital technologies supports and encourages their creation. This is a particularly noteworthy form of practice because it can open up new possibilities for civic engagement for those who may not have previously found such participation accessible, and because it presents new challenges and the need for new literacies—new strategies for assessing credibility of information and tools of expression through mixed-media formats.

Other scholars note additional new literacies such as developing the ability to reach an audience or craft a public voice when the channels for communication are relatively fragmented[20]. In addition, though more frequently raised as a concern about new media rather than a new literacy, there is a need for strategies for engaging in productive discourse about areas of political disagreement in an online setting where the relationships and accountability are different than in face-to-face settings. The challenges of engaging youth in productive conversations on issues of political controversy are certainly not limited to the online domain. Hess gives considerable attention to both the challenges and effective strategies for engaging youth in such discussions in the classroom[21]. But new media communities bring different challenges, such as those related to anonymity & selectivity, and different resources for facilitation through technical design[22].

Similarly, Ito and colleagues[23] identify two different forms of practice that are common among youth that are enabled by new media—participation in friendship-driven networks and participation in interest-driven networks. Again, both of these forms of participation are practiced online and off and have their roots in face-to-face communities, but take on new features when enabled by digital tools. For example, friendship-driven networks, in which youth use social network sites, text, IM, etc. to keep up with friends are very tied to the ways in which young people have always socialized, but take on new features of "hypersociality" and constant connection when enabled by digital media. Similarly, interest-driven communities in which people spend time sharing information and creations around an interest such as anime, hip hop, art or games, have existed prior to digital media, but digital media enables these communities to be more connected, more geographically diverse, with opportunities for youth-driven activity.

Both Ito et al[24] and Jenkins et al[25] draw attention to the potential of new media to disrupt the hierarchies that frequently emerge in the spheres of public activity and allow youth to act as both

[19] Jenkins, H., et al. (2009). Confronting the challenges of participatory culture: Media Education in the 21st Century. An occasional paper on digital media and learning. John D. & Catherine T. MacArthur Foundation.

[20] Levine, P. (2009). A public voice for youth: The audience problem in digital media and civic education. Edited by W. Lance Bennett. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 97–118.; Rheingold, H. (2009). "Using Participatory Media and Public Voice to Encourage Civic Engagement." Civic Life Online: Learning How Digital Media Can Engage Youth. Edited by W. Lance Bennett. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 97–118. L. Manovich (2001). The Language of New Media. Cambridge: MIT Press.

[21] Hess, D. (2009). *Controversy in the Classroom: The Democratic Power of Discussion*. New York: Taylor & Francis Group.

[22] Wright, S. and Street, J. (2007). Democracy, deliberation and design: the case of online discussion forums. *New Media and Society*. Vol 9, 849-869.

[23] Ito et al. id, FN 17

[24] Ibid

[25] Jenkins, et al. id. FN 19

mentor and mentee, decision maker and subject, leader or observer in ways they frequently don't have access to in other spaces, thus serving as a space where youth might develop the interests, skills and connections for civic and political participation. It should be noted, however, that while interactive digital media can foster communities with this kind of potential, they do not automatically emerge nor do they automatically translate into action, as demonstrated in Byrne's analysis of civic and political discussions and activity on the social network site BlackPlanet.com[26].

Here, we use the term new media to indicate use of networked digital technologies—social network sites, text, smart phones, networked gaming, blogs, websites, video hosting and production tools, etc.—but with an emphasis on attention to the kinds of practices noted above that are likely to indicate new forms of participation in public life and to present new challenges or a need for changes in how we think about best practice in supporting youth service and youth activism.

It is worth raising a note of caution here about the potential misuses of the term "new" media. The term is useful in that it captures the continually evolving set of practices that emerge in tandem with technological change and sidesteps the danger of equating very different activities that may happen to use the same tools—watching music videos on YouTube and remixing videos for a political statement use the same platform, but are quite different activities. On the other hand, use of the term "new" runs the risk of suggesting, falsely, that we are discussing tools and practices that are fringe, marginal, or irrelevant to those but the very young or the very cutting edge. Indeed, much of what we discuss throughout this white paper incorporates tools and practices that have become mainstream, and it is because we believe these tools and practices are gaining cultural importance that we think them worthy of systematic attention in the context of civic education.

II. Supporting Youth Engagement in Public Life—Examples of Programs

Service learning and Youth-Led Organizing may be terms that are unfamiliar or broad for many people. Service learning, for example, takes on many forms and goals, ranging from strictly academic to strictly civic. Below, we give a brief orientation to these programs. Additionally, we describe a set of related programs—Youth Media and Youth Participatory Action Research programs—where at least some or all of the activities that are central to SL and YLO are frequently found and where promising examples of incorporation of new media into youth service and activism may be found.

Service learning

Service learning programs gained popularity in the 1990s as a pedagogical strategy that recognizes the importance of purpose and context as key to both motivating youth learning and for organizing the facts and skills that they learn. Service learning as an approach incorporates a broad array of activities and goals. At the most basic level, it is defined as a pedagogical

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[26] Byrne, D. (2008) Public Discourse, Community Concerns, and Civic Engagement: Exploring Black Social Networking Traditions on BlackPlanet.com. *Journal of Computer-Mediated Communication* 13 (2008) 319–340.

approach in which students engage in structured service activities to advance learning goals. For example, *The Civic Mission of Schools Report* provides the following definition: "Service learning is an approach to education that uses community service to advance curricular objectives through written assignments and/or discussions that promote reflection on the service experience and connect it to classroom studies."[27]

Those who study or advocate for the use of service learning as a support for youth civic and political development highlight the importance of interrogating and clarifying those goals. Gibson & Levine note that if the goals of service learning are to promote the knowledge, attitudes, and skills necessary for civic and political engagement, then those curricular goals need to be explicit in the curriculum and in the reflection on service[28]. Additionally, a number of scholars have noted that whether intentional or not, service learning projects provide youth with models of citizenship. They suggest that it is critical to bring those models to the surface in the construction of service learning goals and in students' reflection on their service. Of particular concern is the observation that when youth engage in service absent an explicit discussion of the political context and the systemic societal factors surrounding social issues, they encounter a model of citizenship that focuses narrowly on charity and personal responsibility[29]; promotes individual volunteerism at the expense of attention to policy[30]; and encourages working within rather than challenging existing systems of inequality[31].

Thus for our synthesis and review here, we adopt a definition of service learning that includes explicit discussion of visions of democracy and just society and of the contributions of multiple stakeholders (individuals, community organizations, government, etc.) needed to promote such a vision.

Service learning can take a variety of forms, depending on the context, curricular focus or goals of the students and teachers. Below we provide two hypothetical examples to illustrate some of the common practices of service learning.

Content/Issue-Driven: A science class studying cell-biology learns about the causes, cellular mechanisms underlying, and personal, societal, and economic consequences of the HIV and AIDS epidemic (see, for example, Science and Global Issues Cell Biology curriculum). Youth reflect on how this epidemic impacts themselves and their peers, family and community. They research rates of infection and disease progression in differing areas, analyze resources available in areas with declining rates of infection compared to those with escalating infection rates. They discuss how this issue connects to the larger debate about health care. They research to find out which resources are available in their own city or community for education, prevention, treatment and support. They also engage in one of several activities to help address the issue—peer education, fund raising for a center that provides economic support, volunteering with a treatment and counseling center, engaging in a media campaign to draw attention to the inequitable distribution of resources, and engaging in work to support health care policy

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[27] Gibson, C. and P. Levine. 2003. *The Civic Mission of Schools.* New York and Washington, DC: The Carnegie Corporation of New York and the Center for Information and Research on Civic Learning.
[28] ibid
[29] Westheimer, J. and Kahne, J. (2004). What Kind of Citizen? The Politics of Educating for Democracy. *American Educational Research Journal* 41(2). 237-269.'; Wright & Street, 2007. id. FN 22
[30] Walker, T. (2000). The Service/Politics Split: Rethinking Service to Teach Political Engagement. *PS: Political Science and Politics*, Vol. 33, No. 3. (Sep., 2000), pp. 646-649.
[31] Mitchell, T. D. (2008). Traditional vs. critical service-learning: Engaging the literature to differentiate two models. *Michigan Journal of Community Service Learning,* 14(2), 50-65.

that they believe will best support HIV+ youth. Throughout this work, youth reflect on what knowledge and skills they need to develop to engage in each phase of the project, how they feel about these activities, who may agree or disagree with the positions they are taking about the causes and consequences of the HIV epidemic, how their service act is aligned with or different than other efforts, and their own level of commitment to working to address social issues.

Community/Service Driven: In an after school service club, a group of youth decide they want to make their local community better. They begin, first, by engaging in a *community mapping* (see also http://communityyouthmapping.org/about_cym.asp) exercise to explore their physical surroundings to identify their community assets and needs. They discuss which spaces in the community are important to them and who is in those spaces and who is not. They compare notes and identify resources that are valuable in their community, but may need support, resources that are missing in their community, and what they would most like to improve in their community. From there, youth engage in a process of identifying service projects to meet community needs—this may range from raising awareness and creating educational interventions, raising money for a specific cause, providing a resource or space in the community, or providing volunteer hours to a community organization. Throughout this process, youth also reflect on why their community has some assets and not others, reflecting on the larger forces that feed into the assets and needs in the community and how their service work fits in to an array of community efforts to shape these forces. Finally, youth reflect on what the experience means to them personally—their relationship to the community they are working with and their self-view. Facilitators lead youth in discussions about how the experience reinforces or changes their values, their view of their capabilities, how they think about groups with whom they identify based on age, class, race, ethnicity, religion, culture, etc.

What these examples illustrate are a variety of best practices in service learning: analysis of the root causes of social issues[32], engaging in discussions about what community is and what it provides, reflection on one's own beliefs and skills, using research and learning to inform the service activity, reflecting on how the service-activity illustrates, expands or challenges previously held concepts. Furthermore, youth engage in consequential action that they have helped to shape and build relationships with each other and the community more broadly while doing so.

Youth-Led Organizing

Youth-Led Organizing represents a distinctive approach to youth civic education that is informed by the theories and practices of youth development, civic development, and community organizing. Youth organizing, broadly speaking, includes wide ranging efforts by youth and adult allies to accomplish social justice goals by forming organized networks or coalitions of young people to participate in the public square. As described by Delgado and Staples (2008)[33] youth organizing efforts can range from community organizing that simply includes youth as members to work that explicitly seeks to develop youth leadership and make youth the primary

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[32] While not all service-learning programs incorporate discussions of root causes of social issues (as noted in Westheimer and Kahne (2004) the inclusion of analysis of root causes of social problems and the ways in which current societal arrangements and institutions may contribute to social problems is, as Youniss and Yates (1997) a critical element in service-learning programs if they are to support the development of moral-political understandings. Similarly, Watts (2003) and colleagues suggest that this sort of analysis is key to critical consciousness. See Westheimer, J. and Kahne, J. id. FN 29. Wright & Street, 2007, id. 22; Youniss, J. and Yates, M. id. FN 7 ; Watts, Williams, and Jagers, id. FN 7

[33] M. Delgado & L. Staples (2008). *Youth Let Community Organizing. Theory and Action.* New York: Oxford University Press.

decision-makers and organizers of their advocacy work. Youth-Led Organizing is the umbrella term for organizing that falls into the latter category.

