

ICON – Identity formation in contextual media culture
a research project supported by the European Commission

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Learning Objects – a didactical model

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1. Survey concept

The survey aims at a specific age group, teens whose age is 13-19 years.

In preparing and specifying the main topics we were asking ourselves as representatives of 4 different nationalities, how could the survey both match specification and generalization in terms of heterogeneous target groups and different research objectives. Thus the outlined questionnaire could be seen as a matrix that allows a variety of subcategories for more detailed interrogations. In order to cover a wide spectrum of responses, the dissemination strategy planning encompasses educational institutions and informal settings as well.

An underlying consistent methodology aims at promoting qualitative analysis with intentional intersections. Thus main topics are integrated identical in all three surveys. The following questions are to be seen as an integral part of the research that encompasses:

- **Informal/formal educational processes and the use of ICT**
- **Web based communicational practice on the web**
- **Community building and self-presentation on the web**
- **Creative dilation by means of on- and offline tools**
- **Legal aspects of ICT**

Questionnaire

1. Age	<input type="checkbox"/> 13	<input type="checkbox"/> 14	<input type="checkbox"/> 15	<input type="checkbox"/> 16	<input type="checkbox"/> 17	<input type="checkbox"/> 18
2. Sex	<input type="checkbox"/> male		<input type="checkbox"/> female			
3. Where do you mainly use the internet?						
Library <input type="checkbox"/>	Home <input type="checkbox"/>	School <input type="checkbox"/>	Shops <input type="checkbox"/>			
Cafe <input type="checkbox"/>	Friends <input type="checkbox"/>	Clubs <input type="checkbox"/>	Mobile phone <input type="checkbox"/>			
Other:						
4. I use the internet						
to expose myself	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>			
to gather information	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>			
to mail	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>			
to chat	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>			
to browse	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>			

to interact in virtual game worlds (MUDs)	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>
to exchange information	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>
to download music files	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>
to send SMS	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>
as a marketplace	never <input type="checkbox"/>	rarely <input type="checkbox"/>	frequently <input type="checkbox"/>

Other:

5. How much time do you spend online a day?

1/2 hour <input type="checkbox"/>	1 hour <input type="checkbox"/>	2 hours <input type="checkbox"/>	3 hours <input type="checkbox"/>	more:
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6. What sort of online information you are mainly interested in?

Sports <input type="checkbox"/>	News <input type="checkbox"/>	Shopping <input type="checkbox"/>	Politics <input type="checkbox"/>	TV news <input type="checkbox"/>	Games <input type="checkbox"/>
Lifestyle <input type="checkbox"/>	Fitness <input type="checkbox"/>	Culture/Art <input type="checkbox"/>	Music <input type="checkbox"/>	Cinema <input type="checkbox"/>	Travel <input type="checkbox"/>

Other:

7. I have designed my own homepage in order

to get in contact with other people	<input type="checkbox"/>
to exchange ideas	<input type="checkbox"/>
to implement a discussion forum	<input type="checkbox"/>
to share knowledge	<input type="checkbox"/>
to present my hobbies	<input type="checkbox"/>
to expose my creativity	<input type="checkbox"/>

Other:

8. In a chat room I'd like to play with alternative identity categories

No, never	<input type="checkbox"/>
Yes, but it's funny only once	<input type="checkbox"/>
Yes, I change my gender	<input type="checkbox"/>
Yes, I change my age	<input type="checkbox"/>
Yes, I like to play different roles	<input type="checkbox"/>
Yes, I like to impress	<input type="checkbox"/>
Yes, I like to imitate certain role models	<input type="checkbox"/>

Other:

9. I use my mobile phone

to make new contacts	<input type="checkbox"/>
to exchange information	<input type="checkbox"/>
to extend community & friendship	<input type="checkbox"/>
to be reachable anywhere, anytime	<input type="checkbox"/>

to be in contact with my parents	<input type="checkbox"/>
to be able to chat undisturbed	<input type="checkbox"/>
to send out SMS	<input type="checkbox"/>
to receive SMS	<input type="checkbox"/>
to send images	<input type="checkbox"/>
to receive images	<input type="checkbox"/>

Other:

10. I advocate stronger legal regulations on the World Wide Web in order

to prevent child pornography	Yes <input type="checkbox"/>	No <input type="checkbox"/>
to prevent any kind of activities leading to racism and xenophobia	Yes <input type="checkbox"/>	No <input type="checkbox"/>
to protect yourself from spam and computer viruses	Yes <input type="checkbox"/>	No <input type="checkbox"/>
to protect intellectual property rights	Yes <input type="checkbox"/>	No <input type="checkbox"/>
to avoid music piracy	Yes <input type="checkbox"/>	No <input type="checkbox"/>
to defeat any kind of terrorist networks	Yes <input type="checkbox"/>	No <input type="checkbox"/>
to protect my own computer network	Yes <input type="checkbox"/>	No <input type="checkbox"/>
to detect hackers preemptively	Yes <input type="checkbox"/>	No <input type="checkbox"/>

Other:

11. What kind of qualifications you consider most important for your future?

Openness	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>
ICT*-competence	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>
Social competence	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>
Curiosity	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>
Creative problem solving	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>
Language competence	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>
to combine family and job	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>

Willingness for lifelong learning	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>
Flexibility	+ <input type="checkbox"/>	++ <input type="checkbox"/>	+++ <input type="checkbox"/>
Other:			
12. I identify my role models predominantly			
in the advertising business	<input type="checkbox"/>		
on Music TV	<input type="checkbox"/>		
at sports	<input type="checkbox"/>		
in magazines	<input type="checkbox"/>		
in my circle	<input type="checkbox"/>		
in my family	<input type="checkbox"/>		
Other:			

The questionnaire exists in four different language versions (English, German, Dutch and Finnish) and it has been distributed at different locations and institutions in Finland, Germany and the Netherlands.

