

Polar Literacy: A Model for Youth Engagement and Learning



POLAR LITERACY



Materials for Data to the Rescue:
Penguins Need Our Help.



Materials for Polar Puzzles.

Products & Activities

- Early career polar researcher professional development
- OST Educator professional development
- Polar Literacy and Polar Scientist Videos
- Ohio 4-H Project Book Exploring Polar Science
- Data to the Rescue: Penguins Need our Help! Program
- Arctic Mystery & Polar Puzzles kits

Focus on Data Skills

in Informal STEM Learning



A Data Jam is a creative interpretation of data.

PL programs culminate in a Data Jam experience for youth.

Youth examples from Data to the Rescue (top) and Arctic Mystery (bottom).



Lessons Learned

Incorporating Data into Informal Learning

- Data curation is a crucial and time consuming task situated around a narrative/storyline/theme
- Incorporation of arts educators and professionals improves engagement and quality of OST programming
- CODAP is a promising tool for data manipulation in informal learning settings

Improving Understanding of Polar Literacy and Connection to Polar Science

- Youth valued connection with polar researchers
- Polar researchers found experience to be meaningful
- Narrative frame allows youth to find relevance (examples of frames include solve a mystery, help the penguins)

Impact of Delivery Mode

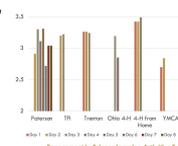
- Integration with social-emotional learning
- Technological challenges and opportunities influenced by the pandemic
- Providing physical materials was helpful in all cases and essential in some cases
- Narrowing the scope was necessary

2021 Pilot Implementation Data

Program Description	Number of participants	# of days attended Mean (Median) of Max	Grade Range
Paterson Charter School Mystery Kit 2	11	7.2 (7.00) of 9	6th – 8th
The Franklin Institute Mystery Kit 2	15	3.73 (4.00) of 4	9th
Trenton STEM Ambassadors for Kids V2	31	3.21 (4.00) of 4	8 th -9 th
Ohio 4-H – HFF Mystery Kit 2	13	2.5 (3.00) of 5	5th – 8th
4-H from Home Mystery Kit 2	32	3.11 (3.00) of 4	6th – 8th
YMCA Canal Winchester Mystery Kit 2	22	1.45 (1.00) of 2	6th – 8th

OVERALL STRONG SELF-REPORTED ENGAGEMENT

- Students reported on what they liked best including:
 - solving puzzles
 - making connections about their feelings
 - making rubber
 - Experimenting with slime and learning about glaciers

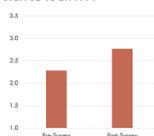


"I secretly don't like science but today I do!" Paterson Charter School

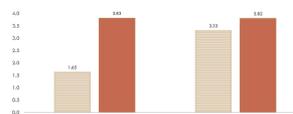
"I liked being able to tie things on our own and have creative freedom over our projects." The Franklin Institute

GAINS IN SELF-REPORTED SCIENCE IDENTITY

- Gains were statistically significant for the four item survey overall, (t(34) = 2.28, p < .05)
- and, as shown in the figure, strongest for the item that reads: "I am similar to a professional scientist." (t(34) = 2.62, p < .001) (effect size = .53).



GAINS IN FASCINATION AMONG LESS STEM-ORIENTED YOUTH



[Polar Literacy Website](#)



[Polar Videos](#)



[4-H Project Book](#)

Project Contacts:

- Janice McDonnell • mcdonnel@marine.rutgers.edu
Jason Cervenecc • cervenecc.1@osu.edu

What Is Next?

We continue to test implementations, refine materials, and prepare publications. Join us! We are still looking for sites to use test materials and hope to offer professional development for educators soon.