THE EU COMMENIUS

LAB*learning*
project

Lessons Learned

Before developing the final LABlearning platform for the project's practice learning phases, it is important to learn from the successes and failures of similar initiatives in Europe and in the US. A group of partners will conduct this "research" in phase 1 and make the results available to the partners at the second partner meeting.

WHY?

There are main 5 sources for the final inspirational output of the project:
〉 Partners own input, including ICCN
〉 Youth Voice
〉 Lessons Learned
〉 The project's LABlearning experiments and reflections
〉 The local workshops, the Re^WORKS

This paper outlines how to capture the *lessons learned*. It is important to the project to identify and learn from similar approaches, earlier or ongoing, in Europe and the US – from successes and from failures.

These lessons learned are expected to qualify the project's LABlearning approaches and platform.

WHAT?

The project is not able to conduct a detailed research on all kinds of experiments or practices linked to laboratory learning, computer based learning, media based learning, game based learning, etc.

*Therefore we must establish a clear focus: what are we looking for?*

First of all, we are looking for youth practices using <u>creative media approaches</u> with <u>young people aged 12+</u> in <u>formal or non-formal settings</u>.

The Intel Computer Clubhouse Network is, of course, a major source, and the project has easy access to a rich documentation of this practice.

Let us try to set up some criteria for what we would like to know about and learn from:

〉 Youth projects or facilities for youth at risk (drop-out, poor social backgrounds, early school leaving, young people not fitting into the formal educational systems, etc.)
〉 Age group from 12 to young adults (25), but with a strong focus on youth 12-20
〉 In some cases these youth groups should include migrants
〉 The initiatives might take place within formal and non-formal settings (in-school, after-school)
〉 The activities should be based on active use of media (we are not interested in computer café activities)
〉 The focus of the activities should be on learning, not on entertainment
〉 The initiatives should be somewhat documented, preferably in English or in one of the partner languages such as Spanish or Italian
〉 The initiatives should in different ways contribute to our knowledge about media use for learning for disadvantaged youth groups
〉 The focus should be on practical experience, not on theoretical papers

---

HOW?
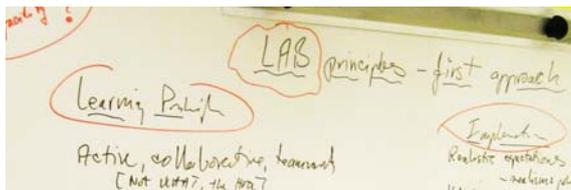
By conducting internet research and communication, both directly and indirectly. Directly, by identifying the sources of knowledge, indirectly by seeking advice among professionals in our networks.

A key direct source might for example be the EU Lifelong Learning Programme. A key approach to indirect knowledge might be to circulate a request in our European networks, including our computer game networks.

The search should be based on the following keywords:

Youth and technology – youth and media – media and learning – games and learning – youth and creative technology – youth and media laboratories – youth clubs and learning – youth clubs and projects – learning potential of media technology – youth and innovative didactics – non-formal youth facilities for learning – youth and creative design – youth and community projects, etc.

WHO?

The research will be carried out by the project's Lessons Learned Team. The team should link to quality assurance criteria for the expected results of the efforts.

All project partners are expected to contribute to the best of their ability.

WHEN?

The research and the organization of the results should be available to the project partners mid April 2012 to allow the partners to study the outcomes in preparation of the second partner meeting on the 7th and 8th of May 2012.

DESIGN

A key success criterion for the research is not the quantity of information, but to what extent the material is useful to the LABlearning mission.

Therefore we should be very selective: focus should be on experience and material of great potential.

Ex:

- Years of interesting experience is not interesting if not documented

- Poor experience accompanied by long theoretical presentations is not interesting
- Clearly documented relevant practices are very interesting

The outcomes of the research should be designed as a two step process:
- The first step presents the relevant experience in a systematic way
- The second step captures the essence of the entire material in the LABlearning context

Each example or case should be presented like this:

[Name of the example]
Organisation responsible
text
Internet address
text
Contact name and mail
text
Short and clear summary of the example
text
More detailed summary of the initiative, if available
text
Attached documentation or direct links to documentation
text
Why is this resource important to LABlearning?
text

Please copy this table to a Word document and include partner name and contact.

The examples should be mailed to the coordinator or to the partner responsible for collecting the material.