Training Scenario n° 1

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

Ben Bachmair and Norbert Pachler

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.
Training Scenario n° 2

Developing adults’ self-promotion skills for job search through digital storytelling and the use of mobile phones

Maria Ranieri and Isabella Bruni ¹

Age of participants, size of group

This scenario is addressed to adult learners, from 25 to 60 years old, in search of a first job or people with difficulties in finding a new job, in particular immigrants looking for new opportunities in the marketplace. The number of participants may vary from a minimum of 8 to a maximum of 20 people. Participants should possess an intermediate level of digital competence and skills. However, very often in this type of scenario participants possess low levels of media-related skills, particularly as far as mobile phones are concerned. In these cases, the initial phase of the instructional activity should be dedicated to technological familiarisation.

Setting and duration

The context for this scenario is characterised by a strong cooperation with local bodies operating in the field of adult education, and with job centres. They may provide support in the provision of infrastructures, equipment, advertising and target group involvement.

The scenario is based on the delivery of a workshop covering two months, with one 2-hour session per week for an overall amount of 16 hours. The first two weeks are dedicated to the introduction of basic ICT concepts and to the technological familiarisation.

Didactic/learning focus and purpose of activity

The main idea of this activity is to help disadvantaged adults developing digital competence and mobile literacy to promote self-representation and increase professional visibility for job searching through digital storytelling. This technique is based on the use of digital content such as images, sounds and video, to create stories particularly referring to personal life. Digital storytelling is a method that is being applied both in educational and professional contexts. It may prove to be effective for job search as the choice of finding a new job could be the result of a reflection on personal interests and experiences. Re-analysing their own professional experiences and putting them into words as in a narration can stimulate reflection on their own competences, and increase awareness and visibility. In particular, the focus is on how to design, implement and disseminate a multimedia CV (curriculum vitae) by using mobile phones and web 2.0 tools. A multimedia resum is not a substitute for the curriculum in a multimedia format, but a more concise tool to provide an effective presentation of a candidate in a few minutes highlighting in a creative and appealing way their skills and personality. In short, the multimedia resum is like a business card for the person who wants to let others know about their talents. It is a short digital product, easy to disseminate through web portals, and increasingly asked for by employers.

Intended learning outcomes

The expected results refer to different dimensions:
• the development of technical skills;
• an increase in professional awareness;
• the development of strategies for self-promotion.

More specifically, it is expected that participants develop a reflective approach to their own career path through digital storytelling, thus highlighting their strengths and imagining possible career paths or re-training.

Participants should develop design skills and technical abilities relating to the production of a multimedia curriculum vitae, which should be adequate for the purposes of finding possible future jobs. In particular, the focus is on digital skills relating to the use of mobile devices and Web 2.0 tools for self-promotion and online job search.

¹ Even though scenarios 2 & 3 have been jointly conceived, Maria Ranieri (UNIFI) edited Training Scenario 2 and Isabella Bruni (MED) Training Scenario 3.
Type and number of phones used incl. apps; mode of data transmission

This scenario is based on the use of mobile phones with basic functions such as calling, texting and taking pictures. Participants' personal devices are used without any additional charges. Mobile phones can be used as digital cameras and archives, drawing on multimedia materials stored in them, particularly images for the creation of personal narratives. In some cases, mobile devices are used to quickly scan old photos and other content such as certificates of attendance and degree certificates. The different types of contents are transferred to the computer using a cable connection or via Bluetooth.

Moreover, mobile devices are used not only to capture multimedia material but also to interact with participants. Participants will receive encouraging SMS messages during the workshop period with three different purposes:

- to provide motivational support;
- to remind them of organizational aspects (scheduled lessons, places...);
- to give some tips about content and specific tasks (examples of how to solve the task...).

Additional media (computer software, projector, Interactive White Board, etc.)

A projector is used during the workshop sessions to show presentations and some examples of multimedia CV to participants;

Computers — it is necessary to provide one computer to every participant in order to allow him/her to produce a personal multimedia CV;

Software — open source or readily available software is used to create the multimedia CV. In particular, in the first instance, PowerPoint could be used (or OpenOffice). Simple to use and widespread, this software allows users to arrange different content in one slide using a range of models of layouts, and to export it as a single image.

As for the editing and the production of multimedia CVs, several tools can be used. In this scenario, which is characterized by the possession of basic mobile phones, PhotoStory3 is used, a free software for computers running a Windows operating system. This software is suggested because of its simplicity for all the required features, both audio and video in a single product, and for the availability in several languages.

A blog is used to support content delivery and sharing, and to allow interaction among trainers and participants in between the face-to-face meetings.