2. Research topics and focus

Part of the survey concentrates on the Internet access, the locations teenagers would prefer and how much time they actually spend on computers.

Given the fact that a majority of users have Internet connections at home, the crucial question pops up for what specific purpose – whether it's fun, curiosity, communication, information gathering or learning – teenagers connect online. The conclusions drawn from the evaluation aims at clear distinction between formal, non-formal and informal educational contexts.

Only recently Colardyn & Bjørnåvold (2004) made a new effort to define formal, non-formal and informal learning based on the *intention to learn* (centrality of the learner in the learning process) and the *structure in which learning takes place* (the context in which learning takes place).

3. Concept of formal, non-formal and informal learning¹

Formal learning consists of learning that occurs within an organized and structured context (formal education), and that is designed as learning. It may lead to a formal recognition (diploma, certificate). Formal learning is intentional from the learners perspective.

Non-formal learning consists of learning embedded in planned activities that are not explicitly designated as learning, but which

¹ Colardyn & Bjørnåvold (2004), p.71

contain an important learning element. Non-formal learning is intentional from the learner's point of view.

Informal learning is defined as learning resulting from daily life activities related to work, family or leisure. It is often referred to as experiential learning and can to a certain degree be understood as accidental learning. It is not structured in terms of learning objectives, learning time and/or learning support. Typically, it does not lead to certification. Informal learning may be intentional but in most cases, it is non intentional.

Learning involves implicit, explicit and incidental processes of information reception and information processing in different social constructed spaces like computer-mediated environments are. Evidently the paradigmatic changes in education, whether it targets institutional or non-institutional settings, are conditional on virtual global connectivity. Given those premises of global acting and thinking, the social extension of men experiences completely new ways of human-machine centered interaction.

In that respect social processes are as constituent to learning processes as any other kind of cognitive or meta-cognitive approach of generating knowledge through computer-mediated communication. Blind spaces in the research are to spot exactly novel behaviors and changing modes teenagers act with various sorts of mobile information devices. With regard to alleged learning taxonomy, learning attitudes are still very tight connected to institutional education. But what has significantly changed over the last 5 years is the blurring of the borderline between early adopters and major pragmatists in computer and media literacy.

In a way the e-learning hype is over and the pedagogical orientation clearly focus on new concepts of teaching and learning with emphasis on blended media, means and methods.

4. Web based communicational practice on the web

The way I'd like to define communicational practice in that respective research context is the exploration among active, interactive and creative attitudes of teenagers towards digital information. Active attitude means a named process, function, or task that occurs over time and has recognizable results, interactive attitude means a particular type of action involving information exchange or dialog via the online medium and creative attitude means cognitive activity that results in a new way of viewing some problem or situation, and which is not necessarily restricted to practicality.

The questions formulated in the survey make a clear distinction between these three kinds of communicational practices on the web:

Information retrieval, synchronous and asynchronous communication and creative productivity meaning the creative utilization of media and communication tools. It is exactly to find out how important teenagers would see their own creative and productive way to expose themselves on the web.

Daniel Chandler (1998) argues "...constructing a personal home page can be seen as shaping not only the materials but also (in part through manipulating the various materials) one's identity".

Personal home pages or Weblogs per se would provide the possibility of presenting one (or several) views of the self to a global connected audience.

But is there a tendency and paradigmatic shift towards creativity and productivity on the web or remains that particular model of producers versus consumers (pull/push paradigm) still an illusion?

4.1 Community building and self-presentation on the web

Both community building approaches and self-representational acts on the web may be interdependent, but not necessarily a prerequisite for community-based activities.

A successful community serves a clear purpose in the lives of its members, and also meets the fundamental goals of its owners. Whether you're creating a new Web community, or refining an existing one, you'll be more successful if you can define and articulate **what type** of community you're building, **why** you're building it, and **who** you're building it for.

Because communities evolve, the purpose of Web communities will change over time in response to the shifting social, technical, informational contexts and arrangements of ICT in education. Nonetheless, articulating your vision up-front will help you focus your thinking and attract your core audience which is the first step towards creating a coherent, compelling, and successful Web community (cp. Amy Jo Kim, 2000).

Community building and shared spaces are predominantly social motivated, specifically in that age group. All communities need gathering places like mailing list, a discussion topic, a chat room, a multiplayer game, a virtual world, a web site – or some combination of these spaces.

What are the key elements of communicative and collaborative practice on the web? Communication by definition means an exchange of information, cooperation means limited interaction of individual interests, coordination means increased interaction for shared interests and collaboration stands for shared creation.

Michael Schrage (1990) defined collaboration as the process of shared creation. He distinguishes collaboration by the genuine desire of the participants to solve a problem or create something new. Individuals that are cooperating, communicating, or coordinating are not collaborating. They are instead in the process of sharing information, ideas and time with each other while maintaining their respective autonomy, goals, processes, resources and policies.

Collaboration indicates mutual dependence and not all interactions should be collaborative or need to be. Stimulating collaborative knowledge building processes in virtual learning spaces emphasize the implicit-explicit knowledge transfer whereas online communication processes whether synchronous or asynchronous allow a bigger variety of spontaneous and unfiltered information exchange.

Aspects of self-presentation tackle various issues of communication on the web. Gender swapping (cp. Bruckman1993¹, Turkle 1997), pretending to be the opposite gender in Internet interactions, can create useful insights that can help people change their behavior. "Virtual consciousness raising", in the sense of Sherry Turkle, stresses scenarios of real-life deficits that could be compensated with new virtual identities, like a role in a play with a variety of other players.

Teens act more flexible and playful than adults in creating and exploring novel forms of expression in multi-user environments. The psychological dimension is mostly attached to sublimation and reorientation processes of the self in adult world that may lead to most abstruse and bizarre peculiarities. Teenagers are in constant process of creating their self-identity in search of undisguised reality.

