

LABLEARNING

MEDIA BASED EMPOWERMENT FOR DISENGAGED YOUTH



THE LABLEARNING GUIDE COLLECTION



NR 5

Teaching and mentoring in media labs for disengaged youth - interactive tool

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.



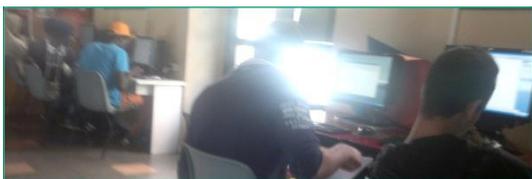
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Teaching and mentoring in media labs for disengaged youth

Teaching or rather mentoring in media laboratories for disengaged youth is very different from classroom teaching.

Teachers and mentors and youth workers need to acquire new skills and competences, and first of all new mentality, to face these challenges. The guide offers good advice on mentoring along with a tool for reflection.



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. . . Teaching and mentoring in media labs for disengaged youth

TEACHING IN THE LABS?

Why do we not use the word *teacher* in the media labs? Does it mean that no teaching is taking place? And if so, how are the young people learning?

In fact teaching or instruction might take place in the media labs, but the learning in the labs are not organized as teaching activities in the classroom. What we call teaching might take place in time-outs or in connection with certain needs in the learning process.

The media labs are organized in the form of projects, and the young learners are involved in all the phases of the projects: defining the mission, planning the needed team work, finding the proper resources and collaborators, distributing work tasks among the team members - and carrying out the project in its different phases.

The youth teams will eventually produce the final media outcomes and present it to the end-users or to the clients involved in the project.

Where is the “teacher” in all this”?



. MENTORING

The teacher is a mentor. The mentor is not providing knowledge, not trying to make the young learners listen, understand or remember. The mentor is basically supporting the learning process of the youth teams, giving advice, giving a push or an input when needed, using her professional experience to facilitate the many learning activities.

The mentor provides progression and fluency...

Thus the mentor works at the same level as the learners, offering contacts, ideas and networking - and linking the teams to other professionals needed in the different projects. The mentor is a senior learner.

This also means that the mentor is not alone. She will also be forming teams in support of the specific needs in the projects. Often she will collaborate with media designers, people from the community, end-users, and professionals from institutions or companies and perhaps with game designers or animators.

The general role of the mentor is to help coordinating these resources and activities and guide the youth teams through their projects - the *specific* role of the mentor is to reflect on the learning processes and to intervene when specific support or guidance is needed.



. MEDIA EXPERT?

Most teachers are not familiar with these roles. They are used to be in “control” of the learning processes; they are used to *organize* the learning processes. And most teachers are not comfortable with projects based on extensive use of all sorts of state of the art media.

It is of great importance that teachers involved in media labs are given time and space to train the new roles, to discuss their new roles with colleagues and inspirators - and to have time-outs for reflection during the media projects.

Many teachers are afraid to work in projects with advanced media. They feel unqualified to guide the youth teams.

Of course, the mentors should be interested in media, and they should learn about media tools and their potentials along with the youth teams, but the mentors are not expected to be media experts. The key role of the mentors is to support and guide the learning process, not to offer professional media support to the teams. Therefore the media labs must be populated by other professionals, such as media mentors, media designers, game designers, etc, and the mentors should collaborate closely with such resources, whether those resources are contracted, sponsored or volunteers.



. WHO'S LEARNING?

So, on one side the former teachers should learn to collaborate with youth teams and media professionals, and on the other side they should learn to involve the community in the projects. Community players might be end-users of the project, private enterprises or cultural institutions - or professionals needed in specific phases of the projects.

So, who's actually learning the media labs?

Everybody! The learning is no longer limited to messages from teacher to student, but is distributed among many different players and situations. The youth teams are at the centre of the learning and of the projects, but many other players might be deeply involved in the learning, including the mentors themselves.

So, in short, the mentor will find herself managing two new major roles: project coordination and team learning guide.

Once the former teacher has become familiar with these new roles, she will no doubt enjoy them... and learn a lot!



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. . . **Media lab reflections for teachers and mentors**

WHY?

Because the teachers’ reflections on what happens in the labs are among the most valuable resource in the media labs.

What you have in your head is extremely useful and valuable.

But if it stays in your heads it is not useful and valuable.

We need you to “materialize” your thoughts in such a way that we can share them, work with them and learn from them...

And to help increase the quality of the outcomes of the LABs...



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A REFLECTION TOOL

This small tool can help teachers and mentors in media labs to reflect on and “evaluate” what is happening in the LABs, including their own roles as teachers and mentors. The reflections should be shared among peers, and also among LAB youth!