Procedures: description of practical realizations and lessons learnt

The workshop consists of five phases as described below:

- **Phase 1** Technological familiarisation. This phase aims at providing participants with basic knowledge on the concepts of ICT and will familiarise them with the functions of their mobile phones.
- **Phase 2** Getting started with Multimedia CV. This phase focuses on the presentation of the characteristics and advantages of a multimedia CV. Different types of multimedia CVs, depending on the aim, context and the individual’s profile, are presented.
- **Phase 3** Brainstorming on their own CVs. In this phase, participants are guided in a brainstorming session on the possible subjects to deal with in a CV, the possible aims and targets, and also on multimedia contents to be gathered or created through the use of mobile devices.
- **Phase 4** Designing and developing a Multimedia CV. This phase focuses on methods and techniques to design and implement a multimedia CV from storyboarding to the use of specific devices to implement it. At the same time participants start the creation of the storyboard.
- **Phase 5** Implementing and disseminating their own Multimedia CV. The last phase is dedicated to the gathering of contents such as images and audio, etc., and to the creation of the multimedia CV. Once the multimedia CV is completed, it can be disseminated via the web.
The methodological underpinnings which guided the design of the instructional activities within this scenario take into account the specific needs of the target group. They can be summarized as follows:

a) In the initial phase special attention must be paid to socialization amongst group members and between them and staff in order to promote trust and willingness to share, which are necessary components for telling stories about themselves and for personal reflection as well as for increasing motivation;

b) As far as the use of technology goes, it is suggested to adopt a strategy of gradual appropriation of tools. This helps participants to manage the cognitive load and allows them to develop self-confidence in the use of the available tools;

c) A learning-by-doing approach is suggested, in order to always integrate theory into practice and support autonomous learning strategies, even at a distance.

d) Individual work should be favoured to maximize the level of personal involvement.

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

The scenario described above was tested in Florence (Italy) during the period May–June 2011, within the framework of TRIO, a regional project providing online training for lifelong learning in Tuscany, and with the support of the local job centres, which made available equipped rooms for meetings. The pilot test carried out in Florence highlighted two very important aspects related to the use of mobile technologies. One refers to the motivational dimension, the other to learning. Indeed, the use of new technologies is often accompanied by high expectations about of the potential of digital devices, particularly when individuals have low levels of digital competence. On the one hand, training program promoters should manage not to frustrate these expectations, but on the other hand, they should try to relativize positions leaning towards a naive technological determinism. Therefore, it is important to encourage gradual media appropriation processes based on the development of socio-technical skills, reducing the risk of cognitive overload and feelings of inadequacy.
Training Scenario n°3
Developing young adults’ self-expression skills through mobile storytelling

Maria Ranieri and Isabella Bruni

Age of participants, size of group
This scenario is addressed to young adults, i.e. graduate students, from 20 to 25 years old, in search of a first job after completing their academic career. The number of participants may vary from a minimum of 10 to a maximum of 20 people. Participants should possess intermediate level of digital competence and skills, especially as far as mobile phones are concerned.

Setting and duration
The context for this scenario is characterized by a strong cooperation with University and their job placement services. They may provide support in the provision of infrastructures, equipment, advertising and target group involvement.

The scenario is based on the delivery of a full immersion workshop during a weekend, with 8 hours of sessions per day for an overall sum of 16 hours.

Didactic/learning focus and purpose of activity
The focus of this scenario is to develop graduate students’ capacity to express and represent themselves, mainly, but not exclusively, for job placement, by using digital media. In particular, it aims at developing mobile literacy to develop self-representational narratives through mobile digital storytelling. Mobile storytelling can be defined as a practice of personal multimedia storytelling based on the use of mobile devices. It stems from ‘digital storytelling’, a technique which is adopted for educational purposes to produce multimedia narratives. In particular, the use of this technique can provide young adults with the opportunity to explore their identities and communicate about themselves. Indeed, young adults’ identities can be expressed through digital production, based on explicit personal narratives and all types of remixing. Moreover, mobile devices are refining the ability to track life in real time, through ubiquitous connectivity, multimedia functions and geo-location with an impact on the way in which people perceive their lives and relationships.

In this context, the main idea of the scenario is to support young adults’ identity formation and self-representation in a delicate phase of their lives, which entails the translation towards adulthood and the emergence of the need for a better definition of themselves, especially for job placement. Mobile digital storytelling is proposed to the participants as a tool to reflect on their own competences and personal aspirations. In particular, the focus is on how to design and implement a multimedia self-presentation by using smartphones and mobile digital storytelling apps.

Intended learning outcomes
It is expected that students will develop the capacity of presenting themselves for specific purposes and of reflecting on their educational choices, in order to be able to choose a first job and a career which is consistent with the knowledge and the skills acquired in formal and informal contexts of learning. In particular, students should be able to use innovative and creative strategies for self-promotion and job search, from personal branding to job placement through social networks and online platforms.