As with service learning, YLO seeks to support youth civic development by engaging youth in a process of identifying and working to address community needs through civic and political action. Also, as with service learning, it draws on an asset-based model of youth development that emphasizes youth capabilities as active contributors in their communities[34]. YLO departs from service learning (at least as it is broadly represented in the literature) in that it more heavily emphasizes the rights of youth to engage in public decision-making as a means for advocating for their own constituency[35]. Furthermore, YLO conceptualizes youth civic development as being constrained by current structural barriers—public narratives that cast youth as destructive or apathetic, cultural expectations that youth are not capable to make their own decisions, institutional rules that constrain youth ability to engage in political activity. Thus much of the work of YLO is designed with an eye towards addressing these structural barriers to youth civic and political engagement.

Indeed, Ginwright & Cammarota[36] suggest that efforts to support youth activism or community work be guided by the following principles:

- *Young people should be conceptualized in relationship to specific economic, political and social conditions.* Attention to the constraints, resources, and dominant narratives used in relation to the issue that youth are grappling with should be at the forefront of any effort to support youth-led activism.
- *Youth Development should be conceptualized as a collective response to the social marginalization of young people.* Attention to how youth can promote social change through collective action in light of their relatively low level of access is key.
- *Youth should be seen as the subjects of knowledge production to shape world not objects.*
- *Young people have basic rights.* Youth have a right to representation in the public sphere and to contribute to the decisions that affect them.

This kind of emphasis means that the practices of YLO are more heavily guided by and evaluated against the goal of increasing youth participants' political power. This includes a focus on changes in their individual commitments, sense of agency, understanding and social connectedness as is suggested by developmental theory and common to many youth civic education initiatives. However, it also includes attention to indicators that the balance of power between youth and adults has shifted and to structural and institutional outcomes of youth political activity.

YLO groups can take different forms depending on how the group emerged and how youth leadership came to be a central component of the effort. The fictional composite example below draws from several case studies of youth-led organizing:

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[34] See J. Eccles & J.A. Gootman eds. (2002). *Community Programs to Promote Youth Development.* Washington DC: National Youth Council.
[35] See B. Checkoway (1998). Involving young people in neighborhood development. *Children and Youth Services Review, 20,* 765-95.and Delgado & Staples , id. FN 33, for articulations of this perspective.
[36] Ginwright, S. & Cammarota, S., id., FN 14

Youth-Led Organizing as a part of Community Organizing[37]: A local neighborhood task force has been working for several years, in response to some high profile incidences of community violence, to build their community assets—job training and employment support, a farmers market to bring healthy foods to the community, a youth center where youth have access to educational (GED programs, after school tutoring, mentoring) and social support. These efforts have required holding a number of public meetings to build support in the community, reaching out to the local press to draw attention to the need, mobilizing the network of concerned citizens to attend city council meetings to pressure council members to provide support for their initiatives. The group has developed a strong public profile and is seen as an important group advocating for the needs of the community. While a strong core runs the group, including paid staff, many residents attend their events and think of themselves as members of the group.

A number of the youth involved in the youth center have been talking with their adult mentors about why they left school—lack of options for attending school after becoming pregnant, feeling like school didn't lead to any real employment opportunities, feeling unwelcome or dismissed by teachers. This began a series of conversations to identify what they could do now that they weren't in school to have the life they want. Youth had a number of discussions of what they value, how they like to spend their time, and what would make them feel proud of themselves—and what kind of work they might do to have the life they want. It also included discussions of what kind of support they would need to achieve their goals. Many of the youth wanted to attend college, but felt like they had missed their chance by dropping out of high school. Over time, their discussions began to frame their challenges not only in terms of what they personally have faced, but through the lens of race and class, attending to the structural barriers they face and the structural changes that might be needed for them to achieve their goals. What was needed was an alternative pathway to college for youth who, for many different reasons, could not get the education they needed in high school. Out of these conversations, the "First Chances" campaign was born. The name was chosen to both focus attention on the inadequacy of the education they had received to date—they felt they had never really gotten a fair chance—and on the need for resources to help them move towards their goals for education and employment.

As part of the First Chances campaign, they worked towards increasing the resources within their alternative school program. This included multi-faceted efforts focused on the city council and department of education to allocate more of the budget towards the school, fund-raising and seeking out computer and technology donations from businesses, and organizing peer study groups. Members of the First Chances group also began reaching out to their friends and inviting them to come to the community center. Just as the adult mentors had worked with them to think about their goals and supports needed, youth organizers began to lead discussions with new members and new efforts were undertaken under the umbrella of the First Chances campaign—students who were still in high school began to conduct a needs assessment in their school to figure out what the school could do to improve the experience for students. At regular intervals, the First Chances Group reflects on its progress tracking both the size and stability of their membership, progress of youth members in their own development as well as their impact on the city and the school system more generally. The First Chances Group eventually came to be recognized as a vital part of the City Task Force and in addition to exercising leadership within their initiatives, had representatives on the board of the task force and a vote in the overall direction and vision of the City Task Force.

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[37] This example is hypothetical but was informed by case studies in [37] M. Delgado & L. Staples, id., FN 33.; D. Hosang. (2006). Beyond Policy: Ideology, Race and the Reimagining of Youth. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.) Beyond Resistance! Youth Activism and Community Change. New York: Taylor Francis Group.; J. Conner (2011). An Undeniable Force: The Influence of the Philadelphia Student Union on Youth Leaders, the Philadelphia School System, and Educational Policy.
http://phillystudentunion.org/phillystudentunion/documents/Surdna_Report_PSU_studies.pdf

This example incorporates many of the features that scholars of Youth-Led Organizing call attention to as being powerful components of the experience for supporting youth civic development and positive youth outcomes. One noteworthy feature of YLO is that part of the process is for youth to engage in self-work and identity exploration to help them build both a sense of positive identity as agentic actors as well as to draw personal connections to the notion of public work.[38] This process is identified as being particularly important when working with youth from low-income urban settings where they may be working against being cast as victims or problems, where they may experience having their families and communities fractured through incarceration or violence, and where they need opportunities to see themselves as capable contributors to the community.

This example also draws attention to the ways that intergenerational relationships can build power in youth, as young people move from being participants in adult-led conversations to setting their own agendas for campaign, leading conversations with newly recruited peers, and representing themselves as a constituency within a broader organization[39]. Thus, community-based youth organizations strive to create spaces where youth can act as decision-makers and can develop and practice strategies to overcome adult resistance and put themselves at the center of public decision-making. At their best, O'Donoghue suggests that community-based youth organizations can serve as "counter-publics" where this becomes possible[40].

Another noteworthy focus of Youth-Led Organizing is recognition of the power of framing and public narratives. YLO groups aim to challenge dominant narratives and contribute youth voice to these public narratives when addressing social issues. For example, Hosang draws attention to the work of LA-Based *InnerCity Struggle* who include media strategy as part of every campaign with the recognition that many of the shared concerns of youth are currently framed in the public discourse as *problems* originating from individual youth rather than structural or societal barriers[41].

Additionally, YLO programs are typically based in out-of-school settings where both adults and youth have more freedom to set up less hierarchical relationships, pursue skills and knowledge that may not be defined by state standards, and to engage in overtly political action over time periods not constrained by the academic calendar[42]. However, this approach to supporting and fostering youth activism is not by definition antithetical to the mission of schools. Indeed, UCLA's Institute for Democracy, Education, and Access (IDEA) has taken such an approach

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[38] The importance of identity work to youth organizing and youth civic and political development, and particularly for youth in low-income, urban settings is described in S. Ginwright & T. James (2002). From assets to agents of change: Social justice, organizing and youth development. In B. Kirshner & J.L. O'Donoghue & M. McLaughlin (Eds.) New Directions for Youth Development No. 96, San Franicsco: Jossey Bass. And in H. Lewis-Charp, et al (2006) Civic Activist Approaches for Engaging in Youth Social Justice. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.) Beyond Resistance! Youth Activism and Community Change. New York: Taylor Francis Group. The process of youth re-creating identity narratives is also described in G. Hull & M-L. Katz, id. FN 10 , and D. Holland, W. Lachiotte, D. Skinner, & C. Cain, id. FN 10

[39] This process is described in more detail in Kirshner, B. (2006) Apprenticeship Learning in Youth Activism. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.) Beyond Resistance! Youth Activism and Community Change. New York: Taylor Francis Group.

[40] O'Donoghue, J. (2006). "Taking Their Own Power": Urban youth, community-based youth organizations, and public efficacy. In S. Ginwright, P. Noguera, & J. Cammarota (Eds.) Beyond Resistance! Youth Activism and Community Change. New York: Taylor Francis Group.

[41] D. Hosang, id., FN 37

[42] J. O'Donoghue & B. Kirshner (2003). Urban Youth's Civic Development in Community-Based Youth Organizations. Paper presented at the International Conference on Civic Education Research. November, 2003 New Orleans, CA.

towards educational reform, partnering as researchers with teachers, students, parents and grassroots groups to identify goals for educational reform and act in partnership to achieve those goals[43]. Oakes & Rogers argue that these partnerships are ultimately essential for the revitalization of the public sphere[44].

Youth Media Programs

Youth media programs have emerged in recent years with the goal of helping youth to "learn to express themselves fluently with new technology"[45]. As described in a recent review by Herr-Stephenson, et al. these programs provide youth with access to technology resources, a peer-group engaged with the same set of tools in the same spaces, and mentors to help them discover their interests[46]. At their best, they can function as "'opportunity spaces'…to explore the world, develop new skills and establish relationships."[47] While the primary goal of these programs focuses on supporting youth in learning media production, the actual media production is frequently framed through a political lens or through media literacy. Indeed, Herr-Stephenson et al note, youth media programs are not powerful simply because they provide access to technology, but because of key components that are absent in DIY youth media—"ideological context and mentorship structure".[48]

This focus on providing youth with the opportunities and skills to discover their interests and contribute to the framing of public narratives using *their own voice* aligns in some important ways with the goals and assumptions of community based youth organizing programs outlined above. Barry Joseph, Director of Global Kids' Online Leadership Program notes "most media do not accurately represent, when they attempt to represent at all, youth voices[49]." Growing out of this concern, Global Kids works to provide youth with the tools and training to represent their independent perspectives through new media and to put the issues that they care most about into the public dialogue. Many of these efforts are translated into service and charity of fund raising as well. It is striking that media rich programs that identify themselves primarily as "Youth Media Programs", as does Global Kids, share many of the principles and pedagogical practices of Service learning and Community Based Youth Organizing Programs. In cases where this alignment is close, we will be drawing on examples and literature from Youth Media programs as well.

Youth Participatory Action Research

Youth participatory action research can either be the entire goal of a program or may be embedded as a methodology within service learning and YLO. Because this area of youth programming has a high degree of overlap with the goals of service learning and YLO and is

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[43] Oakes, J. & Rogers, J. with Lipton, M. (2006). *Learning Power: Organizing for Education and Justice.* New York: Teachers College Press.
[44] ibid
[45] B. Herr-Stephenson, D. Rhoten, D. Perkel, & C. Sims (2011). Digital Media and Technology in Afterschool Programs, Libraries, and Museums. http://mitpress.mit.edu/catalog/item/default.asp?ttype=2&tid=12574, p. 25.
[46] ibid
[47] ibid, p. 29
[48] ibid, p. 34
[49] Barry Joseph (2008). Why Johnny Can't Fly. In *The Ecology of Games: Connecting Youth, Games and Learning.* Edited by Katie Salen. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning.

well-suited to incorporating media as a tool for research, representation and action, we include programs from this area in our review.