4.2 Creative dilation by means of on- and offline tools

To what extent do teens deploy the computer as a creative tool? Which constellations, what factors are determining creative use of ICT, where it will happen, who will be doing it and with whom? These questions are at the focal point of several initiatives, competitions and school projects on a national and international scale (e.g. Netdays, U 19 Ars Electronica, eSchola and many others). Creative use of ICT suggests anything that can be done with a computer by means of hard and software that results in novel forms of human-machine interaction reaching from animation to websites to LEGO roboting.

The increasing deployment of computers in institutional educational settings across the disciplines and subjects triggered also networking

1

<http://www.mith2.umd.edu/WomensStudies/Computing/Articles+ResearchPapers/gender-swapping>

cultures among teachers and students working on interdisciplinary projects (cp. INSIGHT² – knowledge base for new technology and education).

Former monopoly status informatics teacher occupied on ICT implementation and usage at school has slowly but constantly shifted towards new media literacy competencies teachers may have acquired during their studies. Parallel the role of the teachers has changed and continues to alter into co-workers, tutors and moderators. But still, students do not predominantly gain media literacy competences from institutional education but from autodidactic acquisition.

Peer-to-peer software, music and game distribution and exchange led to expert forums, peer groups, communities and similar net assemblies.

With regard to creativeness and emancipatory use of digital information technologies ("pushing" instead of "pulling"), the questions remains to be open if new digital tools are more than just advanced means of production and distribution. For teens the Internet constitutes a fast, efficient and, in its own way, new reference system in which ideas, talents and capabilities could emerge refined and perfected through the inspiring interplay of cooperation and competition.

4.3 Cyber ethics

Cyber crime has become a serious problem in educational settings and other areas. The Internet has opened the door to teenage hacking, virus writing, downloading illegal music and videos, and plagiarism. Although such cyber crimes are, on the rise; personal computers are rarely the target of hackers. Schools and other institutions are targets that need protection. The more secure the system is, the more challenging the hacking becomes.

It is also important to increase youngsters' awareness of cyber ethics. Teens need to understand that hiding behind a computer online does not give them the right to do as they please. Schools should teach and encourage them to abide by ethical codes of behavior. Learning to respect others is one important issue that needs addressing. Educators should appeal to youngsters' sense of responsibility to others' feelings. It is up to the schools to make sure its students become just as "knowledgeable" about using computer technology as a "tool" as they are on how "to make appropriate decisions".

Students should not only learn how to use technology but they should also learn how not to use it. Every school curriculum should have

² <http://insight.eun.org>

programs on cyber ethics.

Peer to peer networks like *Kazaa*, *Morpheus*, *LimeWire* and the like are commonly associated with illegal software, music download and exchange. The legal policy behind such networks is rather ambiguous: on the one hand several supreme courts around the world confirmed that Kazaa peer-to-peer technology and its distribution is legal (cp. www.kazaa.com) and on the other hand Kazaa users must agree to abide the very complex End User License Agreement which includes all laws governing copyright in each country. But how can the actual user of such P2P networks understand and deal with such complex legal issues? Presumably none of the peer members really cares about the forbiddance of downloading, sharing and copying bootlegs. In the long run intelligent concepts like Apple iTunes, a music bourse with reasonable song and album charges, will create positive effects on avoidance of music piracy.

5. Survey results and findings

The survey was supposed to be addressed to international schools in Helsinki (Deutsche Schule Helsinki) whereas remarkably the International School Helsinki did refuse to hand out the questionnaire to their students.

The qualitative research emphasizes gender and age distinction under the premises of media perceptive, productive and receptive modes of ICT deployment. The findings from the survey should allow me to conclude if there is a specific creative purpose attached to individual usage of ICT in institutional and non-institutional settings.

Number of male students: 83

Number of female students: 117

Where do you mainly use the Internet?

Age group: 13

Girls and *boys* nearly identical prefer to use the Internet from home, followed by school, library and friends.

Age group: 14

Boys predominantly connect from the Internet café, very less from home. Girls mostly prefer to access the Internet from home, followed by friends, school and library.

Age group 15/16/17/18

Boys and girls identical prefer to access the Internet from home

How do you use the Internet?

Age group: 13

Girls use the Internet predominantly to gather information on the web, followed by web browsing, mailing, downloading music files, chatting, changing information and interacting in MUDs.

Boys preferably like to interact in MUDs, followed by information gathering web browsing, chatting, mailing and downloading music files.

Age group: 14

Girls use the Internet predominantly to gather information on the web, followed by mailing and chatting, browsing the web, downloading music files and to expose themselves.

Boys preferably like to browse the web and to download music files, followed by mailing, information gathering, interacting in MUDs, and chatting.

Age group: 15

Girls use the Internet predominantly to mail, followed by information gathering on the web, chatting, browsing, download music files and to expose themselves.

Boys preferably like to download music files equal to chatting and mailing, followed by information gathering, browsing and using the Internet as a market place.

Age group: 16

Girls use the Internet predominantly to mail, followed by information gathering on the web, chatting, browsing, downloading music files and to expose themselves.

Boys preferably like to download music files, followed by information gathering, chatting, mailing and browsing.

Age group: 17

Girls use the Internet predominantly to mail, followed by gathering information and web browsing.

Boys preferably like to gather information, mailing and downloading music files.

Age group: 18

Girls use the Internet predominantly to gather information followed by mailing and downloading music files.

Boys preferably like chatting and browsing followed by information exchange, self-exposure, information gathering.

How much time do you spend online a day?

What sort of online information you are mainly interested in?

Age group: 13

On average girls spend more time on the Internet than boys.

Boys are mostly interested in games, followed by music, sports, news and equal fitness, lifestyle, TV news, cinema and travel.

Girls are mostly interested in music, followed by games and cinema, shopping, sports and news, lifestyle, fitness and culture and art.

Age group: 14

On average boys spend more time on the Internet than girls.

Boys are mostly interested in shopping followed by music and cinema, games, culture/art, TV news and travel.