The students should also develop design skills and technical abilities for media production and the use of mobile technologies, which can contribute to their professional qualification.

Type and number of phones used incl. apps; mode of data transmission
Mobile devices used in this scenario are smartphones, equipped with internet connection, camera and specific apps for the creation of digital stories. It is recommended to use personal devices of participants and to incur only the additional cost of purchasing
relevant apps. Mobile devices are used either as digital cameras and archives, or for the production of the personal multimedia story. Users may create new or draw on existing media contents, including images, stored in their personal mobile phones or their social networks, and then edit them and add their voiceover narrating, in order to obtain as a final product a brief audio-visual narration.

It is suggested to use apps for mobile digital storytelling to turn photographs into movies as a narrated slideshow: in fact these applications allow users to select some images from their archives and put them in a sequence, and simultaneously record a synchronised audio track. For the iOS operating system, the following apps are recommended:

1. Storyrobe 1.0 ( › www.storyrobe.com Story by Robe Inc LLC, € 0.79) — it is an easy-to-use tool to create a digital story in three steps: choose images/videos, record story and share it. It is possible to select images from the personal archive or taking new images/pictures. The maximum recording time is set at 3 minutes. The integrated sharing options allow users to send products via email or upload them on YouTube (only for iPhone);
2. SonicPics 2.1 ( › www.storyrobe.com by Humble Daisy, Inc., € 2.39) — it allows users to add images from their personal photo library or snap new ones, to arrange photos and record voiceover narrating images as users swipe through them. It is possible to record up to 60 minutes per session and select audio quality. Final movies can be published on YouTube, shared via Wi-Fi to computers or sent by email (available for iPhone, iPod Touch and iPad).

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

No additional media are required for the production process, but computer and projector could be used to show the introductory presentation and some examples of digital storytelling, based on the use of mobile devices. A wireless connection should be available to provide participants with free connectivity for mobile devices.

Procedures: description of practical realizations and lessons learnt

The workshop consists of five phases:
• Phase 1 Activation of pre-existing knowledge. This phase focuses on the activation of young adults’ pre-existing knowledge and skills about the uses of their personal devices and the common strategies for job search.
• Phase 2 Getting started with “personal” digital storytelling. This phase focuses on the presentation of different types of multimedia self-presentations, which vary depending on the aim, the context and the individual’s profile. Characteristics and advantages of a multimedia self-presentation are highlighted.
• Phase 3 Brainstorming on self-presentation. In this phase, participants are guided in a brainstorming session on the possible topics to deal with their self-presentations, possible aims and targets, and also on multimedia contents to be gathered or created through the mobile devices.
• Phase 4 Designing a multimedia self-presentation. This phase focuses on methods and techniques to design and implement a multimedia self-presentation, from development of the idea to storyboarding.
• Phase 5 Exploring apps and implementing a “mobile self-presentation”. The last phase is dedicated to the exploration of the functionalities and apps of mobile devices and to the implementation of a multimedia self-presentation through a digital storytelling app.

The methodological underpinnings which guided the design of the instructional activities within this scenario take into account the specific needs of the target group. They can be summarized as follows:

a) Before starting the work, it is important to activate participants’ pre-existing knowledge and abilities about media, narrative techniques, and active strategies for job search;
b) It is suggested to engage participants immediately with a practical task, adopting a learning-by-doing approach, in order to capture their attention and exploit their familiarity with media;  
c) However, it is fundamental to provide participants with the opportunities to revise their work in order to stimulate metacognitive processes and to consolidate knowledge and skills;  
d) It is possible to organise participants in small groups promoting collaborative rather than individual work in order to favour peer learning and the exchange of information and knowledge.

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

The scenario described above was tested in Florence (Italy) in December 2011, at the Faculty of Education, which provided rooms and equipment and involved about twelve students of the degree course in Educational Technology.

The pilot test carried out in Florence highlighted two important elements. The use of new technologies by young adults seems to be often characterized by high enthusiasm and a strong exploratory capacity, but these are not always balanced by the capacity to reflect on and take up critical distance to the technology. In addition, mobile technologies are part of the everyday life of young adults and they are usually considered as entertainment tools or as tools for interpersonal communication. Therefore, possible resistance to assigning new significance to these tools in the workplace can emerge. To face this issue it could be helpful to clarify, from the beginning, the benefits of the suggested use, thus overcoming some cognitive rigidity and bring young adults to a more flexible application of the new media technologies.

The scenario could be varied by producing video rather than multimedia sequences and by involving the job placements services of the University directly. It could be implemented also with younger students, especially in vocational training programs.
Age of participants, size of group

This scenario is intended for adult learners aged 50 or older who are already engaged in cross-generational centres. Groups may vary in size from at least three persons up to as many as 20. No previous skills are required, but in practice it has emerged that levels of facility in dealing with the mobile phone will differ greatly within a group. If the majority of the group has little or no experience, then the fundamental explanations and exercises need to be adjusted accordingly.