Action research as a concept was advanced in the 1940s by psychologist Kurt Lewin[50] with the conviction that the purpose of social science research should be to inform and improve social practice. For research to be of use to social practice, Lewin felt the two must be tightly linked, and suggested a cycle of inquiry, action, evaluation and revision of both the research questions and the practice to begin the cycle again. Participatory action research, emerging out of the traditions of critical pedagogy and feminist scholarship on research for social change pedagogies, added to the practice of action research a belief that for research to support meaningful social change, it is critical to involve those who are most profoundly impacted by social problems in the process of defining the problem, investigating the causes and designing the solutions[51].

Thus in youth participatory action research (YPAR), youth work together (with the support of adult allies) to explore and define their communities, to identify needs and frame questions, to design actions to improve community well-being, and to evaluate their efforts. The focus of the research and action is frequently guided by attention to structural conditions of inequality and actions to challenge these structural conditions. YPAR adherents emphasize the necessity of local, indigenous perspectives to inform research if it is to truly meet the scientific standards of reliability and validity and to guide practice if it is going to meet the standards of meeting authentic needs.[52]

YPAR overlaps with the goals and practices of SL and YLO, and is increasingly a part of such programs. However, many YPAR programs, because of their institutional affiliations or emphasis on the research and inquiry process, differ somewhat from YLO in that the kinds of actions that emerge from YPAR are less likely to take the form of sustained campaigns to change policy or distribution of material resources. Service learning programs, on the other hand, may incorporate some features and methodologies of YPAR, but may not emphasize the critical pedagogical assumptions of YPAR. Again, where we see YPAR being used in ways that align closely with the goals and practices of SL and YLO *and* demonstrate innovative new media practices, we draw from these practices in our review.

III. Core Principles

As seen in our review of core terms, civic education can take many forms and the specifics of best practice can vary somewhat depending on the context. The research and practice of service learning and youth-led organizing has historically drawn on a diverse array of theories and principles of practice about what is most important in supporting youth development, what "good" democracy looks like, and how people best learn. Much of the work of scholars who contributed to this white paper is informed, in varying degrees, by cognitive developmental theories of civic identity formation (for example Erikson, 1968; Youniss & Yates, 1997),

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[50] Lewin 1946, reproduced in Lewin 1948: 202-3 Lewin, K. (1948) *Resolving social conflicts; selected papers on group dynamics*. Gertrude W. Lewin (ed.). New York: Harper & Row, 1948.
[51] P. Freire (1973). *Education for Critical Consciousness;* M. Fine (1992). Passions, politics, and power: Feminist research possibilities. In M. Fine (ed.), Disruptive Voices: The Possibilities of Feminist Research (pp. 205–231). Ann Arbor: University of Michigan Press. http://www.eslarp.uiuc.edu/PAR%20RG/McIntyre.pdf
[52] See M. Fine and J. Cammarota (2008) *Revolutionizing Education: Youth Participatory Action Research in Motion* and McIntyre http://www.eslarp.uiuc.edu/PAR%20RG/McIntyre.pdf

deliberative theories of democracy (Dewey, 1927 & Barber, 1984), constructivist pedagogy in the tradition of Dewey (1922), sociocultural theories of learning (Rogoff, 2003; Lave & Wenger, 1991) and identity development (Hall, 2000)[53]. These theories are diverse in their assumptions about learning and democracy and are frequently elaborated as competing ideas about how things work. However, there are areas of considerable overlap in what each of these theories (and the associated educational practice) say about supporting positive youth development.

Through a process of review, discussion, synthesis and revision, the working group discussed and identified core principles that are common to these different approaches to guide the efforts of civic educators. These principles are guided by the three assumptions--a) democracy is a social practice in which individuals and groups negotiate, compete, and collaborate to make decisions about which public issues to prioritize and how to best address them; b) civic identity development is a process of defining what role one plays in this social practice and how central the practice of democracy is to self-definition; and c) education should include opportunities to connect the learning of knowledge and skills to the social practices where they will be applied.

These principles include:

Youth civic development is best supported…
1) *In the culture and context of communities and movements.* Youth need opportunities to see that they are not working in isolation when they are engaged in civic and political work, to practice the social skills of deliberation and leadership, and to think broadly and systemically about the issues they are working to address.
2) *When youth are treated not just as future civic leaders, but as capable participants in their own right.* If youth are going to advocate for their own needs and to build a sense of themselves as capable civic actors and important contributing members of society, they need opportunities to not simply learn about how they might act in the future but to participate meaningfully now.
3) *Through authentic learning experiences.* Civic and political knowledge and skills are more likely to be learned and understood when youth are learning them in service of purposeful activity.
4) *Youth have opportunities to grapple with issues of what is just and what is fair.* Civic and political activity, particularly in a democracy, inevitably requires weighing in on decisions that affect the life chances of others. Grappling with such issues not only provides youth with opportunities to practice an important aspect of the work of civic engagement but helps them see the importance of the work they are doing.

These principles are not a comprehensive list of what makes for effective civic education, but are areas of key overlap with strong potential for articulating the benefits and the challenges presented by integrating new media into the practices of service learning and youth-led organizing.

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[53] Erikson, id, FN 12; Youniss & Yates, id. FN 7; Dewey, id. FN 7; Barber, id. FN 7; Dewey id. FN 6; B. Rogoff (2003). The Cultural Nature of Human Development. Oxford University Press; J. Lave & E. Wenger (1991). Situated Learning: Legitimate Peripheral Participation. Cambridge University Press; Hall, id. FN 9.

In the rest of this section, we provide greater articulation of each principle, how each is translated into practice in service learning and youth-led organizing, and how new media practices may support, extend, alter or challenge these principles of practice.

Principle 1: Youth civic development is best supported in the culture and context of communities and movements.

It is common for popular narratives of civic and political engagement to focus on the lone, heroic, individual. In the earliest grades, public school children are encouraged to study "the importance of individual action and character" embodied in historical heroes such as Martin Luther King Jr., Rosa Parks, Marie Curie, Sitting Bull, etc[54]. We pass down stories of Gandhi, Mandela, Malcolm X, Cesar Chavez, and Dolores Huerta to inspire and motivate youth for action. We tell youth how they, personally, can make a difference—through recycling, helping just one person, making just one donation. As we all know, impressive individual acts rarely arise out of individuals acting in isolation. More frequently, they are enabled by the knowledge that there are others out there who have the same concerns, by the practical contributions of those others, and by building on the examples of those who came before. One need not look further than Rosa Parks to learn that lesson– her individual act of bravery was supported by a larger movement in which she was already an established leader working and learning in collaboration with others through the NAACP and Highlander Center[55]. And just as brave and heroic individual acts of justice are made possible in the context of community and movements, smaller, more attainable individual daily acts gain power when they are situated in community and movements. When we recycle, we are not single handedly saving the world, but we are enacting small, daily expressions of the environmental movement that began decades ago and ultimately may make an important difference in the health of our planet.

Not surprisingly, research has documented in numerous ways how connections to community and/or social movements are tightly linked to civic and political engagement. For example, studies have found that feeling part of "history" or "something bigger" is an important motivator for some youth to not only engage in activism but also in more traditional systemic forms of participation.[56] Studies have also documented a close relationship between social trust [57] or sense of community[58] (indicators of community attachment) and civic and political engagement. Futhermore, there is evidence that participation in community associations, even when not focused on political or civic activity, provides opportunities to build civic skills and to be recruited into civic and political activity[59].

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[54] CA Content Standards, second grade. http://www.cde.ca.gov/be/st/ss/documents/histsocscistnd.pdf

[55] http://www.highlandercenter.org/n-rosa-parks.asp

[56] McAdam, D. (1988). Freedom Summer. New York: Oxford University Press. C. Cohen (2010) Democracy Remixed: Black Youth and hte Future of American Politics. New York: Oxford University Press.

[57] N. Kwak, D. Shah, & R. Holbert (2004). Connecting, Trusting, and Participating: The Direct and Interactive Effects of Social Association. Political Research Quarterly 2004 57: 64. DOI: 10.1177/106591290405700412; D. Kelly (2009). In Preparation for Adulthood : Exploring Civic Participation and Social Trust Among Young Minorities. *Youth and Society*, 40, 526. DOI: 10.1177/0044118X08327584

[58] C. Albanesi, C. Cicognani, & B. Zani (2007). Sense of Community, Civic Engagement and Social, Well-being in Italian Adolescents. *J. Community Appl. Soc. Psychol.,* 17: 387–406 (2007) http://onlinelibrary.wiley.com/doi/10.1002/casp.903/pdf

[59] Verba, S., Schlozman, K. & Brady, H., id. FN 5

How Service learning and YLO support youth in building and connecting to community and movements.

Service learning and YLO programs, recognizing the importance of community and movements to supporting sustained action and achieving real change, explicitly work to provide opportunities for youth to build community amongst themselves and to connect to broader networks of individuals working for change. Youniss and Yates observed through their study of a service learning program in a youth justice course in Washington D.C. (engaging in analysis of and service to address the issue of homeless) that participating in service as a group and reflecting with peers on the meaning of the service experience helped to provide youth with a sense that they were working in a collective "we" on a common problem, adding power to what participants, years later, recalled as a transformative experience[60]. Similarly, Ginwright and James identify the importance of engaging youth in collective action—boycotts, protests, meetings with elected officials--not only as a means of increasing the effectiveness of their activities, but because it provides youth with a sense of empowerment and positive orientation towards change[61].

In addition to building community among youth working together collectively, service learning and YLO programs frequently support youth in making connections to broader communities, building partnerships and strategic alliances. Service learning scholars and practitioners, particularly at the college level, stress the importance of community stakeholders and community partnerships when engaging youth in service learning. At the most basic level, youth work with a variety of non-profits and governmental agencies and connect to other members of their communities while thinking about and engaging in service. Strong service learning partnerships are marked by students, teachers, and community stakeholders all working together to define issues, gain new knowledge and skills to address those issues, and to engage in action[62].

In organizing and activism, coalitions are critical to successful action. Typically, those with a vested interest in changing power structures are operating at a disadvantage.   Developing partnerships with others who may have overlapping causes or be sympathetic to the youth mission has shown to be critical to successful campaigns[63]. Youth-led organizations do not always have easy access to these coalitions[64] but when youth organizers are able to connect with young activists and with adult allies in an authentic partnership, their feelings of membership in the broader public and their efficacy as civic actors is reinforced.

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[60] J. Youniss and M. Yates, id. FN 7

[61] S. Ginwright & T. James, id. FN 38

[62] See http://www.ecs.org/clearinghouse/44/03/4403.pdf

[63] S. Deschenes, M. McLaughlin & A. Newman (2008). Organizations advocating for youth: The local advantage. In S. Deschenes, M. McLaughlin & A. Newman (Eds). New Directions for Youth Development: Community Organizing and Youth Advocacy. Jossey Bass.

[64] S. Yee (2008). Developing the field of youth organizing and advocacy: What foundations can do. In S. Deschenes, M. McLaughlin & A. Newman (Eds). New Directions for Youth Development: Community Organizing and Youth Advocacy. Jossey Bass.

| New Media Opportunities | How new media may support youth in building and connecting to community and movements. |

Recognition of the importance of community and movements in learning and identity is also a common theme among many new media scholars and youth media programs. New media scholars who study youth culture note that in many cases, new media facilitates the emergence of what Jenkins et al[65] identify as *participatory cultures* where participants feel a sense of affiliation with others, engage in creative production of new knowledge, artistic forms, etc, engage in collaborative problem solving, and circulate information. These cultures do not rely exclusively on new media but are facilitated by new media. When people work together to pursue any variety of interests, from music to crafting to fandom, and this pursuit is maintained and documented and built upon in a continuous networked space, the potential for community and culture emerges[66].

