

LABLEARNING

MEDIA BASED EMPOWERMENT FOR DISENGAGED YOUTH



THE LABLEARNING GUIDE COLLECTION



NR 17

Youth Voices from the media LABs

The LABlearning Guide Collection offers inspiration, tools and principles to establish empowermental media based learning facilities for disengaged youth.

The Guide Collection offers around 20 different guides, including the full collection of guide material. The media based learning initiatives are contributing to re-thinking learning and to the creation of 21st century learning opportunities for young people.

The LABlearning Guide Collection is synthesizing theory and practice from such approaches as media learning, game based learning, project based learning, entrepreneurial and community based learning. The Guide material emerges from extensive literature studies, the Intel Computer Clubhouse Network's 20 years of experience, as well as from LAB practice in Catalonia Spain, Holland, Italy and Denmark.

At the doorstep of 21st century learning



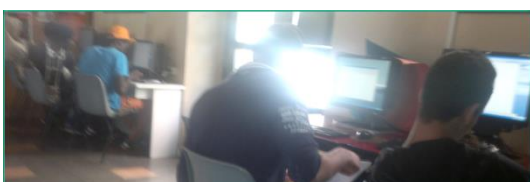
The LABlearning Guide Collection is produced by the Comenius LABlearning project 2011-13, funded by the European Commission. The material is openly available to all non-profit users. More information about the project and the partners on www.LABlearning.eu



Youth Voices from the media LABs

Besides doing formal evaluations from time to time it is most important and useful to capture the free and spontaneous voices of the young people along their project activities and to allow their direct and authentic words to be visible and valuable in the media LABs and among LAB stakeholders.

This small paper summarizes some of the voices.



Responsible for the texts

Jan Gejel
Stefano Kluzer
Luca Botturi

Responsible for final edition
Jan Gejel

Photos are from Catalan and Italian media labs

LABlearning official contact
Mireia Masgrau
mireiamasgrau@gmail.com

.
. .
. .

Here we present a few summaries of what the young people stated during the youth voice activities:



.
. .
. .

. . . USE OF MEDIA TOOLS

All the young people like and use the new technologies for various purposes: research, to be connected (chatting, calling, sending messages), watch videos, listening to music, etc. They use the computer at home to play games, edit photos with free programs, Facebook, YouTube.

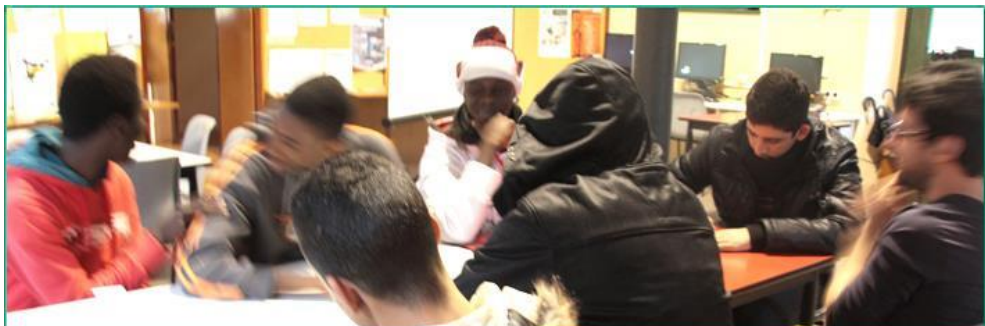
Inside the school ICT is very little used. Some subjects (programming, cad/cam design) foresee compulsorily the use of computers, but for the rest students hardly ever use these technologies. There are only a few exceptions, which are welcomed positively by the students.

They enjoy working with media, and they would like to go deeper and learn more than just the basic ICT things. They like participating in projects involving media. Some of the young people who have worked in media projects with the teachers at school (making movies and more) think that it was ok, but it became a bit boring in the end, like routine.

Most young people are not at all familiar with project and problem based learning with media. It is not obvious to most young people that the social media and the technology they use can be used for learning.

Most young people clearly separate what is happening in school and what they are doing after school - with media and technology and in general.

.
. .
. .



.
. .

