

LAB^{learning} principles

- for *workshop discussions*



LABlearning is a pragmatic mix of problem based learning, media based learning and collaborative learning principles, and... In this text we describe the basic principles of LABlearning in very few words. LABlearning is not about theoretical dogmatic, but about finding a variety of creative learning practices.



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[SET-UP]

LABlearning is not about classrooms and teaching. LABlearning is about establishing a laboratory of learning in which the learners take part in all processes, including defining the learning missions. The laboratory metaphor signals experimentation and exploration and trying out different pathways.

[PROBLEM BASED]

LABlearning includes learners' participation in defining and understanding the learning missions, as well as participation in the organisation of the learning activities. LABlearning sets out from a problem or a group of problems, from which the mission can be defined.

Learning based on problems and challenges, and not on the consumption of ready-made knowledge, aims to increase the *learning to learn* capacity and motivation of the learners.

[LEARNING AS PRODUCTION]

LABlearning is about a laboratory in which knowledge and competences can be produced, instead of being reproduced. The production of knowledge and competences encompasses both the mental and collaborative construction of knowledge from a variety of sources, as well as the production of digital and physical products.

[PRODUCING FOR OTHERS]

As far as possible, the learning productions should be made useful to other learners, or other people in the community.

The *producing for others* should not be reduced to simulations, but should as far as possible aim to circulate real and useful knowledge and competences in the community.

[OWN TALENTS AND ASPIRATIONS]

No matter the topics and contents of the learning, the learning should link to the learner's own talents and aspirations: to what the learner is good at, and to what the learner would like to be good at.

This includes technological talents, artistic talents or different forms of technical skills.

[COMMUNITY APPROACH]

LABlearning should open the doors to relevant resources in the community that might be included in the learning mission, or might benefit from the produced knowledge and competences.

[MEDIA AND TECHNOLOGY]

LABlearning should include all sorts of state of the art technologies to allow the learners to be creative and express themselves to the max, collaborate in virtual environments, to enhance the learner's mastery of media technologies, and to exploit the great learning potentials of interactive technologies, including media production and gaming.

[ATMOSPHERE]

LABlearning should not smell like "school", but should offer an open environment, based on mutual interests, trust and respect, in which the different players collaborately pursue their learning goals and help others reach theirs.

The supportive LABlearning environment should be accompanied by clear and strong challenges, demonstrating that learners and learning missions are taken very seriously.

LABlearning is supported by the European Commission, as the learning should not be evaluated as to what has happened in the learning process, but what the learner can do as a result of the learning: evaluation learning outcomes.

The LABlearning principles should function as statements to discuss and unfold in workshop settings, and should include debating scenarios of practice related to the different principles: how might this principle be practiced in real life learning settings?