

LABlearning Phase 1

Dialogue Report

1. Info about the meeting

- 1) Location, Date and Duration, Centro Sperimentale di design Poliarte, Ancona 19-03-2012
Duration: 1:09:28
- 2) Number of participants and general demographics (male/female; age; migration background?)
7 participants. 2 female and 5 male participants between the age of 20 and 32. One participant is from Brasil, while the others are Italian but from different regions.
- 3) Any general feature characterizing/qualifying the group (all from same school class; new/old members of a youth centre etc.)

The students attend “Centro Sperimentale di design - Poliarte” (Experimental design centre) of Ancona and they follow different studies (interior design, industrial design, graphic design). The students are part of different classes which have about 10 participants each.

- 4) Especially in the case of a school setting, key figures (or qualitative comments) about school attendance by meeting participants (how many regularly go to class or skip them; how many are low performers, are “repeating” a year etc.)

All students attend classes regularly. Some have previously abandoned University for a period of time, and then had working experiences and at the end decided to attend this school. Non of the participants have a full time job. It is important to note that the students pay a fee to attend the school.

- 5) Who/how many adults attended the meeting
A short description + some evaluation comments could also be added about how the dialogue developed: overall climate and attitudes of participants; any conflict/difficult moment; etc. etc. This would be useful for interpreting and contextualising the dialogue’s results.

Besides the participants 2 people from Training 2000’s staff participated in the focus group and 1 member of Poliarte’s staff also participated. The focus group ran in a very informal environment without particular problems or conflicts. All participants seemed to be at ease and contributed to the discussion although a difference was noticed between participants who were attending the school for more than one year and the participants who just started attending the school.

2. Adults’ accounts of key dialogue’s outcomes

The main content of the report should be what the adults perceived as the most interesting/relevant things said by the young people during the meeting.

We are NOT envisaging that “answers” are given to each individual question, but rather they should be given to the broader questions/topics that have been articulated and addressed during the dialogue. In order to enhance the structure of this report/account and to make the dialogues’ results more comparable across sites, we suggest that the report’s writer could follow the titles/topics of the guiding questions, by trying to answer to some closed options for each of them (high level answers) and then adding some qualitative/informative comments:

Q. 1 1-3: Perceived strength and weaknesses of the (current/recent past) school/education situation). Please summarize what is the prevailing student/young peoples’ opinion about their school and their student experience. *First select one of the following options and then provide a more qualitative description.*

- The opinions of most participants are negative
- The opinions of most participants are positive
- Some participants have a prevailing positive opinion and others a negative one
- Participants mostly have a mixed/balances opinion; they see both negative and positive aspects

Qualitative observations:

Almost all participants have a not so optimistic opinion of the school they are attending mainly because the subjects taught seem to be too general. According to the participants many subjects are taught but superficially without specific notions related to the envisaged qualification. Often lessons are carried out contemporarily for students attending different years. This does not allow specific training for the different sectorial studies (industrial, interior, graphic design) and according to the students different interests. In addition these subjects are taught without considering the students prior knowledge and background. The participants believe that very little practice is carried out in laboratories or in real situations.

Q. 4-7: What/how do you like to learn things + perceived personal strengths/abilities)

Please summarize what is the prevailing student/young peoples' opinion about their day-by-day learning experience at school. *First select one/more of the following options and then provide a more qualitative description.*

- Most participants enjoy the activities they do at school
- Most participants do not enjoy the activities they do at school
- Participants are divided on this aspect (some are positive, some negative)
- Participants mostly have a mixed/balanced opinion; they see both negative and positive aspects
- Most participants feel that they cannot do at school the things they like best or are good at
- Most participants feel that they can do at school the things they like best or are good at

Qualitative observations:

The didactic model consists of face to face lessons which allow the students to acquire basic notions on the subject. Subjects are then studied at home autonomously usually through a project to be presented at the end of the course. During the project lifetime teachers are available for any questions the students may have. The negative aspects are mainly the difficulty in having specific notions of some subjects and little time dedicated to practical subjects (labs). Quality/price ratio is an issue. Positive elements are the relationships with teachers and peers. All teachers come from the labour market and this allows them to face their subject in up-to-date way. The learning methodology which is most valued by the participants is the project work which gives the possibility to work on personal interests deciding on the timing and working methodologies. Students motivation depends on personal characteristics of teachers. Another positive element is the possibility to carry out stages in companies, this offers a direct contact with the labour market and more employment possibilities.