Setting and duration

In the case described, the location was a cross-generational house, an open-access social centre where young adults and older persons meet and learn from one another in various fields in an informal setting. Due to the open character of the centre, course offerings spread over several meetings are subject to more fluctuation than workshops held in one unit.

This scenario was realised in three workshops lasting two hours each, held at intervals of one week and supplemented by a home assignment.

Didactic/learning focus and purpose of activity

The aim of this scenario is to familiarize the participants with the functionalities and potential of their mobile phones. They learn about the options their device presents for expressing themselves toward others and for keeping in contact over shorter or greater distances. While participants are often already practiced at communicating with a partner by telephone or SMS, the workshop aims at laying the groundwork for managing the camera and video functions and using these to send personal messages to others or to share pleasant experiences.

In the rural environment of the Eifel, maintaining contacts and networks with the aid of (mobile) media is an attractive possibility since individuals – particularly older persons – do not always have the option of getting together personally.

The starting point for this learning scenario is the fact that mobile phones are now quite commonly in use by older persons, more and more of whom even own smart phones. The modern mobile device or smart phone offers so many functionalities that make it possible to use this small multi-media device in many different learning and communicative contexts. Alongside the recording functions for sound and images, it provides storage space for large amounts of data and can also, for example, save geo-information directly in photos taken with the camera. In addition, media content that has been produced can easily be transferred to other devices.

Learning to handle the photo function with all its options forms the basis for this scenario and for many other possible areas of application to follow. In the Cross-Generational House in Wittlich, the focus is on the learners’ acting and communicating as “experts in their everyday world”. They are encouraged to address, with the aid of the mobile phone, the events and locations that are important to them and with which they would like to present themselves. A sequence of photos on the mobile phone might show a person making firewood, always readily available for sharing — just by taking the phone out of one’s pocket or by forwarding the photo series digitally to interested parties. Another sequence might recommend a newly discovered ice-cream parlour to friends or family, with pictures of the specialties of the house.

This brings two major aspects of mobile learning into focus: playfully exploring one’s own living environment (phases 1 and 2 of the workshop) and communicating or networking with the aid of mobile technology, which is available at any time in any place (phases 3 and 4).

The didactic setting takes conscious advantage of the heterogeneous skills of participants: those already experienced in handling various functionalities of the mobile phone can serve as tutors for the less experienced members of the group, helping to enable learning that
is centred on the participants and their needs. One special characteristic of the cross-generational centre does not yet figure in this pilot workshop as held, but can well be integrated into future learning situations: the encounter between younger and older persons can be very conducive to learning about the application of new technologies, with the younger generating providing explanations and support for older persons.

An special feature of mobile learning as realised in this learning scenario is the playful manner of accessing and exploring new technology.

Intended learning outcomes

The following learning goals were set up for the participants:

• confident handling of the photo and video functions on the mobile phone
• transfer of the outcomes from the mobile phone to other devices
• options for documenting knowledge, experience and directions from their everyday lives in photo sequences that are easy to comprehend
• production of web albums with Picasa and connection of photos with ‘Google Maps’

Given that most participants have previously used the mobile phone almost exclusively as a telephone, this workshop proceeds in relatively small learning steps. In addition to the fundamental photo and video functionalities, emphasis is therefore placed on making the media content one has produced available to others. To reinforce learning, the individual steps covered during the workshop meetings are repeated individually in the form of a home assignment.

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

The participants use their own mobile or smart phones, so that they later can apply what they learn in their everyday life context. All the devices should be equipped with a camera for stills and videos. Furthermore, it is practical to use devices that enable a Bluetooth connection for transmitting the images. If this function is not available on some of the mobile phones, alternative means of transferring the data need to be identified and practiced, for example, via data cable. In the latter case, the participants should bring along their own data cable to ensure compatibility.

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

Data projector – for presenting outcomes to the group;

Computer – during the workshop, a computer is necessary for collecting and presenting the outcomes of the participants. Depending on their individual skills, participants may also download outcomes of the home assignment onto a computer at home and forward them to the trainer via e-mail;

Software – no special software is required, only Google web services are used. To access ‘Picasa’ and the connection with Google Maps, it is necessary to register (free of charge).

Procedures: description of practical realization and lessons learnt

The scenario can be divided into four workshop phases whose content is summarised here.

• Phase 1 Introducing the technology. During this phase, the participants familiarise themselves with the basic functionalities of their mobile phones, with which they will be working. They produce short photo sequences and present these to the group by transferring the images to the trainer’s computer via Bluetooth or data cable. From there, the photos are projected with a data projector. The photo sequences, which are made of at most three pictures should tell a story.