There is growing evidence that participation in these kinds of communities can provide opportunities for youth civic and political engagement both within online communities[67] and beyond the online community[68]. These kinds of participatory cultures can serve as particularly important entry points for youth because they join relatively easily, they are less likely to be shut out from participation or even leadership based on their age, they are frequently organized around pop culture and more likely to use the language and shared images and artifacts that youth are most comfortable with[69]. This description of the emergence of participatory cultures overlaps in many ways with the descriptions of how strong youth-led organizations emerge—there is an expectation that many youth come to the organization for something to do or to hang out with friends. As a result there is an emphasis that the organization is not simply dedicated to work, but that many of the activities should be fun and incorporate youth culture and that there should be easy, low bar ways to join and participate in the organization, which may lead to greater involvement and leadership over time.

The question, then, is how can service learning and YLO programs tap into existing participatory cultures but also use new media to build and connect to community and movements. Of primary importance are questions of how these efforts can use new media to support and extend the emergence of participatory cultures—reduce barriers of participation, maintain connections across time and geography, amplify the work that youth are doing and connect them to other efforts, and make the work feel fun and culturally relevant.

Below, we identify a few strategies that have been used by educators, activists, or youth programs towards these ends.

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[65] Jenkins, et al, id. FN 19

[66] Ito et al, id. FN 17

[67] Ibid

[68] J. Kahne, N. Lee & J.T. Feezell (2011). The civic and political significance of online participatory cultures and youth transitioning to adulthood. Manuscript under review. Working paper available at http://dmlcentral.net/resources/4422.; E. Middaugh & J. Kahne (2011). Youth internet use and recruitment into civic and political participation. Manuscript under preparation.

[69]Jenkins, H. et al, id. FN 19

Mapping as Community Building

Activists, environmentalists and educators are increasingly taking advantage of mobile technology and online interactive mapping and data visualization software to connect individual activities to a larger whole. For example, citizen science programs encourage individuals to contribute data observations from their communities (pictures of wildlife, specific plants, etc.) to broader efforts to track climate change. Youth engaged in such activities have a chance to see how their individual acts of data collection can help inform the broader conversation about climate change.

This kind of technology can be used to connect individual service acts (money raised, people served) in a classroom community and beyond. For example Generation On, invites youth to "share how you'll volunteer and add yourself to the map". It can also be used as a tool for organizing youth community mapping exercises, creating continuity between the data collected in small groups within classroom or across classrooms and years within schools with a commitment to service. For example, a group of Chicago youth with the support of Open Youth Networks created OurMap of Environmental Justice to draw attention to how they are impacted by environmental racism in their community, to identify assets in their community, and to "build a stronger and more vibrant environmental justice movement". In both YLO and service learning, this is not only a tool for analysis, but a place for youth to document and add their individual service or activism projects to a broader community narrative.

Mapping has also been used to build and maintain coalitions. For example, Smartmeme.org works to build collaborations and support grassroots activist organizations (some youth focused) to use media as a tool for framing narratives and maintains a map of partners allies and friends so that organizations can identify each other and see the growth of the movement.

See "Google Maps: a Tool for the Youth Media Field" for resources and tips.

Connecting to Online Youth Leadership Communities

A number of sites have emerged to connect youth nationally, globally, and across issues. Taking it Global serves as an online resource and online community for youth and a space for "youth interested in global issues and creating positive social change". The site serves as a space for youth, educators, and organizations around the globe to access resources, share stories and information, engage in discussions, and to collaborate. Sites like this provide a structure for classrooms and organizations engaged in service learning or organizing to connect their work to a broader, global dialogue about addressing social issues.

Creating your Own Online Community

Programs are increasingly using digital technology to create online spaces where youth can organize their work together. Free, commercially available tools, like FaceBook private groups or Google Sites can be used to post updates and resources, plan activities, stay in contact, record discussions and decisions. The persistence of this form of communication and the ability for the

entire group to access and interact with each others' work, can, when done well, support the emergence of community in ways that episodic sharing back may not.

Global Kids Online Leadership Program and other non-profits have used Second Life to create a real-time virtual space for youth to meet and discuss global issues with the advantage that youth can create visual representations of themselves and their shared communities. Youth serving organizations also provide resources to help groups and educators make use of tools to create an online community. For example, on the technical side, Taking It Global also provides, for a fee, a platform for educators to create a "virtual classroom". On the social side, CommonSense Media's Digital Citizenship Curriculum provides a structure for teachers to work with students on creating healthy online communities in their own lives.

Social Gaming

Serious and commercial games have long been used as tools to teach content, to allow players to explore professional roles (epistemic games), or to create simulations of a variety of complex physical and social processes (see Squire, 2008 for a typology video games[70]). Increasingly, though, game designers have begun to take advantage of social networking features and mobile technology to connect the game play to outside community and to connect game players to each other. For example, games like Interrobang! and EVOKE have connected youth to organizations and other people in their community by sending them out on missions that they document and share back to get points. Top player boards and player profiles allowed youth to see how their missions fit in to other youth missions.

Challenges & Questions	What we don't know about how to effectively use new media in building and connecting to community and movements.

One does not have to spend much time in the comments section of a YouTube video, a discussion board, or a networked game to realize that not all online networks lead to vibrant or healthy communities. Conversations can be fleeting or hostile. Feedback may or may not be relevant or helpful. Simply having technology doesn't mean we use it well. We highlight the practices above because they are tools that can enhance the work that young people are doing and help them stay connected to each other, build community, etc.

However, intentionality is important. While community does emerge online, it doesn't emerge in the same ways for everyone, and indeed, the richest online communities of youth engaged in production are relatively rare (Ito et al estimate from their ethnographic work that only approximately 10% of youth are involved in interest driven communities)[71]. Furthermore, the work of understanding when and how these online communities lead to organization of communities of consequence—where actions of community members genuinely affect the material or social well-being of others, on or offline—is just beginning[72].

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[70] Squire, Kurt. "Open-Ended Video Games: A Model for Developing Learning for the Interactive Age." The Ecology of Games: Connecting Youth, Games, and Learning. Edited by Katie Salen. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 167–198. doi: 10.1162/dmal.9780262693646.167

[71] Ito et al, id. FN 17

[72] The term "communities of consequence" is informed by definitions of "public" articulated by Dewey, id. FN 7. See Middaugh & Kahne (2009) for review of literature on when online communities meet conditions of public available at http://civicsurvey.org/Online%20Localities.pdf

Currently, there is much to learn about the conditions under which youth, teachers, and mentors effectively create community using digital tools and how much online community matters in young activists lives. There is an emerging literature that examines qualities of online communities of practice (distance learning courses, teacher collaborative spaces, neighborhood networks) such as membership stability, trust among members, and commitment to online communities as well as the factors, such as embeddedness in existing face-to-face communities that contribute to or detract from such qualities[73].

There is little research about the extent to which or under what conditions new media tools enhance or detract from participants feeling of community in service learning and YLO efforts.

Of particular interest are questions such as:

- Does having an online community associated with service and activism impact the quality of community? E.g. do participants feel greater sense of community and belonging? Do peripheral or past participants stay involved or improve the knowledge base of the community? Does the reliance on online community alienate or increase barriers for some youth who aren't familiar with the tools and norms of online communities?
- What conditions are needed for youth to use online spaces productively for community building?
- Does the use of digital tools to connect isolated efforts lead to greater awareness among youth of how service and activism efforts fit into larger movements or historical context?
- Do youth who are connected to other youth activists through digital networks stay involved in civic and political activities longer than those who are connected only through their local geographic communities?
- Does the ability to identify communities of interest online lead youth away from engaging with a broader or more ideologically diverse public?

Henry Jenkins and the Media Activism Participatory Politics (MAPP) project are currently conducting case studies of participatory communities to develop a greater understanding of the pathways between participatory culture and civic and political engagement.

[73] U. Matzat (2010). Reducing Problems of Sociability in Online Communities: Integrating Online Communication With Offline Interaction. *American Behavioral Scientist* 2010 53: 1170.

Principle 2: Youth civic development is best supported when youth are treated not just as future civic leaders, but also capable participants in

"Students should not only be trained to live in a democracy when they grow up; they should have the chance to live in one today." – Alfie Kohn

Civic education in the US, in its most traditional form, tends to consist of youth learning about structures, processes and roles of US Government[74], many of which youth are shut out of based on age, thus implying that they are learning about how they *will* participate when they come of age. Service learning for civic engagement and YLO are two traditions of youth programming and research that emerged out of a belief that not only are youth capable of meaningful participation in civic and political life, but that they deserve to be involved in the processes that affect their well-being. They also recognize that if youth are expected to be engaged in civic and political life now or in the future, it is important not to shut them out our treat them as incapable of contributing to important decisions.

Principle in Practice

How Service learning and YLO support youth voice and youth decision-making.

In service learning, it is considered best practice to prioritize "youth voice" defined as "the inclusion of young people as a meaningful part of the creation and implementation of service opportunities."[75] Service learning programs, at their best, seek to give youth opportunities to make suggestions, give feedback, and make decisions throughout the process of selecting, designing, and evaluating service projects[76]. Furthermore, youth community partnerships can engage youth voice through a variety of roles for youth leaders—as trainers of other youth and adults, representatives at youth summits, participants in youth advisory councils, acting as representatives on boards of nonprofits or governmental organizations, and giving youth opportunities to act as funders and philanthropists[77].

The primary goal of these efforts is not to hand over decision making to youth but to fully integrate youth into the partnership (school, community, youth) that is involved in service learning. Integration of youth voice in service learning and school decision-making has been found, through multiple evaluations, to be associated with higher levels of youth engagement in the service learning activity, greater levels of personal efficacy, and social and political trust[78].

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[74]P. Levine & M. Lopez, Themes Emphasized in Social Studies and Civics Classes: New Evidence. Center for Information and Research on Civic Learning and Engagement, CIRCLE, 2004

[75] L. Fredericks, E. Kaplan, & J. Zeisler (2001). Integrating youth voice in service-learning. Denver, CO: Education Commissions of the States, p1.

[76] S. Billig, S. Brown, J. Turnbull (2008) Youth Voice. RMC Research Corporation.

[77] Points of Light Foundation (2001) Youth Voice in Service-Learning.
http://www.servicelearning.org/instant_info/fact_sheets/cb_facts/youth_voice

[78]See S. Billig, S. Brown, J. Turnbull (2008) Youth Voice. RMC Research Corporation.

Additionally, organizations that *do* integrate youth leadership and youth voice report positive benefits to the organization accompanied by the energy and fresh perspective of youth leaders[79].

Youth organizers also prioritize youth leadership and youth voice, but with a stronger emphasis on making youth the primary source of leadership and decision-making in pursuing *their* issues. "Organizing efforts assist youth to come together collectively, decide which issues they will pursue, and build the power necessary to achieve their aims.[80]" As mentioned earlier, there are numerous models of youth organizing, and indeed some of the most powerful social movements of our time were intergenerational efforts to achieve structural change.

Youth-led organizing does not rule out such intergenerational efforts or partnerships with adults. In fact, adult support is an important component of youth-led organizing, and viewing efforts to address youth issues as entirely separate from intergenerational or older adult issues can serve to marginalize the work of youth. However, the YLO model does pay special attention to disrupting the status quo in which youth perspectives are ignored, tokenized, or overridden by more experienced and practiced adults. All too often, youth partners in adult-youth alliances are marginalized. Youth leaders report being physically marginalized—being placed at a separate table or given a special time slot in meetings. They also notice when their ideas aren't being listened to or taken seriously[81]. Furthermore, many youth, when asked for the first time to say what is important to them, give their suggestions for action, or to make important decisions do not necessarily feel prepared to do so and may as a result default to adult points of view[82]. On the other hand, adults who are trying to encourage youth expression may overcompensate by fetishizing youth voice, and fail to provide structures for constructive feedback[83]. Youth need opportunities to contribute their point of view, have it listened to but also have it challenged in a way that encourages them to hone, not abandon their perspective. Indeed in a recent study alumni and members of Philadelphia Student Union, a long standing youth organizing group[84] participants noted that opportunities to "speak up" and "speak back" paired with the peer pressure to do research and provide valid reasons for their opinions were critical components in their learning.