Girls are mostly interested in music, followed by cinema, games and news, culture and art, sports and travel, shopping, lifestyle and fitness.

Age group: 15

On average boys spend more time on the Internet than girls.

Boys likewise are interested in music, cinema and games followed by culture/art, sports and shopping.

Girls are mostly interested in music, followed by cinema together with traveling, games and news, culture and art, sports and travel, shopping, lifestyle and fitness.

Age group: 16

On average boys spend more time on the Internet than girls.

Boys are mostly interested in music and sports followed by cinema, culture/art.

Girls are mostly interested in culture and art followed by news and equal music, travel and sports.

Age group: 17

On average boys spend more time on the Internet than girls.

Boys are mostly interested in sports, games followed by news, music and cinema.

Girls are mostly interested in music followed by sports, cinema and travel.

Age group: 18

On average boys spend more time on the Internet than girls.

Boys are mostly interested in music followed by culture/art, cinema, news and politics.

Girls are mostly interested in music and cinema followed by travel, news, culture and art.

I have designed my own homepage to ...**Age group: 13**

The majority, both boys and girls have no own homepage.

Boys would be mostly interested in knowledge sharing, followed by contacting other people on the web.

Girls would be mostly interested to expose their creativity, followed by presenting hobbies and exchanging ideas, sharing knowledge and getting in contact with other people.

Age group: 14

The majority, both boys and girls have no own homepage.

Boys would be mostly interested in contacting other people on the web.

Girls would be mostly interested to get in contact with other people, followed by sharing knowledge, exposing their creativity, followed by exchanging ideas, presenting their hobbies and implementing a discussion forum.

Age group: 15

The majority, both boys and girls have no own homepage.

Boys would be mostly interested in contacting other people on the web.

Girls would be mostly interested to get in contact with other people, followed by sharing knowledge, exposing their creativity, followed by exchanging ideas, presenting their hobbies and implementing a discussion forum.

Age group: 16

The majority, both boys and girls have no own homepage.

Boys would be mostly interested in exposing their creativity followed by sharing knowledge contacting other people on the web.

Girls would be mostly interested to get in contact with other people, followed by exchanging ideas, presenting their hobbies and implementing a discussion forum.

Age group: 17

The majority, both boys and girls have no own homepage.

Boys would be mostly interested in exposing their creativity and hobbies.

Age group: 18

The majority, both boys and girls have no own homepage.

Boys would be mostly interested in exposing their creativity, knowledge sharing and idea exchange.

Girls would be mostly interested to get in contact with other people.

In a chat room I'd like to play with alternative identity categories...**Age group: 13**

Girls mostly like to change their age, followed by never changing the identity, "sometimes it's fun" and "I play different roles", "I change my sex" and "I try to seem cooler"

Boys do not want to change their identity in a chat, followed by "I change my age", "Sometimes it's fun" and "I change my sex"

Age group: 14

Girls prefer not to change their identity, followed by "sometimes it's fun", changing their age, followed by playing different roles, imitating idols and changing their sex.

Boys think that sometimes it's fun equal to playing different roles, followed by no interest in chatting at all, changing their sex and age.

Age group: 15

Girls prefer not to change their identity, followed by "sometimes it's fun", changing their age, followed by playing different roles, imitating idols and changing their sex.

Boys think that sometimes it's fun equal to playing different roles, followed by no interest in chatting at all, changing sex and age.

Age group: 16

Girls prefer not to change their identity, followed by "sometimes it's fun".

Boys never change their identity, a minority likes to change sex and playing different roles.

Age group: 17

Girls never change their identity.

Boys think that sometimes it makes fun, followed by "cooler looking"

and "imitation of idols".

Age group: 18

Girls never change their identity.

Boys equal vote for "changing the sex", "change of age", "playing different roles", "looking cooler".

I use my mobile phone to...

Age group: 13

Boys and girls use their mobile phone mostly to receive SMS, followed by being in contact with their parents and sending out SMS, sending and receiving images, exchanging information, extending the community and chatting undisturbed.

Age group: 14

Boys use their mobile phone mostly for being in contact with their parents and being reachable anywhere, anytime followed by sending and receiving SMS, exchanging information, extending the community and chatting undisturbed.

Girls equally prioritize being in contact with their parents and sending and receiving SMS, followed by being reachable, exchanging information, extending their community, making new contacts, sending and receiving images and last but not least chatting undisturbed.

Age group: 15

Boys use their mobile phone mostly for being in contact with their parents and being reachable anywhere, anytime followed by sending and receiving SMS, exchanging information, extending the community and chatting undisturbed.

Girls equally prioritize being in contact with their parents and sending and receiving SMS, followed by being reachable, exchanging information, extending their community, making new contacts, sending and receiving images and last but not least chatting undisturbed.

Age group: 16

Boys use their mobile phone mostly being reachable anywhere anytime followed by sending and receiving SMS and being in contact with their parents.

Girls equally prioritize sending and receiving SMS, followed by being reachable and in contact with their parents.

Age group: 17

Boys use their mobile phone mostly being reachable anywhere anytime followed by sending and receiving SMS and being in contact with their parents.

Girls equally prioritize sending and receiving SMS, followed by being reachable and in contact with their parents, extending the community and exchanging information.

Age group: 18

Boys use their mobile phone mostly being reachable anywhere anytime followed by sending and receiving SMS and information exchange.

Girls equally prioritize sending and receiving SMS, followed by being reachable and in contact with their parents.

I advocate stronger legal regulations on the World Wide Web to...**Age group: 13**

Boys mostly advocate stronger legal regulations on the World Wide Web in order to defeat any kind of terrorist networks, followed by avoiding and preventing music piracy, xenophobia and child pornography, protecting their own computer network from spam and viruses. Boys won't see enough relevance to protect intellect property rights.

Girls validate the prevention of child pornography, racism and xenophobia most important, followed by self-protection from spam and computer viruses, protection of intellectual property rights and avoidance of music piracy.

