Annotated Bibliography

Answer the following questions below for each of the 10 sources of evidence you gather.

Research Question: What strategies are used to improve youth engagement in at the Garden?

Review Paper 1: North Minneapolis: Connecting Youth and Community through Garden-based Experiential Learning

- Team member evaluation: TaKara
- Citation for the article: Rogers, M., Livstrom, I., Roiger, B., & Smith, A. (2019). Growing North Minneapolis: Connecting Youth and Community through Garden-based Experiential Learning. *HortTechnology*, *30*(1), 25–30. https://doi.org/10.21273/horttech04308-19
- 1-paragraph summary: This is a review article that focuses on the Northern region of Minneapolis. The University of Minnesota and Northern Minneapolis community partners have come together to create an experiential learning program for youth between the ages of 14 and 15. The youth visit various garden sites and are educated on food justice, food accessibility, food production systems, and horticulture science.
    - What information does this source contribute to your research question? This source contributes information about how experiential learning got students engaged within their community gardens.
    - How does the source relate to other sources in your bibliography? This source relates to the other sources with my bibliography because it addresses further education on urban agriculture and how youth can get involved.
    - What are the strengths and weaknesses of the source? The strength of this source is that it provides qualitative data from open-ended survey questions completed by youth participants. A weakness of this source is that it lacks information on the demographic of the participants. It vaguely states that the youth who participated were youth "who face barriers to employment". I would have loved to see more quantitative data that looked further into the demographic of the youth.
    - How does the source fit into your research topic? Why is it useful? This source fits into our research topic because it provides us with a strategy to help with youth engagement. Creating an experiential learning program for the youth could be a strong strategy for us to help with youth engagement at MOBOT.

Review Paper 2: Urban Agriculture as a tool for Horticulture Education and youth development

- Team member evaluation: Brandon
- Citation for the article: Rogers, M. A. (1970, January 1). *Urban Agriculture as a tool for Horticultural Education and youth development*. SpringerLink. https://link.springer.com/chapter/10.1007/978-3-319-67017-1_9
- 1-paragraph summary: This review was about youth gardens in schools and how the benefits of such should be spread to more schools, both underserved and beyond middle school grade level.

- What information does this source contribute to your research question? The information about youth gardens in schools and why they benefit from having them might give more insight into the mindset of engaging with youth. It's not easy to gather the needed resources for starting or managing a school garden, so there's bound to be helpful information for our cause.
- How does the source relate to other sources in your bibliography? This source is all about youth and organizing them in ways that promote school unity among other individual benefits.
- What are the strengths and weaknesses of the source? A majority of the article is about the student benefits and more about persuading schools to adopt this mindset. There won't be as much information pertaining to promoting unity in the school community. But there will be plenty of information about youth and how other schools have gotten their gardens to work since it's a review study.
- How does the source fit into your research topic? Why is it useful? This source is about integrating gardens into more schools to promote better environments for students but socially and emotionally. This can be very beneficial for our project since understanding youth and their needs can help us find ways to attract their attention.

Research Paper 1: <mark>"Sowing and Growing" Life Skills Through Garden-Based Learning to Reengage Disengaged Youth"</mark>

- Team member evaluation: TaKara
- Citation for the article: <mark>Truong, S., T. Gray, and K. Ward. ""Sowing and Growing" Life Skills Through Garden-Based Learning to Reengage Disengaged Youth". *LEARNing Landscapes*, Vol. 10, no. 1, Oct. 2016, pp. 361-85, doi:10.36510/learnland.v10i1.738.</mark>
- 1-paragraph summary: This research study investigates the partnership of the Royal Botanic Gardens and a few of their youth programs to showcase collaborative practices between educational contexts within communities and to encourage how community partnerships can help the younger generation.
- What information does this source contribute to your research question? This source contributes information about collaborative research, youth disengagement, and program frame working.
- How does the source relate to other sources in your bibliography? This source relates to the other sources within my bibliography because it addresses youth engagement in community gardens.
- What are the strengths and weaknesses of the source? The strength of this source is that it compares and provides useful program frame working that keeps students engaged. The weakness of this source is that it does not include any form of qualitative or quantitative data about how engaged the students that participated were.
- How does the source fit into your research topic? Why is it useful? This source fits into our research project because it directly addresses our topic of youth engagement.

