LABLEARNING

MEDIA BASED EMPOWERMENT FOR DISENGAGED YOUTH

LAB learning

THE LABLEARNING GUIDE COLLECTION

NR 9
Ways to 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.

www.LABlearning.eu

QUALITY
APPRECIATED BY
EUROPEAN YOUTH

NO MANUALS,
LOTS OF
INSPIRATION...

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
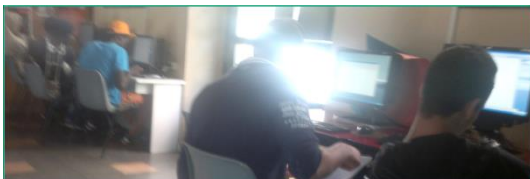www.LABlearning.eu

Ways to media labs for disengaged youth – interactive tool

This guide aims to offer some inspiration as to the many ways to establish LABlearning facilities for (exclusion threatened) youth – in formal as well as in non-formal settings.
The tool is interactive…
How does it fit with your ideas and mission?

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@gmal.com

.
.
.

. . . Facilities for media laboratory learning for disengaged youth

Setting up such youth facilities in non-formal settings – in a youth club or a community centre for example – might be complicated, but less complicated than in formal settings.

In non-formal contexts it is very much a matter of decision and financing, whereas in formal settings we will be facing the entire system of formal education: class organization, curricula, tests, time control, teacher practices, institutional routines, etc., etc.

We cannot change an educational institution or the institution's practice.

What we can do is to establish different forms of laboratory experiments integrated in formal, semi-formal or non-formal settings.

Such laboratories might vary considerably as to local situations, resources – and the will to make decisions.

So, what kind of formal, semi-formal and non-formal settings are possible?

Below we offer some examples – most of the practical solutions will probably seek to combine and mix these solutions. Or adapt them to local contexts.

What can easily be seen from the examples below is that media based learning can be extremely flexible and can be integrated in almost all forms of education and learning.

We will list some of the options going from *formal to non-formal*.
.
.
.

.
.
.

. . . Some ways to set up LABlearning facilities – interactive tool

.
. A CLASS AS MEDIA LABORATORY

The school can decide that a class, for example a new class, will be organized partly or in full according to LABlearning didactics and principle for a shorter period or for a year.

Describe how you could do this

⇒

.
. A CURRICULUM AS MEDIA LABORATORY

A certain subject for one or more classes or groups might be organized according to LABlearning didactics, for instance English, Information Technology, Communication or History.

Describe how you could do this

⇒

.
. A CROSS-SUBJECT CURRICULUM AS MEDIA LABORATORY

It can be decided that a class or a group will use LABlearning didactics and principles to learn about a cross-subject theme, such as climate change, in a shorter or longer period.

Describe how you could do this

⇒

.
. A CLASS PROJECT AS MEDIA LABORATORY

A class can work in a LABlearning setting on a special project within a curricula subject.

Describe how you could do this

⇒

.

. A PROJECT GROUP AS MEDIA LABORATORY

A group of learners can work in a LABlearning setting on a special project within a curricula subject.

Describe how you could do this

⇒

.

. A PROJECT GROUP AS MEDIA LABORATORY

Within a subject or within the curricula in general a special group of learners (perhaps at risk learners) are formed, and are challenged to work in LAB settings in parallel to the class.

Describe how you could do this

⇒

.

. A MEDIA LABORATORY FOR EDUCATION SUPPORT

Some institutions offer preparatory or support education for students who are not yet ready to enter a secondary or vocational study, and such support educations might be perfect for laboratory based learning.

Describe how you could do this

⇒

.

. AN INTERNATIONAL MEDIA LABORATORY

A class or a group of learners are challenged with working with a subject or a cross-subject theme by collaborating virtually with one or more schools in other countries. The project might include language learning and might be set up according to the LABlearning didactics.

Describe how you could do this

⇒

.

. A SEMI-FORMAL MEDIA LABORATORY WITHIN SCHOOL HOURS

In support of at risk learners, or to get drop-outs back into learning, the institution can establish in-school media lab facilities and invite groups of learners to work in these facilities in parallel to class education.

Describe how you could do this

⇒

.

. A SEMI-FORMAL MEDIA LABORATORY IN CONTINUATION OF SCHOOL HOURS

The institution might decide to open part of the building for after school media laboratories, especially for youth at risk. The activities in the media lab might be linked to the school work, but it does not have to be. Opening hours might be on work days from after school to 8 or 9 in the evening. Some institutions might even consider opening hours during the weekend.

Describe how you could do this

⇒

.

. A NON-FORMAL MEDIA LABORATORY IN THE INSTITUTION AFTER SCHOOL

The institution might decide to establish a genuine media lab in its premises – for young people attending the school, and for other young people in the community. This facility might be open in the evening and also in the weekend.
In extreme cases, an educational institution might decide to establish something like a Computer Clubhouse linked to but not controlled by the educational institution.

Describe how you could do this

⇒

.

. A NON-FORMAL MEDIA LABORATORY IN A COMMUNITY CENTRE

One of the strongest non-formal solutions is to establish a media lab as an integrated part of a community centre – or the use a media lab for young people as a catalyst for establishing a community centre!
The media lab will profit from being directly linked to the community – and several synergies between the activities in such a centre can be expected.

Describe how you could do this
⇒

.
. A NON-FORMAL MEDIA LABORATORY IN A MEDIA EDUCATION
A media education, such as a multimedia university, a media vocational college or a media based high school, might offer its premises to establish a media lab in support of the learning of youth at risk in the community.

In certain cases such an initiative might develop into a computer clubhouse facility.

Describe how you could do this
⇒

.
. A NON-FORMAL MEDIA LABORATORY IN A YOUTH CLUB FACILITY
Many communities have some kind of youth facilities or youth clubs. Such facilities might partly or in full be developed into a LABlearning facility, closely linked to the community.

Describe how you could do this
⇒

.
. A NON-FORMAL MEDIA LABORATORY IN A PRIVATE ORGANISATION
A strong private enterprise might offer to use its premises for establishing creative media laboratories for youth at risk and for young people in general.

Often this will be private companies with strong corporate social responsibility programs – or companies directly interested in youth and media.

Describe how you could do this
⇒

.
. A NON-FORMAL COMPUTER CLUBHOUSE
The high-end non-formal solution is, of course, to establish a genuine computer clubhouse in the community, supported by major stakeholders in the community.

Such a solution requires long-term planning and preparation, but in the long run it represents a very strong and sustainable solution.

Describe how you could do this

⇒

.

. SERIOUS GAMES INCUBATOR

Game educations or game companies might wish to establish an open game incubator inviting groups of for example disengaged youth to take part in the development, production and evaluation of digital games and gamification.

Describe how you could do this

⇒

.

.

.

Much more on www.LABlearning.eu

.

.

.

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

.
.
.
.
.
.

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