The challenge then is to provide the support necessary for youth to identify and express their points of view, without defaulting to adults, to make sure they have done enough work and learned enough to be confident that their actions are good ones, to make sure their work has been "vetted"[85] by critics and allies.

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[79] S. Zeldin (2004). Youth as agents of adult and community development: Mapping the processes and outcomes of youth engaged in organizational governance. *Applied Development Science, 8*(2), 75-90.

[80] M. Warren, M. Mira, and T. Nikundiwe (2008) Youth organizing: from youth development to school reform. In S. Deschenes, M. McLaughlin, and A. Newman (Eds.) *New Directions for Youth Development: Community Organizing and Youth Advocacy, p. 28*.

[81] There are, no doubt, countless examples of this phenomena. See S. Zeldin et al (2000), *Youth in Decision Making.*

[82] Kirshner, B. (2006) id. FN 39

[83] L. Soep & V. Chavez (2010). Drop that Knowledge: Youth Radio Stories. Berkeley: University of California Press.

[84] J. Conner (2011). An undeniable force: The influence of the Philadelphia Student Union on Youth Leaders, the Philadelphia school system, and educational policy. http://phillystudentunion.org/phillystudentunion/documents/Surdna_Report_PSU_studies.pdf

[85] Soep & Chavez, id. FN 83

New Media Opportunities	How new media may support youth in expressing voice and making decisions.

Much of youth new media scholarship is dedicated to understanding how their observations that many youth demonstrate high levels of social and cognitive engagement when using new media for recreational purposes (gaming, social networking, digital production around hobbies and interests) might inform how educators view youth capacities and structure learning environments. Ito et al note based on observations of their 3-year ethnography of youth online that youth gravitate towards such activities because "they provide opportunities for extending social worlds, self-directed learning, and independence[86]." Jenkins et al[87] point to instances in which youth have been able to demonstrate unexpected feats of civic leadership through new media, either within online communities or through use of new media tools and networks—winning the right to set norms and policies in online game communities, organizing with online community members for political and charitable action offline, etc.

The question, then, is how can service learning and YLO programs take advantage of structural differences embedded in New Media spaces that enable youth voice or use new media tools to amplify youth voice and decision-making. Below, we identify a few strategies that have been used by educators, activists, or youth programs so far.

Expressing Point of View and Connecting to Audience

Currently, there are a number of Youth Media programs with a social justice focus that are dedicated to providing youth with the support and tools to articulate and draw attention to and amplify their experiences and the issues that are most relevant to their well-being. These programs focus not only on how to use new media tools—video, machinima, music, photography, graphic design, but how to use them effectively to reach an audience. For example, Adobe Youth Voices, a partnership of the Adobe Foundation and The Education Development Center, provides a number of curricular tools for educators to support youth-led media production focused on a variety of civic and political issues. The principles and practices of their curricula align well with those of service learning and the production of PSAs can serve as a component of a multi-layered service learning project. Global Kids Online Leadership Program engages youth in designing games about serious issues as a tool for youth to express their concerns and educate others about issues that matter to them.

Drawing on the principles and strategies of YLO, the Global Action Project engages youth in media production to discover and work to change the structural conditions that feed into issues that concern them. Youth simultaneously work together to discover and articulate their common

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[86] http://digitalyouth.ischool.berkeley.edu/files/report/digitalyouth-TwoPageSummary.pdf p. 1
[87] Jenkins, H. et al, id. FN 19

concerns, learn how to use varied media tools to express their point of view in a powerful way, and use their media productions as tools for change in their community.

Community organizing groups, focused on the role of media in activist campaigns, take a media ecology approach and provide tools for youth to think strategically about which media to use and how to use it to advance their goals. The Center for Media Justice, formerly the Youth Media Council, has worked to improve youth organizers' use of media strategy, and as a result provides a number of tools and resources, such as a media planning guide and tools for mobile advocacy. While these tools are not solely focused on new media, they increasingly recognize the role of new media tools in pushing out youth concerns and actions.

Building Counter-Publics

The role of digital media in providing spaces where youth can pursue *their* interests, have their opinions carry weight, and gain entry to complex issues has been identified as one of the potentially powerful affordances of digital media[88]. The USC Civic Path's project's extensive work studying the Harry Potter alliance shows how youth engaged with a pop culture, intergenerational community (mostly online) were able to emerge, collectively, as leaders on a number of civic and political projects[89]. Barry Joseph documents how youth in the Teen Second Life could assert ownership and autonomy in their online community—designing spaces where they could meet (through their avatars), adding features to exhibits on social issues they were designing, etc[90]. Because the area (no longer existing) was open, teen-specific, and operating 24-7 in real time, youth were not in a physical space with adults, and adult control was secondary to expression, adult mentors in such a space are forced to think about how to work with teens on their terms.

Currently, there is relatively little attention in service learning or YLO to online spaces as counter-publics where youth voice is enabled. However, for those who take youth voice seriously, this may be an important option to think about. Disrupting the adult-youth power balance can be difficult for adults and for youth. On both sides, the tendency to privilege adult control for the sake of a project going smoothly or well is powerful. Youth from the youth leadership organization, *Youth on Board,* suggest several strategies for building healthy adult-youth relationships, one of which is for adults to step outside of their comfort zone and spend time with youth in their "space and turf". For some youth, their "turf" may include online communities they are already invested in or online communities built within the group where they are able to demonstrate greater expertise in certain technical skills than adults.

One promising example is the youth-led organization, Philadelphia Student Union, which has developed their own online radio show, YouTube channel, and highly dynamic website where youth have multiple opportunities to share their work with a broader audience through blog posts, videos, and articles. While the organization itself plays an important role in creating a space where youth express voice, the use of new media broadens the scope and creates a space where articles conveying youth perspectives are considered the norm, not the exception, where

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[88] Ito et al, FN 17
[89] See Henry Jenkins blog http://henryjenkins.org/2011/08/imagine_better_open_at_the_clo.html for one description.
[90] See Eulogy for Teen Second Life – Barry Joseph http://business.treet.tv/shows/bpeducation/episodes/bpe2011-049

the audience for these perspectives may be greater, and where youth can respond to and critique each others' work, providing a level of supportive accountability.

<table>
<tr><td>Challenges & Questions</td><td>What we don't know about using new media to support youth voice and decision-making.</td></tr>
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The majority of work in using new media to support youth voice and decision-making appears to be focused on supporting youth in the process of making media—deciding stories to pursue or messages to share, making decisions about framing, creating the message and media, and sharing it with audiences. However, there is less information available on the impact of this process on youth feelings of civic and political efficacy or motivation to participate in other ways. The challenges of bringing youth voices to the center of our civic and political life are not solved by simply providing opportunities for expression. Once youth find ways to share their point of view, the question of whether others (both peers and adults) pay attention and engage with them seriously is still open.

One of the potentially powerful affordances of participatory communities is that there are opportunities for members of any age to gain entry and to work their way from the peripheral, low bar activities to positions of leadership. More importantly, however, is when there is a culture of feedback and in needing to either defend or revise their product (be they videos, music, blog posts, etc.), participants begin to feel that the quality of their work matters. What remains to be seen is whether the efforts to use media production to support expression of youth voice create these kinds of opportunities.

Indeed, as Levine notes, digital media production programs face challenges in connecting youth to audience, and in cases where youth work very hard to create a message that reaches few, the experience could have a negative impact on feelings of efficacy[91]. It is also possible that when youth are engaged in intensive media production efforts, they develop models of political engagement that favor lifestyle politics or politics of personal expression over forms of participation with overt policy goals. Thus questions about the qualities of youth media production that are more likely to lead to feelings of civic and political efficacy and encourage civic and political action are of interest.

There is also much to learn about whether incorporation of social media spaces or virtual worlds can serve as a tool to shift the adult-youth power dynamic in meaningful ways and enable youth voice. Questions arise about how much adult control to build into the design of online spaces, whether some youth are more likely to share ideas or contribute to decisions when they are communicating online or through avatars than they are face-to-face, what features of online communities (and youth programming) allow youth to work together to make decisions in productive ways and which are more likely to result in a disconnected set of voices. Allowing youth to simply take the lead without supporting the development of their leadership skills can lead to more negative consequences than positive. Research in face-to-face youth organizations

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[91] Levine, P. id. FN 20

suggest that many youth report peer experiences (aggressive peer leadership, cliques, etc.) as the most frequent source of negative experiences in these programs[92]. These dynamics can just as easily emerge online, and attention to how to make use of online spaces to support the expression of all youth voices and integrate all youth into the decision-making process is critical.

Of particular interest are questions such as:
1. Does age gain or lose relevance in online spaces? How might online spaces serve as a vehicle to combat age segregation?
2. What features of youth media production lead to greater civic and political efficacy?
3. What are promising practices in connecting youth digital media production to relevant audiences?
4. Are patterns of youth contributions and decision-making different in programs that make use of online spaces? If so, under what conditions?
5. What are best practices in using online spaces such that youth are more likely to work together to make decisions and amplify their voices?

Principle 3: Youth civic development is best supported when youth have access to authentic learning experiences.

The things we have to learn before we do them, we learn by doing them.
- Aristotle

At the turn of the millennium, youth participation in politics and civic engagement was at an all time low and the dominant rhetoric in civic education was the story of the "crisis" in youth civic engagement. Interpretations of this state of affairs varied. Popular news coverage focused on apathy or lack of motivation among youth[93]. Others suggested that young people *do* care about social issues but need opportunities and training for participation[94]. Still others suggested that youth were engaging in civic and political life, but in different, more individualized ways than captured by current indicators but were shunning the systemic, organized, collective work represented in traditional political and civic action.[95]

The question arose, then, of how civic educators might create learning environments that inspire youth to *want* to be involved in their communities, provide experiences that build skills and demonstrate that youth *can* participate, and build an understanding of how different public institutions (governmental and non-governmental) operate and influence communities and social issues so that they are thinking about how to participate *effectively*. (Indeed more than 50 scholars and practitioners were convened by CIRCLE in 2002 to consider these kinds of

[92] J. Dworkin and R. Larsen (2006). Adolescents' negative experiences in organized youth activities. *Journal of Youth Development, v.*(3). http://www.youthdev.illinois.edu/Documents/DworkinLarson2006.pdf

[94] J. Torney-Purta, R. Lehman, H. Oswald, W. Schulz. (2001). Citizenship and education in twenty-eight countries: Civic knowledge and engagement at age fourteen. Major Findings of the 1999 IEA Civic Education Study.
[95] Walker, T., id. FN 30

questions and recommend solutions[96]). If the consensus on best practices in civic education put forth in the Civic Mission of Schools report are any indication, relatively few came to the conclusion, "We need a new textbook!"

Rather, civic educators and youth allies drew on the pedagogical traditions of experiential education and project-based learning to consider best practices for designing "authentic" learning experiences. This term is used to draw attention to the importance of connecting the learning of knowledge and skills to the social practices and contexts in which those knowledge and skills will be applied. Rogoff and colleagues contrast learning that is organized around "intent participation"--where youth are included in adult activities (or mature community practice) and learn knowledge and skills through a process of completing increasingly difficult and responsible tasks and playing a greater role in defining what needs to be done—with "assembly line instruction" where youth learn knowledge and skills is well-defined discrete chunks that are assigned by experts in preparation for but not in the context of the practice where they will be applied[97].