. . . FORMAL EDUCATION

When talking about formal education, in general they do not like to attend classes.

Most of the young people, especially the “disengaged” ones, stated that they do not like the type of learning used at school. They prefer active learning activities to passive classroom listening.

They would like no subjects and learn more practically, like learning some trade, for example.

They would prefer a practical type of teaching (laboratories, workshop) instead of traditional lessons. Laboratories are scheduled in their study plans, but the hours used for these activities are very few. The positive things of the more practical learning methodology are the simplicity and the speed you learn at, the retention ability of information, a more relaxed and calm climate, the individual management of working time and the methodology (they can have their voices-opinions).

This type of learning occurs autonomously, and the teacher is available in case of need.

The the young people are free to move and they are not obliged to remain seated and listen to the lesson which is almost never interesting.

The young people have a negative opinion about their school. The main reason is that they have poor impressions of their teachers. Surprisingly, the poor impressions are linked to the fact that they consider the teachers unprepared in the subjects they would like to go deeper into.

Secondly they underline the relationship difficulties. Some teachers are strict and they do not succeed in creating a positive and stimulating dialogue with them.

The few teachers that do so succeed in reaching greater results from the students. These teachers succeed in creating a relationship which goes beyond the school environment.

According to the voice of the young people most of the teachers do not succeed in motivating them sufficiently.

Another problem they see and link with the low engagement of the teachers is connected to the fact that the time of the teaching is too dense and without breaks.

On the other hand another group of young people finds it hard to imagine other ways of learning - clearly linking learning to school, teacher and classroom.

This means that not only teachers and institutions are bound by traditional educational concepts, but also the young people, the students.

Especially disengaged youth has a strong need to do something, to learn, to be engaged, involved in something, to be busy, to share with their peers, to spend time working with them, to talk and work about their future plans....

They all have a strong need to be involved in things that can be useful to other people, because above all what they need is to feel, to know that they are part of the community, they are included in the society.

.
. .



. . . LEARNING ELSEWHERE AND LEARNING DIFFERENTLY

They have the impression that it's possible to acquire knowledge outside school: learning through experience.

Some of the students had the opportunity to work in real life and experienced the quantity of knowledge you can acquire and that can be learnt outside the school.

Young people learn through the exchange of ideas with friends, through information from television and internet (tablets, smartphones...).

Nevertheless, although everybody states that they can also learn a lot outside the school, the concept of learning remains for most of them linked to the school environment.

Only a few of them are aware of the informal and non-formal learning processes they take part in every day.

When asked about the way in which they feel more comfortable to work, almost all of them agree that the way they like is working in groups, avoiding the theoretical classes and lectures.

They would like to do more group work because they consider peers to be a help and that working with peers makes it easier to understand things.

The idea of being independent from the teacher is appreciated by all the young people and they all explain that they work and learn better on their own or in small groups.

Take a look at the Intel Computer Clubhouse Network impact studies to learn more about how disengaged youth reacts to media based learning laboratories:

www.computerclubhouse.org/content/our-impact-around-world

www.computerclubhouse.org/content/success-stories

www.LABlearning.eu, including youth voice videos and other forms of evidence...

The LABlearning consortium offers

Counselling on media laboratories for disengaged youth for national and European educational policy-makers

Collaboration on the establishment of media laboratories in formal and non-formal contexts for institutions and communities

Training in managing media laboratories for disengaged youth for teachers, mentors and youth workers

- .
- .
- .

The LABlearning consortium offers its services on non-profit basis and always links the media laboratories to 21st century learning.

21st century learning in action

·
·
·
·



LABLEARNING



MEDIA BASED EMPOWERMENT
FOR DISENGAGED YOUTH



Penja un vídeo ▾



Experience the direct voices of the young people on



With English subtitles

·
·
·
·
·
·
·
·
·
·

The 37 minutes video **Joves i Futur** is created, designed and produced by young people in Salt-Girona Catalonia participating in the EU LABlearning project. Their work is much appreciated, as are their open statements in the video.

The project wishes to thank both the youth teams and the mentors working with them!

The video, other videos and 20 different LABlearning Guides are openly available on

www.LABlearning.eu