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Training Scenario n° 1

Bridging informal and formal education through mobile images Integration of learners at a distance to formal education

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Age of participants, size of group, setting and duration

- College for vocational education and training;
- Two-day workshop prior to the beginning of the academic year;
- Presentation of results of the investigation of the college as a site for learning and link to the life-world of learners outside of the college through digital images;
- Team teaching with specialization on IT and mobile learning;
- Collaborative group work.

Didactic/learning focus and purpose of activity

The main purpose behind the workshop is the bridging of the gap of contexts for learning inside and outside of formal education and training through the integration of personal preferences and expertise. The focus group are learners at a distance to formal education.

The intention is to open up new perspectives for participants onto formal learning environments in order to help them bridge perceptual barriers and for formal education institutions to recognise the value of widened contexts for learning and the modes of representation used by learners in their everyday lives.

The workshop aims to develop an integration of key features of formal and informal learning contexts around an investigation with the mobile phone, work in the computer room, convergence with the internet by means of smartphones or PCs, as well as the representation of digital artefacts created and/or selected by learners. The main focus is on linking formal learning contexts with the personal experiences of learners through a mobile phone investigation. Participants take photos from personally relevant areas of a formal learning environment for presentation on a t-shirt and/or PowerPoint/Prezi presentation. The context of participants everyday life is connected to formal learning environments by means of photos which participants carry from home or from a social site on the web, in particular Facebook, into the formal learning environment. Participants require access to the internet. In part they take the photos or bring other images from their everyday lives into the formal learning environments in order to represent and visualise their preferences and expertise in everyday life.

Intended learning outcomes

Integration of young adults at a distance to formal education into formal learning contexts

- as a person who has a personal life and expertise outside of formal education: "Bring images from at home, also from social websites into the school and combine them with the images of the investigation of the college".
- by discovering and investigating the college: "Wander around the college and take photos which are interesting for the college or typical for you within the college".
- by recognizing the self-representation 'work' of participants and facilitators as playing a meaningful part of learning contexts; images from the investigation of the college as a site for learning on the t-shirt: me as a part of the learning institution; images from outside of the formal learning context: me at home, me and the/my media, me on Facebook.
- by summarizing the bundle of images and selecting personally relevant images through group work for presentation in public in front of the group through a portfolio as well as a personalised t-shirt.

Target Group: young adults at a distance to formal education (at-risk learners, NEETs)

Becoming familiar with one's own mobile phone / smartphone within a formal learning context

- as a device for learning for an investigation of the physical and social environment.

- making first experiences of reflection on being in the formal learning environment by using documentary images mobile portfolio.

Target Group: young adults at a distance to formal education (at-risk learners, NEETs)

Becoming familiar with a mobile portfolio.

The portfolio summarizes the facilitator's impression of participants' habits (target orientation, play, self-representation). The impressions are objectified by photos, in particular those taken by the facilitator during the investigation of the college by participants and from other events during the two days of the workshop. "Take photos which show participants working, playing and presenting themselves". Finally and in parallel to the work of the participants, summarize images for the final presentation on Prezi/PowerPoint add explanatory keywords. During the presentation session the facilitator presents their portfolio.

Target Group: facilitators and participants

Type and number of phones used incl. apps; mode of data transmission

Participants and facilitators use their own mobile phones/smartphones. No apps are necessary for the workshop although they can be used for putting together presentations etc. Data transmission takes place via bluetooth, cable and/or WIFI. No data plan is required.

Additional media (computer software, projector, IWB, etc.)

The work on the images of the investigation of the college for the final multimedia group presentation can take place in a computer room or be carried out on portable devices (laptops, tablets, smartphones). A range of presentation software can be used (Prezi, Powerpoint etc). For the group presentation a data projector is required.

Procedures: description of practical realizations and lessons learned

At the beginning of the workshop, participants are invited to investigate the college campus in small groups and to take interesting, preferably striking photos with their mobile phones. Participants without their own mobile phone can be loaned a digital camera.

Additionally, participants are asked to bring photos from "home". The facilitators should not specify what is meant by "home", i.e. internet sites should not be excluded.

From the pool of pictures available, one is chosen per participant to be printed on a t-shirt. The t-shirt photos have to be delivered to a local copy shop at the end of the first day of the workshop.

Secondly, out off all the photos taken/brought in, groups will make a selection for a group presentation.

The photo T-shirt and the Prezi-presentation function as a portfolio with different modes of representation and different emphases on the participants' habits of learning. Their habits of learning include the categories of target-orientation, self-representation and play.



The curricular, 'didactic' rationale of the portfolio is to objectify the learning process from the perspective of an individual participant's learning process. A portfolio should make visible the learning or teaching outcomes already achieved.

Possible follow-up and variations and transferability (tools for assessment)

The desired follow-up would be the integration of mobile phones in regular class work, for example in the form of mobile student and teacher portfolios.