

## Creative, subversive and reflective mobile learning – User generated video in online communities for at-risk learners

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One intention of media education is the enhancement and the empowerment of individuals' agency as well as the enhancement of the distributed agency of and within communities. In times of user generated content and context this means to build upon the creativity of the learners and to provide environments for reflective collaboration with video which supports participation within a community and the entertaining transformation of knowledge according location and context. (Wolf & Rummler, 2010/2011)

Within the framework of the *socio-cultural ecology* (Pachler, Bachmair, & Cook, 2010) and its triangular relationship between cultural practices of learning, social and technological structures and the learners' agency, the question for learning with small or mobile user generated video focuses on the learners' *mobile expertise* in everyday life. Especially the mobile learning of at-risk learners and their patterns of appropriation need to be discussed along the following dimensions:

- Discontinuity and subversion in learning: At-risk learners' informal learning strategies outside school are subversive to traditional school learning.
- Communicative organisation of everyday life: At-risk learners precariously need to organise their everyday life with mobile media.
- Archives and digital ownership: At-risk learners organise and reconfigure their digital ownership in their own perspectives.
- Bodily engagement: At-risk learners' appropriation of media is entangled with bodily engagement.

Building on the expertise of at-risk learners (Rummler, 2009) the presentation discusses learning and development opportunities at the example of explanatory user generated videos taken with small cameras such as mobile phones or flip cams.

Pachler, N., Bachmair, B., & Cook, J. (2010). *Mobile Learning. Structures, Agency, Practices*. New York: Springer. Retrieved from <http://dx.doi.org/10.1007/978-1-4419-0585-7>

Rummler, K. (2009). A life-style segment of 'at-risk learners': Using mobile media provides educational opportunities. In *Mobile learning cultures across education, work and leisure. Book of abstracts. Proceedings of the 3rd WLE Mobile Learning Symposium, London, 27th March 2009* (pp. 113-115). Presented at the Mobile learning cultures across education, work and leisure, London: WLE Centre. Retrieved from [http://www.londonmobilelearning.net/symposium/downloads/3rd\\_wle\\_mlearning\\_symposium\\_-\\_book\\_of\\_abstracts\\_single\\_page\\_display.pdf](http://www.londonmobilelearning.net/symposium/downloads/3rd_wle_mlearning_symposium_-_book_of_abstracts_single_page_display.pdf)

Wolf, K. D., & Rummler, K. (2010/2011, in review). Reflective mobile learning with videos in online communities (of practice) using the example of 'draufhaber.tv'. (B. Bachmair, N. Pachler, & J. Cook, Eds.) *MedienPädagogik - www.medienpaed.com - Zeitschrift für Theorie und Praxis der Medienbildung*, 19(Mobile, location-based, and context-aware learning).