Age group: 14

Boys equal prioritize the defeat of any kind of terrorist networks, protecting their own computer network, defeating of terrorist networks, protection from spam and computer viruses, prevention of child pornography, followed by xenophobia and protection of intellect property rights, avoidance of music piracy is regarded less important.

Girls validate the prevention of child pornography equal to protection from spam and computer viruses, followed racism and xenophobia, defeating of terrorist networks and detecting of hackers, followed by protecting their own computer network, protection of intellectual property rights and avoidance of music piracy

Age group: 15

Boys equally prioritize the defeat of any kind of terrorist networks, protecting their own computer network, defeating of terrorist networks, protection from spam and computer viruses, prevention of child pornography, followed by xenophobia and protection of intellectual property rights, **avoidance of music piracy is regarded less important.**

Girls validate the prevention of child pornography equal to protection from spam and computer viruses, followed racism and xenophobia, defeating of terrorist networks and detecting of hackers, followed by protecting their own computer network, protection of intellectual property rights and avoidance of music piracy.

Age group: 16

Boys prioritize the prevention of child pornography, protection of their own computer network, protection from spam and computer viruses followed by defeat of any kind of terrorist networks and the protection of intellectual property rights. **Avoidance of music piracy is regarded less important.**

Girls validate the prevention of child pornography equal to protection from spam and computer viruses, followed racism and xenophobia, defeating of terrorist networks and detecting of hackers, followed by protecting their own computer network, protection of intellectual property rights and avoidance of music piracy.

Age group: 17

Boys prioritize the prevention of child pornography, protection of their own computer network, protection from spam and computer viruses followed by defeat of any kind of terrorist networks and the protection of intellectual property rights. **Avoidance of music piracy is regarded less important.**

Girls validate the prevention of child pornography equal to protection from spam and computer viruses and defeating of terrorist networks. **Avoidance of music piracy is regarded less important.**

Age group: 18

Boys rank prevention of child pornography, xenophobia, racism, protection of their own computer network, protection from spam and computer viruses most important. **Avoidance of music piracy and detection of hackers is regarded less important.**

Girls validate the prevention of child pornography, xenophobia and racism, protection from spam and computer viruses and defeating of terrorist networks most important.

Avoidance of music piracy, detection of hackers and protection of

intellectual property rights is regarded less important.

What kind of qualifications you consider most important for your future?

Age group: 13

Boys consider curiosity and willingness for lifelong learning most important, followed by openness, creative problem solving competencies and combination of job and family, language competence, social and ICT competence.

Girls don't consider any of the qualification criteria "very important", they validate important ICT-competence, followed by language competence, social competence and willingness for lifelong learning and flexibility, combining family and job, openness, curiosity, creative problem solving.

Age group: 14

Boys consider creative problem solving competencies most important, followed by openness and language competence, flexibility, social competence, ICT-competence, Curiosity and willingness for lifelong learning.

Girls consider social competence "very important", followed by willingness for lifelong learning, language competence, creative problem solving, flexibility and openness, ICT competence rank in last place.

Age group: 15

Boys consider creative problem solving competencies most important, followed by openness and language competence, flexibility, social competence, ICT-competence, curiosity and willingness for lifelong learning.

Girls consider social competence "very important", followed by willingness for lifelong learning, language competence, creative problem solving, flexibility and openness, ICT competences rank in last place.

Age group: 16

Boys consider curiosity and social competence most important followed by ICT competence, creative problem solving competencies, openness and language competence, flexibility.

Girls consider social competence and language competence "very important", followed by willingness for lifelong learning, language competence, creative problem solving, flexibility and openness, ICT competences rank in last place.

Age group: 17

Boys consider social competence most important followed by creative problem solving competencies and language competences. Curiosity, lifelong learning is considered less important.

Girls consider ICT-competence, curiosity and flexibility most important followed by language and social competence.

Age group: 18

Boys consider language competencies most important, followed by social competence, ICT-competence and flexibility. Lifelong learning and family/job combination is considered less important.

Girls consider social competence, creative problem solving, language competencies most important followed by flexibility and openness.

I identify my role models predominantly...**Age group: 13**

Girls mostly find their role models on Music TV, followed by Magazines, in their circle, family, in the advertising business, at sports.

Boys find their role models at sports, in the music world, on Music TV and in the advertising business.

Age group: 14

Girls mostly find their role models in their family, followed by their circle, on Music TV and at sports, followed by magazines and music world.

Boys mostly prefer sports, followed by family, equal to "no idol", music world and Music TV.

Age group: 15

Girls mostly find their role models in their family, followed by their circle, on Music TV and at sports, followed by magazines and music world.

Boys mostly prefer sports, followed by family, equal to "no idol", music world and Music TV.

Age group: 16

Girls mostly find their role models in their circle, followed by their family, magazines, sports and Music TV.

Boys mostly prefer sports, followed by advertising business, Music TV and their circles.

Age group: 17

Girls mostly find their role models in their circle at sports and in their family.

Boys mostly prefer sports, followed by their family, their circles and on Music TV.

Age group: 18

Girls mostly find their role models in their circle and in their family.

Boys mostly prefer sports, their circles and Music TV.

6. Conclusion drawn from the survey**6.1 Gender division**

Most significant are the gender specific division of ICT deployment, validation and time consumption among boys and girls. Although there are many initiatives and projects on national and international scale to attract girls for technical oriented professional education (e.g. Germany: Project "Putting Women on the Net" www.frauen-ans-netz.de, Project to attract girls to ICT-training: www.idee-it.de; European Commission: Bridging gender gaps in the ICT sector

http://europa.eu.int/comm/employment_social/equal/index_en.cfm), in fact, previous stereotype patterns seem to remain the same: ICT is still a male domain.