For example, youth being assigned to learn how a bill becomes a law, as one of many facts to be repeated on a test, because they will one day vote and should understand the process, might fall into the example of "assembly line instruction". Youth learning how a bill becomes a law as they work with a group to stop a law from being passed might reflect learning through "intent participation". The strength of the latter approach is that it provides an immediate and compelling answer to the question, "Why do we need to know this?"   Youth not only have a pressing and immediate motivation to learn—they have tasks to accomplish with social accountability and real-world consequences--but they also see how their learning fits into a larger set of practices.

This is not to completely dismiss the value of what Rogoff calls the "assembly-line model" where youth learn an array of knowledge and skills organized by others and abstracted from specific contexts. Indeed, this approach provides exposure to a variety of ideas that youth might simply not come across in the context of participating in a social practice. It can also encourage thinking of knowledge and skills as something that might be applied and transferred to different contexts, not just something inherent to a specific practice. Currently, however, schools weigh heavily in favor of this model of learning.

Exposure to service learning and YLO provides some balance by creating opportunities for youth to learn civic skills and knowledge in the context of the practice of civic and political participation. There is no magical dividing line as to when learning becomes "authentic" of course. The use of the term highlights the importance of learning opportunities that are further along the continuum towards being embedded in the context of the practice of civic and political engagement.

Classroom or program-based projects may be constrained in scope or more highly organized than real world activities to meet the constraints of the time allotted as well as to allow youth to engage with the experience more readily. They may also draw on or incorporate simulations of

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[96] Gibson, C. and P. Levine, id. FN 27
[97] B. Rogoff. id., FN 53

real-world processes to provide youth with an opportunity to experiment with different models and practice skills in a low-stakes setting.

Principle in Practice	How Service learning and YLO engage youth in authentic learning experiences.

Service learning programs are considered to be truly *service learning* (rather than community service or field work) when youth engage in service that meets authentic community needs, the service work requires the development of new skills and knowledge to meet those needs, youth become aware through discussion and reflection of the connection between what they have learned and the service they have engaged in, and when there is some assessment and evaluation of the success in meeting both service and learning goals[98]. For example, university students taking a multivariate statistics course partnered with a local community organization to collect, analyze and report data on home-owner needs and satisfaction. This knowledge was applied to guide community development and provide data for the organization to use when applying for funding. The project also collected feedback from youth, faculty and community partners, which suggested this process allowed youth to see how the social science research methods they were learning could be used to understand and support community, forced them to grapple with the challenges of collecting and reporting useful data, and provided the community partners with useful information. In another example, high school students identified distracted driving (texting while driving) as a problem in their community and collected data about the problem, embarked on a public awareness campaign, including use of driving simulations to demonstrate how texting impairs driving, raised funds and wrote letters to their legislators regarding regulating of texting and driving. Students assessed the effectiveness of their efforts by collecting observational data on distracted driving on their campus before and after the awareness raising campaign.

In YLO, the community need or civic and political goals of the program even more explicitly motivate and guide learning. Youth work together to decide what *they* think is needed to improve the conditions in their community and what actions may best advance their goals. Frequently this process requires skills of deliberation, framing and messaging, interviewing, conducting research, and public speaking and requires students to gain knowledge of issues and how government or other institutions work. This may mean some skills are emphasized more than others depending on where youth are in the process, and as O'Donoghue and Kirshner note, the youth defined goals drive which content is pursued[99]. Reflection and assessment also tend to focus more heavily on the outcome of the action than on individual development. For example, throughout the process of defining goals, framing messages and planning action, youth and adult allies continually provide feedback on each others' ideas, speeches, and messages. This process requires youth to think about the quality of their information and their work, but views success as a goal to work towards as a group rather than an individual outcome. Indeed, practice and feedback are critical components of the process so that youth are more likely have successful experiences when they engage with powerful adults[100].

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[98] Furco, Andrew. "Service-Learning: A Balanced Approach to Experiential Education." Expanding Boundaries: Service and Learning. Washington DC: Corporation for National Service, 1996. 2-6.
[99] J. O'Donoghue & B. Kirshner, id. FN 42
[100] Kirshner, B, id. FN 39

Youth new media scholars share service learning and YLO's concern for authentic learning experiences. Indeed, they argue that when youth learn for the purpose of solving a problem or to pursue a common goal or interest and when they assess their own and each others' work based on success towards achieving a goal, then learning is more authentic, more powerful, and indeed more likely to be relevant in today's economy[101]. For example, Ito et al note in their case studies of online interest-driven groups that the process of engaging in amateur production connects youth to an audience (of like-minded community members) who cares deeply about the quality of the product[102]. This aspect of online communities provides youth with an urgency of purpose to create a high quality product, and to engage in the learning necessary for such a product. It also provides them with feedback from a group of peers who share their interests and to whom their work matters.

Scholars who focus on games and learning make similar arguments about learning being more authentic when motivated by goals and feedback, but draw attention to how these features can be drawn out by design of the game space. For example, McGonagal (2010) points to ways in which games provide the player with clear goals, the expectation that there will be constraints or obstacles that the player must try repeatedly to overcome, and regular feedback of progress toward their goal. Thus the *authenticity* of the learning is that new knowledge and skills are acquired for the purposes of a compelling goal (to figure out the game) and that feedback is provided in service of meeting the goal.

Additionally, new media scholars call attention to the ways in which games and virtual worlds can support authentic learning by providing youth with opportunities to model, practice and experiment with complex content in an interactive way[103]. By taking advantage of simulations and virtual worlds, youth can practice and gain knowledge and skills in a low-stakes environment, but one that has some of the richness of color, imagery and interactivity of the real world they will be ultimately acting in. Furthermore, the ability to imagine ideal worlds and how we may achieve them is an important accompaniment to the work of understanding and learning how to navigate the world as it is.

Finally, as we illustrate below, games, social networks, and virtual worlds can be used as tools for inspiring and connecting youth to authentic action.

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[101] See J.P. Gee (2004). *Situated language and learning: A critique of traditional schooling*. London: Routledge. Ito et al, id. FN 17
[102] Ito et al, ibid
[103] Gee (2005) Why Video Games are Good for Your Soul. Australia: Common Ground; J. McGonagal (2011) *Reality is Broken*. New York: Penguin Press; Squire, Kurt. "Open-Ended Video Games: A Model for Developing Learning for the Interactive Age." The Ecology of Games: Connecting Youth, Games, and Learning. Edited by Katie Salen. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 167–198. doi: 10.1162/dmal.9780262693646.167

Social issues can be incredibly complex—in most cases multiple institutions and people acting over many years feed into the problems we face today. It is hard to know where to focus any given service or activism effort. Frequently, teachers and students default to personal acts to help others, where they can see that their efforts are paying off for at least the people directly impacted by their service—the person they served a meal to, the people who enjoy the park they cleaned up, etc[104]. Not only do these kinds of projects feel accessible, but they rarely require wrestling with competing political viewpoints in the way that political action does. Many youth, who are actively working to gain autonomy from parents and schools, are uncomfortable telling others' what to do (personally or via policy), particularly when they don't feel confident in their positions.

New media educators have increasingly been thinking about how to use games and virtual worlds to help young people think systematically about complex issues and to experiment with different courses of action. They argue that this can provide scaffolding and low-risk experimentation as a tool for thinking about how to engage with complex social issues. For example, Squire and Gee point to how complex strategy games like Civilization and Rise of Nations can facilitate youth thinking about the structure of society and the relationship between different sectors of society[105]. Indeed, Squire integrated Civilization into a world history course to help youth simulate and conceptualize how different historical decisions lead to different world outcomes.

A number of serious games exist currently to help youth think about social issues. For example, *Fate of the World,* asks players to address global climate change through a series of simulated policy decisions to see how their actions might help or hurt climate change. Such simulations can help youth "practice" policy advocacy before thinking about how they may want to advocate for an issue through their activity. Another example, *Ayiti the Game of Life* , developed by youth leaders and Global Kids Online Leadership Program, simulates the life of a family in Haiti to lead youth through thinking about how different spheres of life (education, economics, health, etc.) influence poverty. Additionally, Jane McGonigal's EVOKE (www.urgentevoke.com) encourages players to collaborate to help solve some of Africa's most urgent problems. Through missions that require blogging, video, and photography, participants developed action plans to solicit seed money for physical-world interaction. The game culminated in a top-player summit in Washington D.C. to continue the efforts players began through their missions.

Using Games and Virtual Worlds to Scaffold Engagement with Complex Issues

In addition to using games to learn about complex issues and experiment with different outcomes, designers have also begun experimenting with ways that games and virtual worlds can be used to help youth move from simulation and experimentation to connect to real world action.

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[104] Kahne, J. and Westheimer, J. (1996). In the Service of What? *Phi Delta Kappan*. 77(9), 592-599.; Walker, T. id. FN 30.
[105] Gee, id. FN 103; Squire, Kurt. "Open-Ended Video Games: A Model for Developing Learning for the Interactive Age." The Ecology of Games: Connecting Youth, Games, and Learning. Edited by Katie Salen. The John D. and Catherine T. MacArthur Foundation Series on Digital Media and Learning. Cambridge, MA: The MIT Press, 2008. 167–198. doi: 10.1162/dmal.9780262693646.167

For example, *Quest Atlantis*, created by Barab and colleagues at the University of Indiana is an immersive, persistent virtual world with a narrative in which youth must engage in missions to save the dying world of Atlantis (dying environmentally, economically, culturally)[106]. The narrative story of Atlantis and the virtual world introduces students to virtual solutions to abstract problems in a virtual world, but then, in partnership with classrooms, students engage activities to identify and address similar problems in their own communities.

Peer 2 Peer University – Open Source Learning Communities

Some of the most authentic learning environments, new media scholars argue, are those that arise out of a group of people coming together to pursue a shared interest[107]. Peer 2 Peer University arose out of a group of friends who were interested in learning more about psychology and wanted to gather their resources and compare notes. This led to the development of a platform where groups of people could come together to take advantage of open-source resources and an online space for discussion to learn about a variety of topics. Dedicated to supporting open-source peer-driven learning, Peer-2-Peer embodies many of the principles of participatory culture. Participants can simply follow a course, participating in a low risk low effort way, and eventually become more involved by participating in courses actively, contributing to discussions, and eventually designing courses if they choose. While most of the courses to date focus on technical topics, courses of any topic can be suggested and indeed courses such as *Education and Politics in America* are available. This kind of resource can provide space for youth to work together to examine issues, to connect to others who care about the same issues they do, and to potentially educate others.

Challenges & Questions	What we don't now about using new media to build authentic civic learning environments.

As seen above, educators and designers have been thinking in increasingly creative ways about how to take advantage of some of the unique features of virtual worlds and the principles of gaming to make rich and engaging learning environments, with some evidence of positive impacts on learning of academic content.[108] There is also some evidence that playing video games with civic content and opportunities to develop civic skills (like helping other players) is at least correlated with civic and political attitudes and behaviors[109]. However, the causality of link between playing games with civic content or focus and civic and political engagement is not certain. The question of when a game is more "authentic" than a text book (e.g. places the learning into context that is more like the actual practice of civic engagement) is a challenging one.