• Phase 2 The digital mobile journal. In a home assignment, the participants produce short photo stories depicting events or information from their everyday lives. Those who are more experienced have the option of downloading their images to a home computer and sending them to the trainer via e-mail. The others transfer their photo stories to the trainer’s computer at the beginning of Phase 3.

• Phase 3 Publishing images on the internet. Participants learn to use the Google web service ‘Picasa’, and they practice uploading and publishing their images on the portal. At the same time, they are given insight into relevant aspects of data protection and personality rights.
• **Phase 4** Significant locations for older persons in and around Wittlich. In the fourth phase, the participants choose locations or institutions in their surroundings that they consider important, and they take photographs of these sites. For this step, it is advisable to use a smart phone with GPS. This makes it possible to connect the images directly with geo-information via GPS. Again, the participants publish their photos using Picasa. On the basis of the geo-information, “Google Maps” relates the images to existing maps. In this manner, over time a personalised city map can be developed, providing in this example a city map with information important for older persons in Wittlich.

This scenario proceeds in small steps to accommodate the wishes and needs of the target group. The trainer explains the exercises very simply, adapting as closely as possible to the needs and interests of older persons. Once the trainer knows the group with its diverse “mobile habits” and its information and communication needs, he or she can offer suitable learning methods.

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

The scenario as described was tested at the cross-generational centre in Wittlich in September and October 2011. Thanks to the integration into the centre, 17 persons participated — a high number considering the informal nature of the house.

The difficulty of achieving as homogeneous a form as possible for the course — despite the different levels of skill and the variety of technical equipment owned by participants — was compensated by integrating the more experienced members of the group as peer-to-peer trainers in individual work phases. There was also a certain amount of fluctuation within the group, since the regular offerings of the cross-generational centre are not organised to build upon one another from one meeting to the next and thus do not require steady attendance.

One possible further development of the scenario could be the production of an internet offering as a space for exchange among older persons on their experience and their stories, allowing others who are no longer mobile to participate in their lives. In this context, the mobile character of the approach plays a major role.

As a medium for communication, the Picasa service portal can be used privately, by groups of friends, or by institutions working in an educational context. It is possible to post peer-to-peer offerings where more and less experienced users develop their mobile skills together, for example in the form of a “mobile café”, or to create family offerings for older persons and their grandchildren.

This learning scenario can also serve as a basis for producing a city map for older persons that expands dynamically.
Training Scenario n° 5
Mobile learning in educational contexts | exploring the possibilities of cell phones in a university course for educators

Daniel Zils

Age of participants, size of group

The scenario is addressed to young adults aged 20 to 30 years who are attending college or university to qualify as educators working inside or outside of schools. The size of the group can be varied, with as few as 10 or as many as 30 participants. They should already be experienced in handling the basic media options of the mobile phone, since the scenario does not include an introduction to these functionalities.

Setting and duration

This scenario is designed for integration into a professional training programme for teachers, educators, or vocational trainers. Therefore, cooperation with a university or comparable training institute is essential. This cooperation makes it possible to embed the scenario into a more comprehensive educational context; in the case described this was an introductory lecture course on media education.

Two workshops lasting two hours each are foreseen, with an interval of four weeks in between. During this time, the students produce media content of their own, working in small groups.

Didactic/learning focus and purpose of activity

The starting points of this scenario, in terms of didactics, are two basic tenets in the theory of mobile learning. Firstly, the mobile phone as a universally available small multimedia device is the most personal within the array of media currently in general use. It therefore permits access to a wide range of options for self-expression, which can be tapped into in learning contexts. Secondly, modern mobile phones offer many multimedia opportunities. They function as mini–computers equipped with a camera, a sound recorder, and a GPS receiver that can be used anywhere. This makes it much simpler to connect learning locations inside and outside of schools. The fundamental idea behind this approach is that, by experimenting with new forms of learning, particularly young persons not on the best footing with schooling and instruction can achieve learning success. As a typical embodiment of media culture, the mobile phone can help school students and vocational trainees to integrate the media skills they have acquired elsewhere as a new learning resource in the classroom, in their training or in continuing education.

This scenario aims at familiarizing future educators with this approach through experimentation and development. The students create examples of applications for mobile learning that can be used in the classroom, in vocational training, or in qualification courses. They develop methods for integrating external learning locations into the formal learning context, with the mobile phone serving as the mediator between the two spheres.

