

Youth's Interest-Driven Learning and Information Seeking during COVID-19

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ABSTRACT

Interest can be an important motivator that helps youth be resilient for their learning. Youth can participate in interest-driven learning and information seeking activities across libraries, makerspaces, museums, schools, and home. However, COVID-19, as well as state regulations to prevent its spread (e.g., online classes for K-12 schools, limited services for informal educational environments), may have influenced youths' interest development and their ways of information seeking and learning. In the unique situations with COVID-19, some youths may have lost their interests in some areas or cultivated creative ways to pursue their interests. Adopting the situative perspective to conceptualize theories of interest and learning, this qualitative research proposal aims to investigate (a) if and how COVID-19 changes youths' existing interests and/or brings new interest, (b) what challenges youths experience when pursuing their interest during the pandemic, (c) how youths find and create new ways to pursue their interests in unique situations with the pandemic. For a collective case study, 7 youths from diverse cultural backgrounds were recruited. Remote interviews through Zoom are being conducted 3-4 times for each participant to gather narratives and information about changes in their interest-driven learning and information seeking activities amid the pandemic. Interviews will be video recorded, transcribed, and then analyzed through narrative analysis and thematic analysis. This study will deepen the understanding of interest-driven learning and information seeking and resilience in relation to the unique situations and regulations with COVID-19.

ALISE RESEARCH TAXONOMY TOPICS

pedagogy; information seeking; online learning; education; community engagement.

AUTHOR KEYWORDS

digital youth; informal learning; interest development.