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[106] See www.questatlantis.org
[107] Ito et al, id. FN 17
[108] S. Barab Et Al (2007) The Quest Atlantis Project: A Socially-Responsive Play Space For Learning. In B. E. Shelton & D, Wiley (Eds.), *The Educational Design And Use Of Simulation Computer Games*. Rotterdam, The Netherlands: Sense Publishers.
[109] Kahne, J., E. Middaugh and C. Evans (2008) 'The Civic Potential of Video Games', *An Occasional Paper of the John D. and Catherine T. MacArthur Foundation Digital Media and Learning Program*. Ferguson & Garza (2010). Call of (civic) duty: Action games and civic behavior in a large sample of youth. *Computers in Human Behavior, 27*, 770–77

Creating entertaining games that have realistic and accurate content can be difficult, and in some cases there is the risk of providing simplistic or misleading models of complex social problems. Indeed, dealing with real life constraints and negotiating risk in political action is very much part of the process of learning to be civically and politically engaged. In settings where the game is used as a tool embedded in a larger set of relationships and goals, youth can critically discuss how the game represents or differs from real life, what models of society they are gaining from the game, and whether the game is privileging certain solutions. However, this strategy take time and skill on the part of facilitators, as demonstrated in Squire's incorporation of Civilization as a tool for learning World History. There haven't been many direct assessments of the added value of games in programs for youth service and activism.

Another question for researchers and practitioners lies in best practices to ensure that youth will maintain a level of persistence required to seek out and learn new knowledge and skills, revise work, and provide helpful and constructive feedback. For example, if youth have a set of increasingly challenging missions to pursue *or* can simply do the easiest version of a bunch of missions, what conditions might encourage them take on the challenge? Also, how can the design of mediated spaces encourage youth to review each other's work and provide feedback?

Finally, as youth are increasingly spending time online, what happens online matters more for their quality of life and material conditions. This raises questions about what it means to meet "authentic" community needs. For example, if, as we know, 97% of US youth play video games, and as some suggest, hate speech is a persistent presence in networked gaming, do efforts to raise awareness about and address hate speech in gaming (as the GAMBIT hate speech project does) count as meeting an authentic community need? Our goal here isn't to provide an answer to this question, but to suggest that it is worth including online communities for consideration when youth think about what kinds of action are important and consequential for public life.

Of particular interest are questions such as:
1. To what extent do civic games or simulations of civic processes enhance or detract from youth understanding of civic and political issues? And motivation for consequential action?
2. What are particularly promising practices for engaging youth in productive collaboration and evaluation of each others' efforts to engage in civic and political action?
3. When is the maintenance of an online community addressing an authentic community need?

Principle 4: Youth civic development requires opportunities for youth to grapple with issues of what is just and what is fair.

One of the reasons for encouraging youth civic engagement is a belief that policies and institutions constructed by a broad and diverse public are more likely to be just and fair than those constructed by a small group of elites. The questions of how to participate in ways that promote a more just and representative democracy are not easily resolved, and people hold very different ideas about what just outcomes are and how to best achieve them. If youth are going to engage actively in civic and political life, these are questions they will necessarily grapple with themselves.

If decades of developmental theory are correct, youth in late adolescence and early adulthood have both the capability and motivation to think through these questions[110]. Indeed for many youth, late adolescence is a time when many youth increasingly engage in moral critiques of the institutions and norms that regulate public life.[111] These critiques may be rooted in abstract evaluations of the system that youth see enacted on the news compared to the ideal system they learn about in history or government class, or they may be rooted in experiences of being poorly served or discriminated against by government run institutions. Either way, efforts encourage civic and political participation without providing opportunities for youth to raise concerns or critiques about the system may fall flat for many.

Perhaps even more importantly, a concern for justice and fairness can be a powerful motivator for engaging in and staying engaged in civic and political life. Whether someone is acting out of concern that they are being taxed fairly, that a law is discriminatory or morally objectionable, that vulnerable members of society are not being taken care of, or that their group is being served poorly by government institutions, these are all motivations for participation that are tied closely to beliefs about the justice or fairness of the government. However, for many young people, the connections between issues they may find deeply compelling and the actual nuts and bolts of civic and political life are not obvious.

It is worth noting that this process can take many different forms, and may play out differently for youth in different settings or who identify with differing racial or socio-economic groups. For some youth, grappling with issues of justice and fairness may be relatively abstract ideals they use to evaluate policy as a whole. For others, it may be a process of working to identify inequality, privilege, or oppression that is tightly linked to their ethnic or class identity. For still others, it may be working from a point of experiences of social isolation or exclusion to imagining what a more inclusive or caring community might look like.

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[110] The idea of adolescence as a time of new capacity for and interest in questioning social arrangements and evaluating social institutions is a repeating theme in many traditions of developmental theory. Most relevant to this discussion is Erikson, id. FN 12 and Youniss & Yates, id. FN 7.

[111] E. Turiel (2002). The Culture of Morality. Cambridge University Press; Nucci, id. FN 11.

Principle in Practice	How service learning and YLO provide opportunities for youth to grapple with questions of justice and fairness.

In YLO, engaging youth with questions of justice and fairness is framed through the lens of raising political consciousness. Those who work with youth to organize themselves for greater political power recognize that not all youth have the same experiences of civic and political life. In the most extreme comparison, some youth are transitioning into adulthood in a world where their participation will be welcome (eventually), their ideas listened to, and where it is relatively easy to find their point of view represented by current political powers while others are entering a world where they are treated as problems to be solved, voices to be silenced, and where the political representatives seem completely unrelated to their daily concerns and struggles. Youth involved in YLO are frequently likely to have experiences that fit in the latter category. As a result, within YLO, grappling with questions of justice and fairness means raising critical political consciousness about this inequality of experience, questioning the structures that allow these inequities to persist, working to build positive narratives of youth both for themselves and the public, and engaging in action that challenges existing power structures.

Within service learning, this question is a bit more complicated, and is the subject of some debate. Service learning, borne out of the two traditions—experiential education and community service—has always varied in the extent to which its practitioners and theorists advocate discussions of justice and fairness. Those who study or practice service learning for civic and political purposes have suggested that it is of benefit to have youth analyze and reflect on the structural conditions and social forces that allow the issues they are working to address to persist[112]. This kind of analysis, ideally, will lead youth of varying backgrounds to think about issues of political representation, distribution of resources, and equity of outcomes. Going a step further, some suggest the importance of analyzing how the service experience either reinforces or disrupts inequality at the personal and interactive level. For example, some suggest a "critical service learning" approach in which youth attend to the power dynamic in the relationships between students who are engaging in service and the communities they are working with as well as the power dynamic in the relationships between students and their peers and teachers in the service learning experience[113]. Conner reinforces this suggestion by suggesting strategies for changing the power balance and building reciprocity when youth are engaged in service in communities that differ from their own, including having the community members evaluate the service providers[114].

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[112] See Westheimer and Kahne id. FN 29.

[113] Mitchell, id. FN 31; *Mitchell, T. & Donahue, D. (2009).* ''I do more service in this class than i ever do at my site'' Paying Attention to the Reflections of Students of Color in Service-Learning. In J. Strait & M. Lima Ed.s *The Future Of Service-Learning: New Solutions for Sustaining and Improving Practice.*

[114] Conner, J. (2010). Building the reciprocal relationship: How students in an affluent private university and low-income public high school become partners in service and learning. *Information for Action: A Journal for Research on Service-Learning for Children and Youth* - Volume 3, Number 2

How new media may support youth in thinking about issues of justice and fairness.

While discussions of structural inequality that arise in YLO as well as in justice-oriented or critical service learning are less prevalent in New Media scholarship, questions of access and ownership are very central and, in many ways, have implications for the potential of new media to increase or exacerbate equity of access. Scholars point to the ways in which new media can open up channels of information, thus reducing the power of elite gate-keepers in shaping public discourse. For example, Jenkins and Thorburn suggest "the current diversification of communication channels…is politically important because it expands the range of voices that can be heard in a national debate, ensuring that no one voice can speak with unquestioned authority." Networked computing operates according to principles fundamentally different from those of broadcast media: access, participation, reciprocity, and many-to-many rather than one-to-many communication."[115] Furthermore, as Earl & Schussman note, internet tools can reduce the cost of certain forms of organizing and communication (e.g. petitions) thus making it more cost effective and accessible to engage in certain forms of participation[116].

Additionally, we see through the work of various youth media programs the ways in which new media tools are particularly useful for youth to frame narratives of both their own identities as well as political narratives (via digital production and digital story telling) and for cultural critique (via re-mixing and commenting on existing cultural and political products).

Digital Production as a Tool for Reframing Narratives

Youth Media programs provide youth with access and training to use new media for a variety of purposes, but frequently, youth are encouraged to use these tools to tell their stories and shape media, often with important implications for framing their relationship to the community. For example, the Youth Uprising Center's MultiMedia Program provides a space where youth from East Oakland, CA—where the dominant public narrative is one of violence, corruption, poverty, poor education, unemployment—learn to use tools of photography, video, graphic design, and music to create counter narratives about themselves and their community. Youth not only find their public in the physical space, but they reach out to the public with these counter-narratives through events, physical media, social network presence, including a dedicated channel on YouTube.

Digital Production, Circulation, and Remix as Tools for Critical Analysis

The combination of mobile phones and social network sites have made it increasingly possible for youth in a wide array of settings to use picture and video to draw attention to or express their views about any number of topics. While this may, more often than not, relate to views on a TV show, piece of music, or pop culture, there are many examples that touch on issues of justice or

[115] Jenkins, H., & Thorburn, D. (2003). Introduction: The digital revolution, the informed citizen, and the culture of democracy. In H. Jenkins & D. Thorburn (Eds.), Democracy and new media (pp. 1n17). Cambridge, MA: MIT Press, p. 2

[116] J. Earl and A. Schussman. Contesting Cultural Control: Youth Culture and Online Petitioning.

fairness in public life as well. Uploading video or pictures documenting problems in one's community (police brutality), posting clips from TV shows with titles that draw attention to racism or homophobia perceived in the clip, or posting links to videos related to issues of social justice on social network site are all ways of using new media to provoke discussion of issues of justice and fairness.

In an example of production, youth organizers with the Philadelphia Student Union model social analysis and critical commentary in their blog, and use their website to stream music that articulates their experiences of inequality. LA teacher, researcher, and blogger Antero Garcia turned a relatively routine lesson in which he assigned youth to re-tell a scene from Shakespeare into a lesson in critical analysis by putting the assignment in conversation with other youth productions. As described in his blog (http://www.theamericancrawl.com/?p=660), when students viewed depictions of "Ghetto Shakespeare" created by suburban youth, their own production retelling Shakespeare took on greater social meaning and the posting of an alternative version within a socially networked space becomes an act of engaging in dialogue about social and political issues.

Internet Regulation Issues as Issues of Justice and Fairness

As youth spend more time online, the rules, regulations, and experiences associated with being online are becoming issues of public concern. One change that youth civic education may need to take into account is that the issues that concern the regulation of the internet are becoming issues of justice and fairness. For example, the UN recently declared internet access as a human right, rendering the Philadelphia Student Union's move to launch the Young People's Computer Center all the more timely and relevant.

Indeed as the internet and new media tools are becoming critical tools for economic and social life, the issue of net neutrality is moving from the domain of internet innovators to being an issue of concern for the public more broadly. Control and ownership of infrastructure has important implications for who has access to these increasingly important tools of public engagement. For organizations who are working to amplify the voices of marginalized or under-represented groups like colorofchange.org working to preserve net neutrality is an important sphere of civic and political action (for a discussion of the issue, see "Race, Immigration, and Net Neutrality").