6.2 Gender swapping

Role-playing and gender swapping is not an issue for that age group rather than a one-time challenge. During puberty identity formation processes are strongly connected to shaping one-self and the confrontation with others. Meant delusive attitudes in any kind of communicative processes are not inherent to developmental psychology of teenagers, except for affective actions in confronting one-self and vis-à-vis with unpredictable and provocative expressions. Moreover, aspects of the self comprise identification processes in peer groups, communities of a certain interest, personal chats and game cultures with its own rules.

6.3 Homepages

Interestingly a vast majority does not have an own homepage. Even though the ambition for self-exposure is rather obvious, stringent arguing why there is no such thing may fail, if we consider the interdependency of communicational, creative and technical skills related to homepage design.

Exactly the acquisition of those skills should be initiated and supported

at school level. Project and interdisciplinary teamwork are the key factors of stimulating and acquiring key ICT competencies. Many national and international online initiatives have targeted for collaborative and competence based project management in diverse school and subject settings. As a result intercommunicative practices and exchange of form implicit information and knowledge resources raised new understanding of communication and collaboration beyond mental and physical borders.

6.4 Cyber ethics

The survey results clearly indicate less awareness of copyright violence. Music piracy and illegal file sharing and copying is obviously not regarded as crime. Obviously music download and mp3 burn and exchange is common practice and causes no legal consequences. ICT competencies or media literacy are commonly validated as cultural technique, hence the educational policy must shift towards critical user instead of critical mass education that is mostly associated with child abuse and prevention.

Rules inscribed in netiquette and other frameworks of social behavior on the web do not suffice to face the vast challenges of legal, social and topographic grey zones in interconnected cyber worlds. To bring more light exactly into those blind maps addresses educational endeavours in comparison with real world experiences, e.g. unveiling of free software licenses and proprietary software, protection of authorship and copyright. Research evidence clearly indicates bottlenecks in clarifying and specifying appropriate pedagogical means to impact more widely into that direction.

6.5 Future competencies

Surprisingly none of the respondents regarded ICT competencies as to prioritizing skills for their future professional life. Social competences, language skills and creative problem solving competencies are prior and desirable skills to challenge uncertain and vulnerable job perspectives.

Some conclusions can be drawn from the video interviews (<http://www.kunstnetzwerk.at/videos.html>). Questions like "Could you imagine living in a world without the internet or all the new technologies? In what way are you dependant on the Internet? The Internet is a pull medium – that means you take information out of it. Could you imagine to contribute and to share knowledge with others in a global world? Do you trust the Internet? What other information resources do you prefer?" were supposed to clarify individual utilization of new technologies, media competencies and social responsibility. But where do students in this age group they learn

critical thinking and emancipatory use of new media? Obviously there is a bottleneck area in the educational system that does not comply with new questions arising from pervasive ICT technologies of every day life. If we think only of the complexity

6.6 Media didactical design

In the following an outline model of a practical and design-oriented medium didactics is introduced, which makes a systematic planning for the medium conception possible. It is to become clear that a didactical medium conception may not concentrate alone on the medium. It must include and should take into its considerations the entire conditions of the didactical field. Under the aspect of the actual degree of utilization for individual learning and the learning organization the successful utilization of new media in education is less determined by the medium, than by the adjustment to the conditions of the didactical reference framework.

The term learning environment designates the design of planned learning arrangements, whose prerequisites are based on computer-aided media conditions, that allow and facilitate in particular learning for individuals, groups or organisations.

Keil-Slawik (1997, 113) interprets for example a learning environment "an open technical infrastructure, which permits both computer-aided learning (CUL) and the presentation of materials".

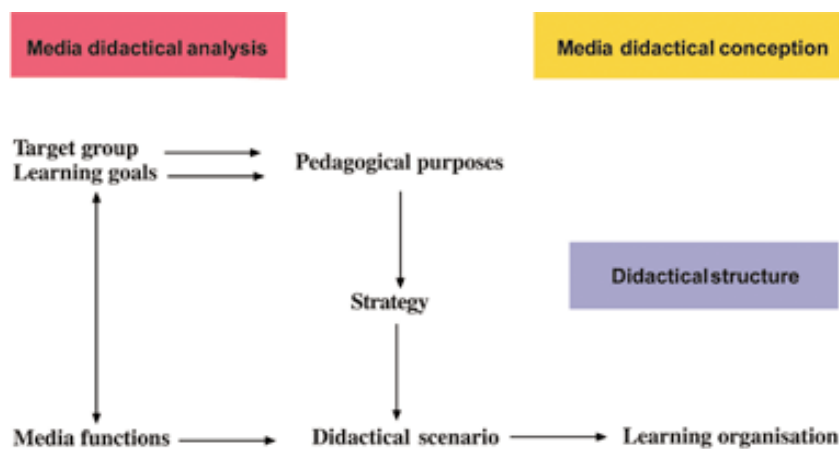
Based on my research findings I refer to multimedia and/or hypermedia learning environments, since these didactical concepts can exemplify particularly well descriptive representation and reactive or interactive systems that potentially match the complexity of Learning Objects. It is to become clear that the planning and conception of hypermedia learning environments has to go beyond a simple production of a video or html-page (with more or less multimedia components). Therefore first the solution of a "didactical problem definition" should be located in the project focus. The adequate media deployment must be regarded and examined as a possible element of a problem solution.

Deployment of "new media" in different learning settings requires a meaningful planning. Further the question arises under which premises a meaningful didactics may have the potential to stimulate and evoke certain learning processes. That necessarily concludes that learn-organizational conditions must be given, in order to be able to energize certain learning processes, and to find out which personal services, e.g. the learning or medium consultation, tutorial or technical support are in place.

7. Didactical model

Planning of didactical processes emphasizes the development of systems with components that mutually affects each other (conditions, basic conditions, goals, contents, methods and media).

The reference framework represented in fig. 1 shows that individual factors are of mutual interdependence. That specific model emphasizes a procedure, in which first the target group and instructional contents have to be determined, before the didactical and methodical decisions and the questions of the learning organization are specified.