<p><i>Guiding theme</i> REFLECTIONS ON DESIGN OF THE LAB WORK <i>How did you imagine the labs when you started to plan them?</i> <i>What did you need to reconsider or change during the activities and why?</i></p>
[Your text]
<i>New peer question</i>
[Your text]
<i>Summary</i>

<p><i>Guiding theme</i> REFLECTIONS ON THE NEEDS OF THE YOUNG PEOPLE <i>How did you reflect on the needs of the young people and how the new ways could meet these needs?</i> <i>Disappointments? Surprises? “Revelations”?</i></p>
[Your text]
<i>New peer question</i>
[Your text]
<i>Summary</i>

Guiding theme

REFLECTIONS ON THE USE OF MEDIA

What kind of media did you wish to use with the young people and why?

Why did you believe that these media tools would help you accomplish what you set out to do?

Did it work with these media tools? Did you change your directions? New media ideas?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

REFLECTIONS ON THE ORGANIZATION OF THE LAB ACTIVITIES

Why did you organize the concrete activities the way you did?

What were your reasons and ideas?

How did it turn out? Did it work? Did you change something along the way?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

REFLECTIONS ON YOUR LAB ROLES

How do you feel about your new “mentor roles”?

What were the most important challenges for you?

Did you change your roles along the way? Why?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

IMPACT REFLECTIONS - REACTIONS

What were the reactions of the young people to your suggestions? Why?

Did different young people react differently?

Did you need to overcome resistances? Which and why?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

IMPACT REFLECTIONS - MOTIVATION

Did you succeed in motivating the young people to take serious part in the activities? How did you do that? The role of the media?

Why was it possible or not possible to motivate the young people?

Can you identify “typical” groups of young people in need to be motivated differently?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

IMPACT REFLECTIONS - MENTALITY

Did you observe a different mentality among the young people, as a result of the new way of working? How did it appear to you? In what ways were different groups of young people engaged or dis-engaged?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

IMPACT REFLECTIONS - SUSTAINABILITY

Do you see the changed mentality as something temporary and superficial - or something more sustainable? What will it take to make the mentality more sustainable?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

IMPACT REFLECTIONS - WHAT WORKS?

What kind of media based work processes do you see as the most engaging and powerful? Why are these media based work processes so engaging and motivating for the young people?

Do you have visions for media work processes you are not able to practice at the moment?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

REFLECTIONS ON OBSTACLES - GENERAL

Why did some of your ideas not work?

What are the main obstacles to getting the young people deeply engaged?

Are there big differences between different groups of young people?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

REFLECTIONS ON OBSTACLES - YOU

Were some of the obstacles linked to your own professional or personal limitations?

What kind of professional problems do you feel you are struggling with when working in the labs? What could be done about that?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

REFLECTIONS ON OBSTACLES - THE SCHOOL SYSTEM

Did the traditional school system - with its norms, routines and rules - make it difficult for you to put your ideas into practice? In what ways?

What can we do about that?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

REFLECTIONS ON OBSTACLES - MEDIA

Would you like to be able to use other media tools than available to you?

How do you think such new media tools and work processes would make a difference to the young people?

[Your text]

New peer question

[Your text]

Summary

Guiding theme

SCENARIO 1

Can you describe a scenario in which young people were deeply engaged in the media projects? Details are welcome, if possible...

[Your text]

New peer question

[Your text]

Summary

Guiding theme

SCENARIO 2

Can you describe a scenario in which you did not succeed in getting the young people engaged? Details are welcome, if possible...

[Your text]

New peer question

[Your text]

Summary

Guiding theme

SCENARIO 3

Can you describe a scenario in which you were deeply surprised about the young people's engagement, motivation or accomplishments? Details are welcome, if possible...

[Your text]

New peer question

[Your text]

Summary

Guiding theme

WHAT CAN LABLEARNING DO?

*What could happen in the LABlearning project to help you overcome some of the obstacles? To make some of your ideas possible?
At local lab level, or at community level?*

[Your text]

New peer question

[Your text]

Summary



[Free reflections]
<i>Summary</i>

[Free reflections]
<i>Summary</i>

[Free reflections]
<i>Summary</i>

[Free reflections]
<i>Summary</i>



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Much more on www.LABlearning.eu

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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

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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

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LABLEARNING



MEDIA BASED EMPOWERMENT
FOR DISENGAGED YOUTH



Penja un video ▾



Experience the direct voices of the young people on



With English subtitles

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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