Youth Culture-new media, changing competence's in Teacher Education
Young communication

- increasing digital competence in Teacher Education and schools

- Lennart Axelsson, background, point of departure
- Rose-Marie Olsson, how we work, thematic groups, the ideas of learning
- Marcelo Milrad, Young Communications in practice, theoretical standpoints, new questions

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In cooperation with Knowledge-foundation
The Knowledge Foundation was established in 1994. Up till now, the foundation has invested almost five billion Swedish kronor (550 million EUR) in projects related to research, competence development in industry and IT development in the schools.

Young Communication is a project for five years, 1,2 million EUR (1,6 million USD), co-financing with the same amount from the universities.
Internet Domain Survey Host Count

Source: http://www.isc.org/
The Evolution of the Web

**Web 1.0**
- "the mostly read-only Web"
- 250,000 sites
- 45 million global users
- 1996

**Web 2.0**
- "the wildly read-write Web"
- 80,000,000 sites
- 1 billion+ global users
- 2006

[www.ungkommunikation.se](http://www.ungkommunikation.se)  [www.ungkommunikation.blogg.se](http://www.ungkommunikation.blogg.se)  [www.web2.socialcomputingmagazine.com](http://www.web2.socialcomputingmagazine.com)
Mediebarometern 2006

46-64 years old
time in minutes an ordinary day, TV, radio, internet

Source: NORDICOM 2006
Mediebarometern 2006

15-24 years old

time in minutes an ordinary day, TV, radio, internet

Source: NORDICOM 2006
The issue

Young culture
Changes in society

Digital technique
New media

Learning

What can we experience from the breakpoint?
Essential Questions

- How does the digital culture of children and young people affect schools and learning?

- **Which skills are needed** from today’s teachers and teacher students in order to meet with the demands of the digital society?

- Are new gaps created due to this development that schools need to take responsibility for? (Jenkis 2006)
Rose-Marie Olsson
Ph.D. Assistant Professor in Pedagogy
Assistant project leader in “Young Communication”
Young Communication

Why use groups to get information?

- To learn more about young communication
- To build bridges between young culture and education
How?

- Create meeting places and start work groups with university lecturers, teachers from working practice and teacher training students.
- Link experts to the groups from different areas:
  - pedagogy, computer science, cross media, sociology, mathematics, science, social science, language.
Bridging the gap between formal and informal learning - Cooperation

- Organisations who works with young people in digital environments outside school.
  - Organisations who is working with film, music, computer games, innovation
  - The Swedish public service broadcaster - Sveriges Television (SVT)

- And of course young people…
Tasks for the work groups

- Create course modules in teacher training program from different subjects
- Explore and assess if, how and in what way learning can be improved by using “young communication”- techniques
- Test ideas in work-related practice with pupils
- Sustainable ideas will be implemented in in-service training courses, and courses in the teacher training programme
The AMULETS project

- AMULETS stands for "Advanced Mobile and Ubiquitous Learning Environments for Teachers and Students".
- Supporting new ways to integrate outdoors learning in the classroom using mobile and positioning technologies
- Collaboration between teachers, children, students and researchers
- Integration with the actual curriculum
- Mobile Content and Digital maps as spaces for reflection
Theoretical Foundations

Our research activities are guided and inspired by:

- **Learning Science**: Situated Learning (Brown et al., 1989), Social Constructivism (Jonassen, 2000), Collaborative Learning (Dillenbourg, 1999)

- **Design**: Learner Center Design (Solloway et al., 2004), Design-based research (Shi et al., 2003), Scenario Based Design (Caroll, 2000)

- **Assessment**: Qualitative Methods (Creswell, 1998; Cohen et al., 2000)

- **Technological Tools**: mobile computing, XML, Rich mobile media, web applications, GPS.
AMULETS: Field trip

- Learning about the forest and the environment
- Pre visit: Classroom discussion and preparation
  - Field group activity: Game like, data collection and content delivery and generation on the spot
  - Reporting the collected data
  - Post visit: Digital maps as spaces for reflection
  - Classroom discussions and reflection
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AMULETS: Field trip
AMULETS, Växjö 12/06/06
Digital Maps as Spaces for Reflection
Växjo Square Trial: 
History of the city through the centuries

- 26 students over 2 days
- 3 groups of divided into 2
- Indoor / Outdoor (Field / Museum)
- Context information can be used to explore collaboration between groups
AMULETS: Assessment

- Active observations during the activities
- Video documentation and analysis
- Questionnaires
- Usability Aspects

Some of these results will be presented at IEEE ICALT 07 in Japan:

http://w3.msi.vxu.se/users/mmilrad/papers/ICALT07.pdf
Teacher Students: From mobile users to mobile designers, May 2007
Summing Up

We advocate that the design of ubiquitous learning activities should be embedded within school learning to provide learners with meaningful activities in order to:

• Learn and to explore a topic in authentic settings
• Collaborate in order to construct common knowledge
• Reasoning and argumentation in order to come to the solution of a problem
• Reflect upon the different actions, thus promoting and supporting metacognition.
Summing Up

• More than 100 children, young people and adults have been involved in these activities
• Novelty: students seems to be more excited and motivated
• Expanded educational pathways – connecting formal and informal learning
• Students are introduced to key future technologies

• Implementation aspects:
  • Early adopters needed
  • Teachers need intuitive, simple systems
  • Technology needs to reach certain maturity before becomes educationally effective
Contact Information

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