Research Paper 2: <mark>Participatory Rural Appraisal as an Approach to Environmental Education in Urban Community Gardens</mark>

- Team member evaluation: TaKara
- Citation for the article: <mark>DOYLE, REBEKAH, and MARIANNE KRASNY. "Participatory Rural Appraisal as an Approach to Environmental Education in Urban Community Gardens."</mark> *Environmental Education Research*, vol. 9, no. 1, Feb. 2003, pp. 91–115, https://doi.org/10.1080/13504620303464.
- 1-paragraph summary: This study is based upon Cornell University Garden Mosaics youth program that utilizes research methods adapted by from the Participatory Rural Appraisal (PRA) to learn about ethnic gardening practices in urban gardens.
- What information does this source contribute to your research question? This source contributes information about how the youth use (PRA) research methods to get engaged in community gardens.
- How does the source relate to other sources in your bibliography? This source relates to other sources within our bibliography because it addresses a youth engagement in community gardens.
- What are the strengths and weaknesses of the source? The strength of this source is that it provides specific information about the (PRA) activities done by students. The weakness is that it doesn't explain the challenges the educators had in facilitating hands on activities.
- How does the source fit into your research topic? Why is it useful? This source fits into our research topic because it provides us with a strategy to help with youth engagement through (PRA) research methodology.

Research Paper 3: <mark>Demystifying Science Teachers' Epistemic Belief on Chemical Concepts: Students' Engagement in the School Garden</mark>

- Team member evaluation: TaKara
- Citation for the article: <mark>Kamal, P. A. (2019). Demystifying science teachers' epistemic belief on chemical concepts: Students' engagement in the school garden. *Pedagogical Research, 4*(4) doi:https://doi.org/10.29333/pr/5943</mark>
- 1-paragraph summary: This study in Nepal takes learning chemistry out the classroom and into the school garden to teach students about epistemology and chemical concepts.
- What information does this source contribute to your research question? This source provides information on how to engage students within their school environment and chemistry courses in relation to gardening.
- How does the source relate to other sources in your bibliography? This source relates to other sources within our bibliography because it addresses a youth engagement in gardens.
- What are the strengths and weaknesses of the source? The strength of this source is that it provides the specific school gardening practices and the practices of scientific concepts

- How does the source fit into your research topic? Why is it useful? This source fits into our research topic because it provides us with a strategy to help with youth engagement through school course curriculum.

Research Paper 4: <mark>The Many Faces, Features and Outcomes of Youth Engagement</mark>

- Team member evaluation: Brandon
- Citation for the article: <mark>Saito, R. N., & Sullivan, T. K. (2011, September 1). *The many faces, features and outcomes of youth engagement*. Journal of Youth Development.</mark> <mark>https://jyd.pitt.edu/ojs/jyd/article/view/178</mark>
- 1-paragraph summary: This study is designed to start categorizing levels of engagement for youth in hopes of promoting future research is more defined field. Using this method calls the rings of engagement, the document goes into depth of each ring and how this definition can help progress the research of youth engagement.
- What information does this source contribute to your research question? All of the greatest ways to accomplish a task require a clear understanding of how to complete that task and what it means. Whether this definition is used or a new one is founded, a definition to start from is still extremely useful.
- How does the source relate to other sources in your bibliography? This source is all about youth engagement. Most articles are in some way adjacent to our subject of youth engagement, but this one is directly involved in the subject. It's a study on defining youth engagement into clear levels.
- What are the strengths and weaknesses of the source? Though it will be important to define youth engagement into measurable and clear levels, this study does not offer anything in the ways of how to promote youth engagement. This study alone cannot give us all of the information we need.
- How does the source fit into your research topic? Why is it useful? Defining youth engagement may not be exactly the same as promoting youth engagement, but a definition is needed to promote. So having this article to help us define youth engagement, we can then go on to promote it in our research question.

Research Paper 5:

"Project green reach at Brooklyn Botanic Garden"

- Team member evaluation: Priscilla
- Citation for the article: Conlon, S. (2005, December). *Project green reach at Brooklyn Botanic Garden: A case study of the summer program*. TRACE. https://trace.tennessee.edu/utk_gradthes/1854/
- 1-paragraph summary: The study looked at Project Green Reach, a program at the Brooklyn Botanic Garden, which has been teaching kids about gardening and science since 1914. PGR involves K-8 students from local schools in fun, hands-on learning using both indoor and outdoor spaces. Overall, the study concluded that PGR has a positive impact on students, helping them appreciate gardening, science, and the Brooklyn Botanic Garden itself.