Q. 8-12: Current use and desired/potential use/knowledge of digital tools/media

Please summarize what is the prevailing student/young peoples' situation with regards to current and desired/potential use of digital tools/media. *First select one/or more of the following options and then provide a more qualitative description.*

- Most participants use computers, mobiles, internet etc. regularly
- Most participants do not use computers, mobiles, internet etc. regularly
- Participants are polarized between intensive and low ICT users
- Most participants usually use computers etc. only for recreational reasons with no specific purpose
- Most participants use computers etc. not only for recreational reasons, but also with a specific purpose: media creation (blog, video, ...) , art creation (music, graphic, ...) , computer programming ...
- Most participants are aware about the potential of computers, media and internet
- Most participants are not aware about the potential of computers, media and internet
- Participants are divided between high and low awareness of ICT potential
- Most participants would like to use and learn more about computer programs, video etc.
- Most participants would not like to use and learn more about computer programs, video etc.
- Participants are divided about more ICT use/learning (some very keen, others not interested)

Qualitative observations:

All students use computers and most of them have named softwares or programmes which they have learnt to use within the school. Some students before entering this school used computers seldomly. Some of the participants do not like social software and online tools for communication. *ICT are used by the students mainly to communicate, and to search for information or ideas online. Some participants have autonomously created a facebook group of their class which is used to exchange*

information and material. In general within the school only the software which is necessary for the single subjects is used. Within the school internet connection is a bit problematic.

Q. 13-15: Learning elsewhere & learning differently: does it happen, could it happen?

Please summarize what is the prevailing student/young peoples' opinion with regards to traditional class-based education and alternative approaches. *First select one/or more of the following options and then provide a more qualitative description.*

- Most participants think that they learn almost nothing outside the school
- Most participants think that they learn something outside the school
- Most participants think that they learn a lot outside the school
- Participants are divided about learning outside the school
- Participants have no idea about other ways of learning things
- Participants have a lot of ideas about other ways of learning things

Qualitative observations:

All participants claim that they learn very much outside school, mainly through the exchange with other people and media (traditional and web 2.0). Considering their age and experience they consider this normal.

Q. 16-22: Could this different perspective be brought into the school and how? Ideas, suggestions, desires

Please summarize what is the prevailing student/young peoples' opinion with regards to non traditional learning approaches, and the potential use of media.

Answers in this section are particularly difficult to summarize, except for the following three aspects. Please select one/or more of the following options and then provide a more qualitative description.

- Most participants are willing/interested to work more with computer, media etc.
- Most participants do not want to work more with computers, media etc.
- Participants are divided about working more with computers, media, etc.
- Most participants would like to use computers etc. also after school time
- Most participants would not like to use computers etc. also after school time
- Participants are divided about working more with computers etc. after school time
- Most participants would like to experiment learning without a teacher in school
- Most participants would not like to experiment learning without a teacher in school
- Participants are divided about experimenting learning without a teacher in school

Qualitative observations:

Most of the students would like to use more ICT in school activities mainly to receive more personalized information referred to school subjects and to video record the lessons.

Despite this the participants were not very proactive and interests in the use of ICT for education were not very high.

Q. 23-24: Leading to post-meeting documentation

- Most participants do not want to use media to express their point of views
- Most participants want also to use media to express their point of views
- Some participants express their point of views better with media than in a group dialog.

Qualitative observations:

3. Syntesis in English of young people's produced documentation

Please see video - youth voice 1 , Poliarte of Ancona.