Similarly, copyright and content control are becoming issues of public concern as well. The laws surrounding content control today may seem like little more than corporate concerns of piracy relegated to issues of Napster-like peer-to-peer downloading. However, within the participatory media opportunities afforded by tools like YouTube and myriad audio, video, text and image-editing programs, current copyright laws may suppress the practices and cultural norms of youth. Additionally, Lawrence Lessig - chair of the Creative Commons project - argues that the laws of copyright are no longer enforcing their original intent; "the law's role is less and less to support creativity, and more and more to protect certain industries against competition" (19). Youth today may want to engage in action research that focuses on ways that copyright implementation today limits what Lessig calls "free culture," which he defines as one that "supports and protects creators and innovators" (xiv).

Those working with youth to think about equity of access may indeed want to consider how the internet functions as a context for issues of justice and fairness.

<table>
<tr><td>**Challenges &
Questions**</td><td>What we don't know about the potential for new media to support youth in thinking through issues of justice and fairness.</td></tr>
</table>

This section is, noticeably, shorter and lighter on examples than the other principles. While civic developmental theory and civic education are very clear about the centrality of this principle to their practice, the promises or challenges of new media for supporting this kind of exploration have not been well articulated. Increasing attention has been paid to the ways in which options around anonymity, privacy, and authorship create new ethical challenges for youth[117]. As rules and laws begin to emerge to regulate both access to and behavior on the internet, then the questions of how practitioners integrate this into the work of engaging youth with issues of justice and fairness become more important. However, there is relatively little information as to whether and how this is being integrated into the practices of civic education, and if so, what the challenges may be.

Additionally, there is a clear emphasis in youth media programming on supporting youth in critical analysis of media and questioning the role of media in framing and drawing attention to social justice issues. This sort of process necessarily draws attention to thinking through issues of justice and fairness (who gets attention, whose version of a story gets told, etc.)

However, there are simply fewer examples and theoretical articulations of how new media supports or challenges this aspect of civic development.

Thus the challenge for researchers and practitioners are:
1. To what extent do youth programs identify online spaces as important contexts where issues of justice and fairness play out? Do youth find these issues to be relatable and compelling?
2. What new media practices do civic engagement programs integrate to support youth in discovering and grappling with issues of justice and fairness? What challenges emerge?
3. Are efforts to provoke discussions of social justice issues online (for example through posting or remixing on YouTube) productive? Or is this simply a less rich, less interactive form of exchange?

IV. Implications for Research, Policy, and Practice

As we have seen throughout this review, there are numerous examples that the affordances of new media tools and practices can further the goals service learning and youth-led organizing to support youth engagement in public life. What this paper has sought to do is to move beyond

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[117] C. James et al (2008). Young People, Ethics, and the New Digital Media: A Synthesis from the Good Play Project. http://pzweb.harvard.edu/ebookstore/pdfs/goodwork54.pdf

focusing on whether new media or web 2.0 tools are incorporated into civic education and to focus on which practices and tools are incorporated and how.

The current landscape of research and reflective practice provides some guidance as to where to focus attention and which questions might be most pressing for research. It also provides some rationale that this is an area worthy of greater attention. However, it is also clear that there are currently more questions than answers about what best practice might look like in this respect.

In thinking through what kinds of public policy support might lead to more effective use of new media in service learning and youth-led organizing, it seems premature to advocate for support for a particular set of practices. Rather, we recommend at this stage, support for generating a knowledge base about how digital media is being used in service learning and youth-led organizing and which practices are effective for supporting the goals of youth civic development.

Clearinghouse for promising practices

In generating examples of new media use to extend or support promising practices, we relied heavily on our professional networks. While there are some very interesting and useful examples, they were time consuming to find. A clearinghouse where practitioners and researchers could submit their work would not only provide a resource for those who are working with youth, but would create a more comprehensive portrait of how new media is currently being integrated in to service learning and youth-led organizing. Current clearinghouse destinations—such as the National Service Learning Clearinghouse—might invest in special calls for work that integrates new media and spotlight on new media practices. The need for clearing house or centralized information appears to particularly urgent in the area of youth-led organizing, where centralized information is somewhat hard to come by. Given that this is an area of civic education that is most likely to reach youth who are in school settings with fewer civic learning opportunities or who may be alienated from schooling, it seems critical to provide a space for such efforts to share information and improve their practice.

Design Experiments

Much of what has been currently learned about new media and learning has emerged from design experiments, which are particularly useful for looking closely at the relationship between specific practices within a curricular effort and the impact on learning. Relatively little of this literature focuses on civic learning outcomes. We suggest a focus here on two promising areas where the energy in the field of digital media and learning and applicability to civic learning are particularly strong—studies of games and assessment and badges.

Badges are an increasingly popular approach to articulating and documenting the learning that occurs when youth are engaged in new media. The Mozilla Foundation has recently launched a large-scale initiative to support the development of badges as an educational and assessment tool. http://openbadges.org/ Funding for projects that work use badging to articulate civic learning goals and examine their impact on both educational practice and on youth learning outcomes would provide an important insight into how new media practices might be used to support civic development.

In the area of gaming and learning, designers have made considerable progress in articulating how games may be powerful alternative platforms for learning. Considerable energy has gone into the development of a variety of serious games, many of which have a focus on social issues and civic and political action. However, there is relatively little research that documents civic development outcomes of these games, their use in formal and informal settings, or whether and how they might be integrated into experiential learning environments.

On the policy side, advocates for innovation in civic education may want to focus attention on productive areas where they can encourage the federal government to fund design experiments with civic outcomes and rigorous research methods. For at least a decade, the three pillars of federal funding for civics have been the Education for Democracy Act, which almost exclusively funded the Center for Civic Education; Learn & Serve America, which substantially funded state departments of education as well as some schools and nonprofits, and the Teaching American History grants. None of these funding streams was designed to support innovations that used new media. Six grants made by Learn & Serve America in 2008 for social media in higher education represented a small exception. Meanwhile, the US Department of Education's Institute for Education Sciences has been able to identify only two grants made for research on civic interventions[118]. All three major pillars of federal funding were canceled during the spring 2011 budget negotiations, leaving no government funding for civics at the national level. This lack of support is unacceptable. However, the changes within the reauthorization of the Elementary and Secondary Education Act, currently under debate, suggest the government has an opportunity to create new RFPs focused on innovation and evaluation that are more open to experiments with new media.

Articulation of the relationship between new media, civic education, and the common core standards.

For those who are invested in youth civic development, there is a concern that if schools do not provide civic learning opportunities, then youth who are not motivated to seek out informal opportunities or do not happen to be in friendship networks that lead them into civic and political engagement will be excluded from such experiences altogether. However, making space for civics in public education, which has seen an increasing focus on "the basics" of math and literacy for the last 10 years, can be challenging. Educators and parents have grown increasingly concerned about the narrowing of the school curriculum to focus on basic skills to the exclusion of science, social studies, the arts, and physical education. As most educators know, these subjects not only incorporate use of the basic skills of literacy and math, but also extend them and provide a context for their application.

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[118] IES SBIR 2007 Project to Community Knowledgebase. Title: Youth Map and Legislative Aide. Project Abstract: http://ies.ed.gov/ncer/projects/grant.asp?ProgID=20&grantid=529&InvID=424
Project Website: http://ckbsoftware.com/2009/04/what-it-is/; IES Education Technology Research Grant to the University of Connecticut Title: Global ED 2. Project Abstract: http://ies.ed.gov/ncer/projects/grant.asp?ProgID=10&grantid=665&InvID=544 Project Website: http://www.globaled.uconn.edu/

With the increasingly popular adoption of the common core standards, advocates of civic education and digital media and learning have an opportunity to articulate the value of these approaches and make room for creative and engaging practices in public schools and in the professional development of teachers. However, this articulation has not happened yet. One potentially powerful approach to advocating for more civic learning opportunities through new media might be through the documentation and dissemination examples of programs and curricula that integrate a focus on service and activism and new media with a description of how they support the common core standards.

Use of new media innovations in assessment.

Similarly, as new forms of assessment are under way to respond to changes in the common core standards, civic educators may want to focus their attention towards experimenting with games, simulations, badges, and portfolios as alternatives to paper-and-pencil tests as assessments of civic skills. Instead of being a late and marginal arrival at the high-stakes testing table, civics should be a leader in the development of entirely new assessments that capture students' interactions, higher-order thinking, and problem-solving skills without sacrificing validity and reliability.

Professional Development

Both in education and in community organizing, there are many experienced teachers and mentors who have thought extensively about how to best motivate and support young people to learn the knowledge and skills needed for effective civic and political engagement. With the rapidly changing tools and practices of new media, however, they have had less time to spend on thinking about how to best use these tools and how they may fit into their practice. Much of the work of identifying best practices requires curriculum and program development, innovation and experimentation of teachers and mentors who are on the ground and working with youth. As educators become more comfortable with the tools and practices of new media, we would expect to see a diverse range of applications.

Building Bridges—Convenings on sub-topics to better understand the potential of new media for civic engagement

This Working Group brought together a great group of scholars and practitioners and considerable progress was made to articulate a more developed vision of what it means to incorporate new media tools and practices into civic education. However, there were several areas where questions emerged and additional conversations seemed like they would help enhance our understanding of how to best use new media to support youth civic and political engagement. For example, the conversation that informed this white paper ranged through a broad array of new media tools and practices. For those interested in the civic potential of gaming, a much more detailed conversation with game designers, teachers who use games in the educational practice, assessment specialists, and civic educators may result in a better specified vision of how to best use games for the promotion of civic learning goals. Additionally, there was a strong awareness in the group that this review and effort was very much grounded in the

US context. There is potentially much to learn, however, from efforts in other countries who may have exciting examples or challenges to our thinking about what it means to engage youth in civic and political activity.

Attention to School and District Policies For Internet and Technology Access
Regulation of technology within the school district is a major factor in the likely success of any given innovation. A recent CommunityPlanIt exercise in the Boston Public Schools (authorized by BPS) ran into obstacles when the system blocked YouTube and then Vimeo. A system developed by OneVille (http://www.hellosilo.com/ov/index.php?title=Main_Page) to support teachers and students texting each other (in helpful and controlled ways) would be illegal in many systems that have adopted blanket bans on texting. Admitting new media into schools does raise genuine issues; developing appropriate policies will be difficult. COPA, FERPA, and other federal laws apply. However, as new media becomes a more and more important aspect of public instruction, review and reconsideration of policies with an eye to making appropriate uses of new media possible within their schools should become a regular district practice.

V. Resource List

To learn more about Service Learning
- National Youth Leadership Council http://www.nylc.org/
- Corporation for National and Community Service http://www.nationalservice.gov/
- National Service learning Clearing House http://www.servicelearning.org/

To learn more about Youth-Led Organizing and Community Organizing
- InnerCity Struggle www.innercitystruggle.org
- Philadelphia Student Union www.phillystudentunion.org
- Alliance for Educational Justice http://www.allianceforeducationaljustice.org/
- Movement Strategy Center http://www.movementstrategy.org/
- Funders Collaborative on Youth Organizing http://www.fcyo.org/

To learn more about Youth Voice and Youth Leadership
- The FreeChild Project *http://www.freechild.org/servicelearning.htm*
- Youth on Board http://www.youthonboard.org/site/c.ihLUJ7PLKsG/b.2039165/k.BE6D/Home.htm
- What Kids Can Do www.whatkidscando.org

To Learn More about Digital Media and Learning
- Digital Media and Learning Central www.dmlcentral.net
- Humanities, Arts, Science and Technology Advanced Collaboratory http://hastac.org/
- Games for Change http://www.gamesforchange.org/
- Global Kids Online Leadership Program www.globalkids.org