

A life-style segment of 'At-risk learners':

Using mobile media provides educational opportunities

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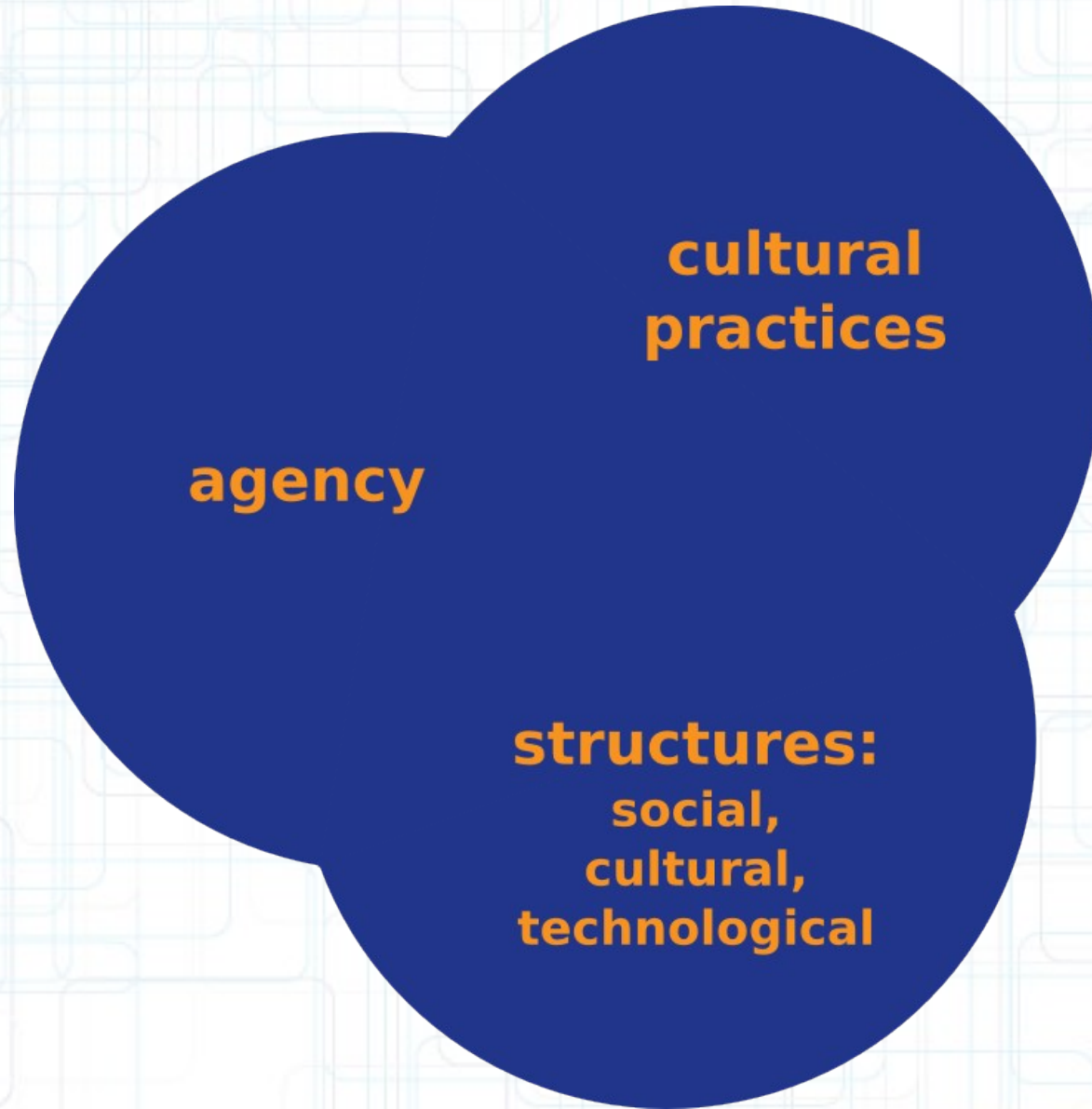
Introduction

- At-risk learners are:
 - pupils with certain distance to school
 - pupils with migration backgrounds,
 - pupils from lower socio-economic levels
 - pupils who do not successfully graduate from compulsory education
 - NEETs (Not in Employment, Education or Training)
 - boys

Big Question

- The media usage, leisure time activities and important things in life describe 'at-risk learners' as a lifestyle that is shaped by precarious consumption and hedonism.
- **What educational implications do mobile media have for 'At-risk learners'?**