7.1 Target group

One of the basic considerations for the necessity of a definition that characterizes a target group is the advantage the group may take from a specific learning offer.

It is to be assumed the addressees apply to learning offers in functional context. It means only specific offers will be accepted that can be easily customized and deployed by its users.

In order to define this more precisely, a few areas have to be argued in detail:

7.2 Learning motivation

Dealing with a "new" educational medium is a priori connected to the learner with a certain expectation attitude and curiosity. However the news effect connected with the curiosity motivation is temporally limited.

Best learning results were obtained, if experimental instruction did not last longer than four weeks [...] The result is not surprising and in sociology and psychology this phenomenon called "Hawthorne-Effect" has been well-known

for a longer time (Kreh, 1991, 34)

Weidemann (1997, 75) points out that a varied medium can affect unfavorably the processing of won impressions. I conclude from my research that the subjectively positive experiences of the learner with guided multimedia learning paths do not allow conclusions on the effectiveness and quality specific learning objectives will be approached. Here it is necessary to find out beforehand, whereby learners are to be motivated to deal with a certain learning offer.

It is evident that intrinsic motivated learners mostly don't need additional incentives and they are able to deal with a higher degree of self-control than extrinsic motivated learners.

Thus provision of extensive information offer, self-directed learning paths and the mode of self-responsible learning, can be seen as encouraging prerequisites for intrinsic motivated learner.

Extrinsic motivated learner would need clearly defined and structured learning goals, partitioning of subjects taught in surmountable units and the feedback on their learning progress.

Within Instructional Design theories it is assumed that motivation is a central element of the instruction:

...no matter how excellent any instructional program is, learning will be no greater than the student's level of motivation. When motivation is low, learning will be low (Spitzer, 1996, 45)

Spitzer's concept of "Super-Motivation" puts more value on the activity than on the individual attitudes of the learners. He assumes, the more motivating elements the context of an activity contains, the more motivating this activity is experienced. If one compares for instance learning with sports, Spitzer argues that most of the involved activities are boring. Playing Golf, e.g., can be rather repetitive and boring, if it is not seen in the context of the game.

Hence motivation factors of a play should contain: Action, Fun, Variety, Choice, Social Interaction, Error, Tolerance, Measurement, Feedback, Challenge and Recognition. These are exactly the factors, motivating a learning situation (Spitzer, 1996, 46ff):

Action: Active participation in the learning process. Activity can be both physical and mental nature.

Fun: Humorous and surprising elements as part of the learning system can evoke a playful and encouraging way of using learning systems.

Variety: Use of different media, resources and activities.

Choice Learners should be able to do their own selection of media, contexts and learning paths.

Social interaction: group-discussion, work in teams or consultation by instructors play an important motivational function.

Error tolerance: Learners do mistakes, and this is an important factor when learning.

Measurement: The focus is on personal improvement.

Feedback: should be positively formulated. Spitzer recommends suggestions on improvement instead of pointing out the errors.

Challenge: Tasks that can be mastered should not be trivial, but represent a sufficient challenge. Particularly recommended are learning goals by the learner themselves.

Recognition: The motivation can be increased, if the learning progress is recognized by the system, other learners or teachers.

According to Spitzer's super motivation most effective in complex multimedia learning environments is Challenge, Choice, Action and also Fun, since most interactive media bear a highly explorative potential of learning goals.

The enormous potential of mediated multimedia offers – that is in fact an indicator on the momentary technical level of development – demands a high frustration tolerance from the learner (e.g. virtual game worlds and learning worlds).

7.3 Learning goals

Classical models of learning goals definition proceed from the postulate of the operability (“Operationalisierbarkeit”), i.e., there are observable indicators, which give information on the learning behavior and the criteria for the evaluation of the learning progress.

Learning goals indicate a certain kind of finalization, however this specific situated attitude is not the actual goal.

Moreover the objective is the disposition to act and react in a specific manner. Since such dispositions are of a rather hypothetical character, specific operable manners must be assigned to them. Learning objectives must have a certain logical structure: They describe an intended (end -) behavior, certain contents, to which the behavior refers, as well as a specific situation, which concretizes the outside conditions for the desired behavior.

Consequently learning goals are differentiated in a behavior -, a contents as well as a situation component.

Regarding learning scenarios and activities in hypermedia contexts it has to be clarified how learning goals and level of representation of appropriate content complements one another with respect to appropriate learning scenarios and activities.

7.4 Reception and memory of facts and rules

Knowledge (information, facts, formulas, rules, terms) that is represented in learning environment should allow the users to reflect and to recall knowledge at a certain time. Recalling, repeating and concomitantly learning facts can be substantially facilitated by a variation of learning tasks. It is a crucial part of developing cognitive patterns if there is a coherency among the learning subject, the addressee and a well-balanced structure of content.

Only if there is a need to demonstrate complex structures or concepts, a linear succession of certain information should be emphasized. However a linear representation should be as brief as possible. David P. Ausubel's concept of "meaningful receptive learning" offers the theoretical background for this form of learning (1980, 148).

7.5 Dealing with information

The representation of contents should follow an immanent systematics. It is to facilitate for the learner the integration of new information, which is acquired by other media, in different instruction articles, or by communication with others, into this systematics. Sorting larger information units by means of adequate techniques in hypermedia can be even regarded as learning process. Information should be applied to own working and learning experiences and at the same time into the given social and local-temporal context, in order to be able to transform it into knowledge. Thus cognition always must be accompanied by meta-cognition, so that preference -, priority and selection criteria can be justifiable be brought into a balanced state (see Doering 1997a).

7.6 Implementation of rules and imitation of operational steps

It is characteristic for this learning level that contents are not only represented, but the learners have the opportunity, for example in the form of interactive simulations, to apply the learned themselves and to examine the success of application. Thus individual action steps are acquired and tested. The learning environment does not offer even the possibility for producing such simulations however it offers a suitable user interface and functionality, to merge these simulation programs, e.g. in the form of Java applet, optimally into the context of

information and communication. The selection of complex and interdisciplinary contents by means of Hypermedia challenges new forms of self-activated learning processes. Reality proximity and application of acquired knowledge can be simulated in hypermedia spaces. In this "exploration area" searching, evaluating, structuring and arranging information stress the way how associative, occasional and transverse learning can be deployed.