- What information does this source contribute to your research question? This is a good source to look at because it is a program that helped a botanical garden, which relates to what we are doing in CODES.
- How does the source relate to other sources in your bibliography? It talks about youth engagement in community.
- What are the strengths and weaknesses of the source? Strengths: Uses data, is an actual project at a garden. Weakness: is a summer program
- How does the source fit into your research topic? Why is it useful? Yes this could be very helpful for our team as it is very relevant to what we are promoting.

Research Paper 6:

Team member evaluation: Priscilla
- Citation for the article: *The Role of Youth Engagement in Positive Youth Development and Social Justice Youth Development for High-Risk, Marginalised Youth*, www.tandfonline.com/doi/full/10.1080/02673843.2015.1067893. Accessed 16 Sept. 2024.
- 1-paragraph summary: The article discusses the experiences of youth leaders and community partners involved in a long-term research project. It emphasizes that meaningful youth engagement, led by young people, is crucial for positive youth development and social justice youth development. Overall, the article shows that the involvement of youth leaders is essential for promoting both positive youth development and social justice.
- What information does this source contribute to your research question? They are focused on youth and partner engagement.
- How does the source relate to other sources in your bibliography? They relate by talking about youth and participation.
- What are the strengths and weaknesses of the source? Strengths: Includes diversity in their research, uses data. Weakness: Not a focus on community gardens
- How does the source fit into your research topic? Why is it useful? This source could be helpful as the data shows what helps and what does not help when including youth in community projects.

Science Communication Paper 1: Inclusive Spaces: Promoting Diversity and Inclusion in Community Gardens

- Team member evaluation: Brandon
- Citation for the article: Webb, Stephen. "Inclusive Spaces: Promoting Diversity and Inclusion in Community Gardens." *Medium*, Medium, 4 Aug. 2023, medium.com/@stephen-webb/inclusive-spaces-promoting-diversity-and-inclusion-in-community-gardens-

7816a5781849#:~:text=Promoting%20inclusion%20and%20representation%20of%20marginalized%20groups%20is%20key%20to.

- 1-paragraph summary: This article is about using community gardens as a medium to promote diversity and inclusion and ultimately bringing a community closer together. This article mentions the pros and cons of inclusive gardens while bringing in external studies and other tips.
- What information does this source contribute to your research question? This article might offer helpful information about how other communities band together using the given strategies and tips.
- How does the source relate to other sources in your bibliography? In some way, all of these sources mention promoting youth engagement. One of the prior steps to that is knowing how to foster an inclusive and diverse community that's united.
- What are the strengths and weaknesses of the source? Being a science article, there's no peer review so any information involved should be taken with a grain of salt at the potentiality to be incorrect. But nonetheless, the information is still welcome. There may be useful strategies that are mentioned that can be backed by other sources.
- How does the source fit into your research topic? Why is it useful? Though our research topic is all about youth and promoting engagement with the youth, there are still overlaps between youth engagement and community engagement. Knowing how to engage a community makes it easier to engage the youth of the community.

Science Communication Paper 2:

"Effective Youth Engagement"

- Team member evaluation: Priscilla
- Citation for the article: *Effective Youth Engagement | Cornell Garden-Based Learning*. (n.d.). https://gardening.cals.cornell.edu/lessons/program-tools/planning-organizing/effective-youth
- 1-paragraph summary: This article says kids should be involved in every part of the garden project, from planning to planting. When kids help design the garden, they feel more garden, they feel more excited and connected to it. Instead of adults doing everything for them, kids should work alongside adults, making decisions together.
  The document warns against "tokenism," which means making kids feel involved without really letting them help. For example, just having kids wear T-shirts or name the garden without any real say isn't enough. Instead, it encourages using tools like Dr. Roger Hart's Ladder of Participation to make sure kids have real opportunities to participate.

- What information does this source contribute to your research question? It gives us some valuable ideas for how we can get the youth involved with gardens.
- How does the source relate to other sources in your bibliography? It relates by having the youth be the main target for how we can get the community involved.

- What are the strengths and weaknesses of the source? Strengths: Looks at youth as partners. Give examples of how we can include children in the garden. Weaknesses: Could focus more on community
- How does the source fit into your research topic? Why is it useful? This source is useful as it gives us plenty of activities and how we can keep the youth engaged and encouraged throughout the process of our project.