Intended learning outcomes

In this scenario, the participants are to learn the following:

• fundamentals of mobile learning with the mobile phone
• application of classroom content in mobile media contexts
• production of media modules for innovative classroom use of mobile media with an essential connection to everyday life

After a lecture presenting the fundamentals of mobile learning with examples of successful approaches, the participants themselves try out various mobile phone applications. Here, the students tap into their own experience in producing media content on the mobile phone, attempting to link it with elements of classroom content and to develop mobile learning scenarios of their own.
Type and number of phones used incl. apps; mode of data transmission

The participants use their own mobile or smart phones. All the devices should be equipped with a camera for stills and videos. To transfer content to a computer for further editing, a Bluetooth connection or a data cable can be used.

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

Data projector — for presenting the participants’ outcomes;
Computers — the participants use computers to compile and edit their mobile outcomes and to create a screencast;
Software — participants decide for themselves whether to use apps in producing their media content or to rely only on the camera and audio functions of their mobile phones. If apps are used, attention should be called to the importance of choosing those that are free of charge. To create their screencasts, the students can use the programme Camtasia. With it, monitor content can be recorded on the computer and a soundtrack simultaneously added in. A free test version of Camtasia is available at www.techsmith.de/download/camtasiatrial.asp

Procedures: description of practical realisations and lessons learnt

The blended learning scenario is structured in three phases, as summarised here.

• Phase 1 Introduction. In the first phase, the students are present at the university. They are familiarized with fundamentals of mobile learning involving the mobile phone and with successfully tested methods of treating the mobile phone or tablet as a learning tool in formal learning situations. In addition, the students are given individual work assignments to be realised independently during Phase 2.

• Phase 2 Creation of screencasts. Working in small groups, the students together develop mobile learning scenarios integrating the mobile phone into a vocational training context or classroom instruction. They also create a “screencast”, a short learning video that connects monitor content of a PC or tablet with audio commentary they record themselves. These videos can range from PowerPoint presentations being read aloud to animated videos with a full soundtrack.

• Phase 3 Presentation. Again the students are face-to-face at the university, where they present their screencasts and discuss their outcomes with the other students. Relevant suggestions may be taken up and worked into the screencasts. The final results are uploaded onto the internal digital learning platform of the university (such as Moodle). Thus, an expanding pool of methods and knowledge is made available to future learning groups.
The blended learning scenario with face-to-face and self-learning phases accommodates the working patterns of students. Also, ideas about how to connect informal learning locations (outside of schools) with a formal school context can be tried out on site during the time between the university sessions. This is in accord with the essence of mobile learning inasmuch as the students themselves experience how the mobile phone serves as a communicative bridge between everyday learning and formalised qualification, an important learning resource.

Intentionally, the directions given to students are formulated flexibly, since the small groups are often quite heterogeneous in terms of their background in the field.

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

The scenario as described was developed and realised by Maren Risch, media educator at medien+bildung.com in May / June 2011 at the University of Mainz in the Media Education Faculty. Thanks to its inclusion in an introductory lecture course, a large number of students were involved. The outcomes produced are available on the platform www.medien-bilden.de under the heading “Mediacast”. The students’ assessment varied regarding the use of mobile phones in an educational context. Although none of them had previous experience with the mobile phone as a learning tool, the students were able to envision involving it in their later work as educators – particularly since they themselves had experienced how the enormous creative range made available by the multimedia mobile device had promoted their own individual learning strategies significantly.

There are many further learning contexts suited for the use of screencasts with mobile media input. A practical instructor can take photos on the mobile phone, load them onto the computer, and record a commentary to accompany them. In this manner, step-by-step instructions can be created, complete with images of the important work steps and valuable explanations about them.

An additional benefit of this approach is that it supports collaborative effort, particularly among persons working separately in time or space. Learners can direct questions or comments to others without real-time communication.
Training Scenario n° 6

Advertising and media literacy | Use of mobile devices

Paul de Theux and Catherine Geeroms

Age of participants, size of group

The scenario is addressed to teachers and educators working in secondary/high schools (general, technical or vocational). The number of participants may vary from 10 to 20 persons. Participants should have a low or intermediate level of digital competences or skills. Teachers should be interested in media literacy, advertising and be curious about mobile technologies. They must also be intending to make use of media education in their courses/lectures.

Setting and duration

The workshop is organized in the context of continuous training for teachers. The context of this scenario is training about media literacy and more precisely advertising. Teachers come from different schools in their neighbourhoods. The training session takes place within a school which can give some support for technical and media devices (but this is not always possible).

The scenario lasts two full days (from 9.00 am to 4.00 pm).

Didactic/learning focus and purpose of activity

The main objective of the training is to allow teachers to use media literacy methodologies and tools to discuss and work on about advertising within their classroom. Therefore in this case we will develop a critical approach towards advertising with students for their course/lectures. Advertising has become important in social environment and is constantly in the media and public space; it targets young adults and it elaborates strategies of persuasion.

