THE EU COMMENIUS

LAB*learning*
Project

COORDINATOR TEAM
BRIEF SUMMARY OF YOUTH VOICE
MAY 2012

Then Youth Voice activity offered the LAB and other partners the opportunity to get an impression about, how the young people themselves think about learning.

It was expected, of course, that some young people like the classroom or the school, while others certainly do not.

The interviews also confirmed that disengaged young people and many other young people prefer active learning activities to passive classroom listening.

The most significant and surprising outcome of the interviews went in a different direction, and these results are quite valuable to the project. The most significant results can be summarized like this:

> **The young people link clearly learning to school, teacher and classroom**
> **It is not obvious to most young people that the social media and the technology they us can be used for learning**
> **Most young people are not at all familiar with project and problem based learning with media**
> **Many young people find it hard to imagine other ways of learning**
> **Most young people clearly separate what is happening in school and what they are doing after school – with media and technology and in general**

This means that not only teachers and institutions are bound by traditional educational concepts, but also the young people, the students.

This also means that a part of the laboratory work consists in working with the young people's *mentality*: they must learn to imagine other ways of learning and they must to this by practicing it.

Disengaged young people might be labelled fluent with technology and media and social networking, but they are not at all fluent when it comes about linking these tools and behaviours to learning.

The same can be said about the talents of the young people: perhaps they are aware to some degree that they have talents, but *they are not at all linking their talents to learning*. Again, serious mentally work must be done with the young people in the laboratories, especially with disengaged young people.

These results of the interviews are extremely important to the laboratories and to the training of teachers and mentors – and to the project's evaluation methods, based on expectations and the description of change.

The ability to imagine and engage in alternative learning processes might very well be a key parameter in the description of change.

> **These important findings can also be used to define the key roles of the lab teachers and mentors: their roles are not linked to technological expertise, but to motivating and guiding the young people into the world of project and problem based ways of learning, based on exploiting media for learning and linking to the discovery and unfolding of the young people's own talents and aspirations.**

The full Youth Voice material and the summary are available on the project's communication platform.

> **It is very important that the first Youth Voice activities are regarded opening dialogues and that they are continued throughout the project. It is recommended to make time-outs occasionally and establish new informal dialogues on how they see themselves as learners in these new settings.**
> **Along the project the young teams can produce small contributions to such reflections themselves, be it in the form of small documents, photos or video clips.**