Socio-cultural ecology as the theoretical framework



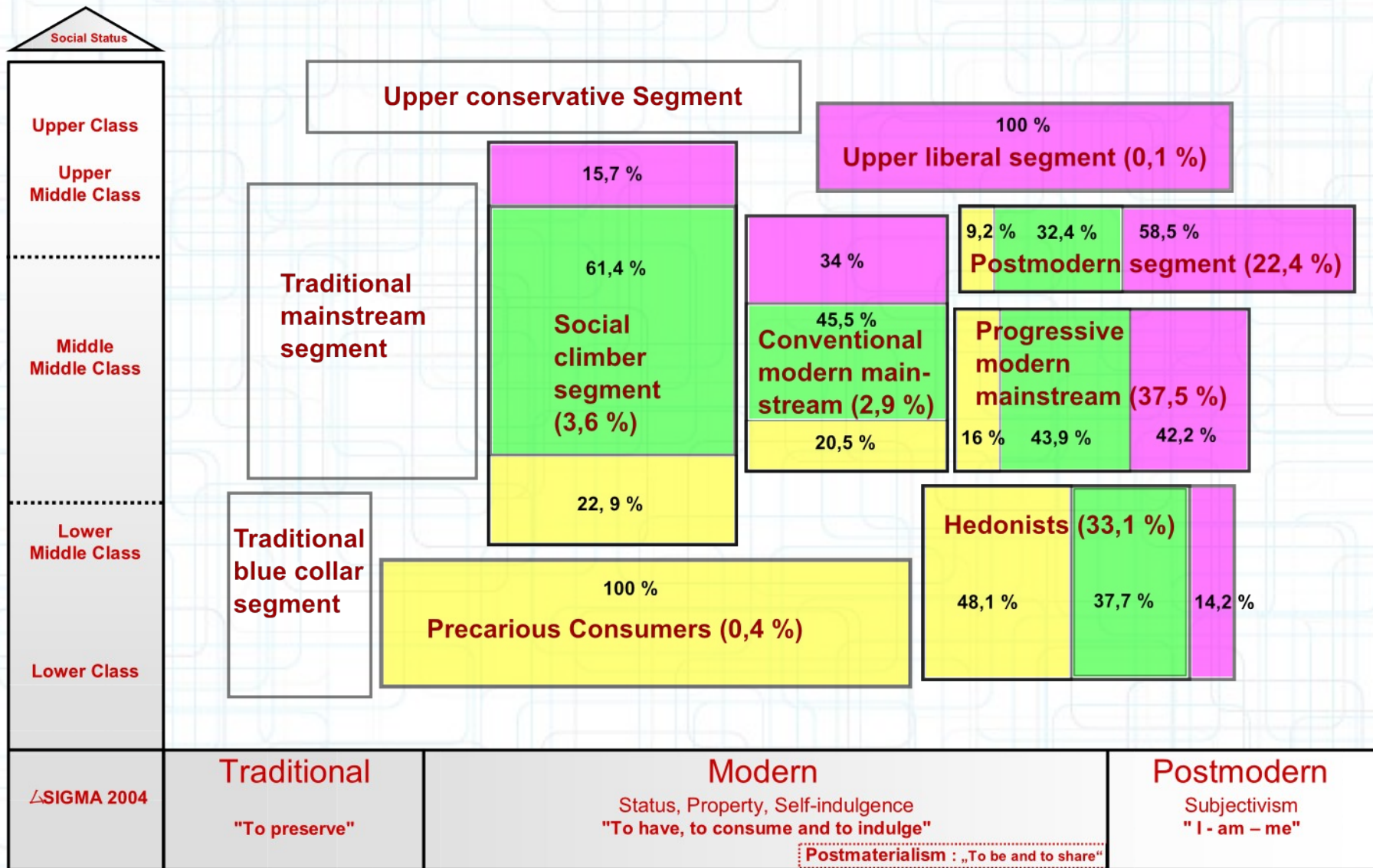
agency

**cultural
practices**

**structures:
social,
cultural,
technological**

Social segmentation for the analysis of social structures

School and educational paths in Germany



Data: General lifestyle

- Precarious Consumers and Hedonists
 - Participating in society by consumption
 - Seeking safety and certainty by purchasing middle class and mainstream consumer goods (electronics, fashion)
 - Youth styles and scenes in opposition to authority and mainstream (adult) society
 - Alternating between active risk taking and passively being at-risk (e.g. lack of certified school graduation)

Data: Habitus of media use

- Portable Gaming Consoles
 - 60% of the Hedonists own a console
 - Half of them own a portable console
 - PSP has the widest reach
- Mobile phones
 - 6% do not own a mobile phone
 - 13% uses just once per week or less
 - 7% spends 40 € or more per month
 - Highest rate in using GPS



Data: Habitus of informal learning strategies

Precarious Consumers

- Having read text or specialised books
- Magazines, journals
- Being taught by friends or relatives, colleagues
- ◆ Depreciation of own knowledge
- ◆ Impression of not having learnt

Hedonists

- Appreciation of
 - non-authoritative
 - non-binding
 - non-committing
- self directed and informal learning
- esp. in the field of ICT.

Conclusion for media education

- The educational potentials for the boys are in the combination of gaming enabled devices and devices that are able to produce media at an adequate and appropriate quality.
This does not necessarily involve a mobile phone.

Conclusion for media education 2

- Active risk taking offers spaces for uncertainties where the boys work on educational tasks. These risky spaces also include heavy gaming and recording dubious videos.

Conclusion for media education 3

- Educational institutions outside school like youth clubs can offer the secured space for at-risk learners where these media can be tried, discussed and reflected upon and are actually used by the boys for this purpose. Social research just has not yet taken up on these places.