Initially, training will analyse the language and strategies of advertising discourses set up by advertisers and will propose a typology for them. Then, advertisements will be analysed using grids which are transferable to other examples. Based on these materials, trainers can expand to the expand the perspective to include the notion of audience and how advertisers exploit sociological concepts (sociostyles) to reach their groups; The training will also show how advertising agencies work and the process of creating a campaign. Throughout the training, the question of representations and stereotypes will be treated according to different approaches and codes.

The mobile devices should be used during two exercises. The first one is relates observation of the advertising environment and its representation and the second relates to the creation of an advertisement.

Intended learning outcomes

Four major outcomes are identified

- Identify different dimensions of advertising across six dimension of media literacy;
- Discover tools that enable critical analysis of messages delivered by advertising;
- Develop educational approaches to help teachers to assist students in developing a critical posture regarding the consumption and creation of advertising and to integrate available resources into their media approach, also outside of school;
- To use mobile learning and mobile devices

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

Each participant had to use their own device (Mobile phone with camera and Bluetooth or internet connection, Smartphones). MM Mobile app (free Media Marketing Mobile) and Instagram app (free).
Additional media (computer software, projector, IWB; etc.)

Computers and projector for the two exercises and internet connection.

Procedures: description of practical realisations and lessons learnt

1. Observation undertaken with the Mobile phone: what is advertising: representation of advertising
   After an introduction to media literacy and advertising, people are invited to think about their representation and their students’ representation of advertising. The group of teachers go out of the classroom and walk around the school. Trainers ask to them to take pictures with their mobile phones of any advertisements they encounter during the walk. Teachers come back to the classroom and present one of their pictures to the rest of the group (using the computer and projector). They also have to explain why they have chosen that particular picture. A debate about the significance of advertising will follow.

2. Analysis of Advertisements: Part 1
   The six dimensions of media literacy (languages, technologies, typologies, audience, authors/editors and representations) are presented to the teachers. The group is divided in sub-groups for analysing advertisements in different media through the six dimensions. The MM Mobile app allows teachers to download the "Campaign of the week".

3. Analysis of Advertisements: Part 2
   The trainer presents and defines the characteristics of an advertisement: (base line, insight, signature, benefice, promise, etc.). Each participant analyses an advert using this conceptual grid on newspaper, TV and Internet campaign.

4. Advertising strategies
   Strategies of advertising (information, suggestion, integration and dissonance) are described and analysed. The audience and means to target it are presented, with reference to the French analysis of sociostyles (B. Cathelat-France). Many examples are discussed.

5. Advertising company structure
   Presentation of the main structures and jobs within an advertising company through the analysis of a movie (99 Francs-Director: Yann Kounen-France 2007).

6. Elaboration of an advertising
   In small groups, the teachers create an advertising campaign inspired by all the rules and concepts they have learned during 2 days. Each subgroup takes, at random, one object and one description of a target audience. The group must create a campaign with the aim of selling the object to the target audience. They can use camera, video or microphone of their mobile phone or Smartphone, and computers, of course. They have about two hours to create all the characteristics of their advert. They have to design a poster and to upload it with the Instagram app to this social network. The account can be shared during future training and be used as a resource.

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

This methodology can be applied to other thematic objects: websites, newspaper, policy communication, App, etc. Brainstorming about what participants can observe as advertising on their Mobile environment is also possible.
Training Scenario n°7

How to combine Mobile learning with adults media literacy training

Paul de Theux and Catherine Geeroms

Age of participants, size of group

The scenario is addressed to adult trainers/educators, from 20 to 65 years of age, working in schools, libraries, civil associations, youth associations, etc. who want become a “Media Coach” and embed media literacy into their professional activities. The number of participants may vary from a minimum of 5 to a maximum of 15 people. Participants should possess intermediate level of media competence and skills and also some digital competence. Because of the long-term training process of this training, participants need to be able to coordinate it with their employer and work time schedule.

Setting and duration

The context of this workshop is based on the European Media Coach schedule (European website › www.media-coach.eu) and adapted to the national/regional context of the participants. This workshop is a collaboration between media providers and media experts. The scenario is based on the delivery of a 6-month workshop with a minimum of 8 full days of training sessions (general theory and exercises, technical, and theme-based training, 1-2 months to allow participants to elaborate their personal project and 1 day for presenting their project to a jury of professionals. To enhance the mobile dimension of the workshop, an online sharing platform should be created. The platform has to be chosen on the basis of the objectives of the project and the participants, and potential partners need to be trained to use this platform during the first workshop sessions.

Didactic/learning focus and purpose of activity

The main objective of the training is to teach trainers/educators to become “media coaches”. “Media Coach” means being literate in media matters and competent to convey media literacy to others and teach them to have a critical mind when they use or create media. The purpose of the workshop is to produce a personal project focused on media literacy within the professional activity of the trainers/educators, and adapted to their audience. Participants are free to use audio, script, visual and multimedia devices and languages but also to produce reports, radio reportage, video, website, social network, mobile apps, etc... The training also aims at sensitizing trainers/educators to the mobile environment within which the public lives and learns. At the same time, participants are trained to use an online sharing platform. The platform members are composed of all people involved in the project (participants, trainers and experts, partners, members of the jury, etc.).

The main design features of the workshop

This workshop should be conducted in partnership with different associations (training centres, print, radio or broadcast media, cultural associations, etc.).

Each training day pinpoints a topic relating to media literacy issues.

For example Media and Issues, Information journalistic / Audio–Visual, Media – Culture – Leisure, Media and Diversity, Media and communication: the place of Mobile devices, Media Advertising.
Technical workshops will allow participants to conduct their own project. They need to be practical and efficient. For example, Audiovisual media: shooting, sound, storytelling, scenario, podcast, etc. Information: to be informed and express itself in media. Create and edit on the Internet. Create and edit on Mobile devices.

Additional half-days relate to news topics or special requests from the participants. For example, Rumours and conspiracy theory. Youth and media productions.

Final evaluation is conducted by a jury of professionals in media and training. Participants have to present their personal project and answer the questions of the jury. All projects are published on the online platform before the evaluation day. The online platform is presented to all participants during the first training day. Participants are invited to use and discover it with the help of the trainers and on their own. Thanks to this platform, they can be informed about the agenda, practical information and news, they can exchange on training content, participant projects – adding tips, information that might be useful to other participants.

Intended learning outcomes

Three major outcomes are focused on

• to become a media coach
• to realize a media literacy project
• to use mobile learning scenarios, mobile devices and be aware about mobile environment

Using an online platform is an opportunity to use mobility for learning but is also a challenge for the project if participants are not accustomed to dealing with mobile devices, social media and sharing data. More specifically, it is expected that participants develop a reflective approach to their own professional activities and think about the possibilities of using media and mobile devices within their future training. Participants should develop critical attitudes toward all media they encounter during the training and also be able to produce content on some of them.

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

Each participant uses his or her own device (laptop, notebook, tablet or Smartphone).

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

Computers and projector during the first session and the presentation to the jury. Cameras, microphones, headphones, during the preparation of the personal project. Participants work on their own computer to upload the content.

Procedures: description of practical realizations and lessons learnt

1. Training sessions (5 X 1 day)
   Face-to-face training sessions are organized with all participants. Each session comprises face-to-face input from trainers or media actors, practical exercises (analysis and production) and potential visits to media news rooms (TV, radio or newspaper). Each participant has to attend all training sessions.

2. Technical workshops (2 X 1 day)
   Technical workshops are conducted by media practitioners, and each participant can choose two of them. The day is dedicated to production (video, radio or multimedia, web, mobile, etc.) and should help participants to implement their own media project.

3. Additional half-day
   Participants are free to attend an additional half-day thematic session which corresponds to the news topic or with specific questions from the group.
4. Online platform
Participants are initiated into mobile learning through the establishment and use of an online platform. This platform allows them to be connected to the project and other participants outside the training session and during the period of individual work. We suggest allowing people to share resources and practices, their personal project and to prepare the evaluation in this way. We advise choosing a platform which is useful, easy to handle, and familiar to the majority of participants. Prior knowledge of the platform will help participants follow the mobile learning process, and this will also avoid participants dropping out of the mobile-learning process because they don’t feel at ease with the online platform. Depending on the objective, you can choose an online storage system (e.g. Dropbox) an online sharing system (e.g. Google docs), a social network (Facebook, spruz, ning, etc.) or an online platform that combine different tools (like Moodle, Claroline). It is also important that somebody is able to administer the community throughout the project.

5. Personal project
Each participant should carry out a personal project in the form of report, video or radio reportage, fiction, articles, website, app, etc. Each project is made available to all via the online platform.

6. Evaluation
Each participant is evaluated by a jury of media professionals. Each participant presents their personal project and answers the question of the jury. Each participant is also invited to evaluate the “media coach” process by means of a questionnaire located on the sharing platform.

Possible follow-up and variations and transferability (tools for assessment)
Each participant becomes a media coach if they achieve the evaluation criteria (interaction between media literacy objective and animation objectives, achievement of the objectives, strength and weakness of the project, critical point of view regarding the project, perspectives after the project, and use of mobile technologies).

A possible follow-up of the mobile learning of this workshop could be:
• Short-term: the online platform becomes a lasting resource for future participants of a Media Coach session.
• Long-term: the online platform becomes a tool of project and group management for future participants of Media Coach sessions.