7.7 Problem solving and selection of alternatives

It is about accomplishing and structuring of complex scenarios.

Learning environments support information and experimentation possibilities to trigger specific tasks that are interrelated with learning processes. However conditional is that the learning environment is accepted as a complex tool that allows a setting of complex scenarios to be integrated into education. This point refers to the importance of learning organization and the process planning. Cognitive tools, e.g. open multimedia learning environments, evoke self-directed, playful and creative actions within a learning subject.

Besides it is always important from the angle of a problem solution paradigm that learning does not take place isolate, but in a social and praxis-oriented field. Learners should support each by explanations, idea exchange etc. and to mutually inform themselves (cooperative self qualification) in an informal way that should support changing roles.

7.8 Information exchange and availability

It is about understanding complex processes in their causes and effects. This is hardly to be carried out in the context of a didactically inductively oriented learning environment. For that purpose open learning environments or simulations are needed, that do not offer only "correct or wrong" solutions in the sense of result-open working and researching. Nevertheless the learning environment can fulfill these functions as a tool, e.g. as in the framework of project work in which certain components can be utilized. When learning in the Internet the social structure of the learners may accept different communication forms, which Paulsen (1995) calls "four communication paradigms used in computer mediated communication".

Paulsen plans the following communication forms:

- One-alone Techniques (on-line data bases, on-line journals, on-line programs, etc.)
- One-to-one Techniques (learning agreements, training relationship, practical courses etc.)
- One-to-many Techniques (symposiums, training courses, fun) –
- Many-to-many Techniques (debates, simulations, plays, games

of roles, case studies etc.).

7.9 Problem solving

Learning of complex (cooperative) research questioning can only partial be supplied by didactically prepared environments. Moreover the entire Internet, with which it is for example possible to access distant resources or discuss with experts allover the world, is to be regarded as a suitable tool for this. Tools, which seek to support this form of co-operation and research purposefully, are "collaborative working tools". They facilitate communication in spatially distributed working groups, data exchange and the data storage. Possibilities of external storing and retrieving information over data base put the learners into a new situation by having to make an evaluation of internal and external knowledge resources. In this way activating learning techniques are required, which can be developed further to information and a knowledge management.

Within the range of the learners' intellectual abilities often complex demands are made, which do not allow a meaningful differentiation of individual learning objectives. Since the knowledge transfer and the skills often do not refer to the initially initiated learning situation, the emphasis of the information representation lies in the diversity and multi-perspective and in the use of varied examples.

Spiro's Cognitive Flexibility Theory (1990) assumes learning context-bound:

By cognitive flexibility, we mean the ability to spontaneously restructure one's knowledge, in many ways, in adaptive response to radically changing situational demands [...] This is a function of both the way knowledge is represented (e.g., along multiple rather single conceptual dimensions) and the processes that operate on those mental representations (e.g., processes of schema assembly rather than intact schema retrieval). (ebd., 165).

In the center of the learning offer a concrete scenario is located, around which appropriate knowledge units and skills are to be arranged. This corresponds with newer situative theories, embedded in the discourse of constructivism, which demand integrated and authentic learning situations (Activity, Context, Culture).

8. Learning Objects

Identity formation in a multicultural society

<http://www.kunstnetzwerk.at/LO/LO.html>

Introduction

The idea to create such Learning objects came from the authors experience as academic nomad living and working in several foreign countries, actual in Helsinki, Finland. Previous to Helsinki he lived in Brussels where multiculturalism was at hand, highly visible in almost all regions of wider Benelux countries. The situation changed dramatically in Finland by own experience and later on by research evidence on migration policy and current percentage of foreigners living in the country. There is obviously a need for multicultural approach in Finland (cp. <http://www.migrationinstitute.fi>) that should be also compliant with European Union migration policy and internationalization efforts.

Bhikhu Parekh (2000) writes:

“Multiculturalism doesn't simply mean numerical plurality of different cultures, but rather a community which is creating, guaranteeing, encouraging spaces within which different communities are able to grow at their pace. At the same time it means creating a public space in which these communities are able to interact, enrich the existing culture and create a new consensual culture in which they recognize reflections of their own identity.”

In the traditionalist discourse, debates about multiculturalism and curriculum are engaged primarily through the categories of patriotism, culture, and national identity.

Furthermore, cultural differences cannot be merely assimilated into a common culture, or policed through economic, political, and social spheres that restrict full citizenship to dominant groups. If multiculturalism is to be linked to a renewed interest in expanding the principles of democracy to wider spheres of application, it must be defined in pedagogical and political terms that embrace it as a referent and practice for civic courage, critical citizenship, and democratic struggle.

Moreover, critical multiculturalism performs a theoretical service by addressing curriculum as a form of cultural politics that demands linking the production and legitimacy of classroom knowledge, social identities, and values to consideration of power.

Multiculturalism means analyzing not just stereotypes but also how institutions produce racism and other forms of discrimination.'

A multicultural curriculum must address how to articulate a relationship between unity and difference that moves beyond black and white thinking. It is crucial for educators to develop a unity-in-difference position in which new forms of democratic representation, participation, and citizenship provide a forum for creating unity without denying the particular, the multiple, and the specific. In this instance, the interrelationship of different cultures and identities become borderlands, sites of crossing, negotiation, translation, and dialog.

8.1 Multiculturalism and Youth Culture – Ethnic Identity

In the beginning of the 21st century questions about nationhood, ethnicity and identity are in the forefront of political agendas. In the theoretical discourse on these subjects they are either viewed as in a state of fragmentation or strengthening. At the same time both cultural absolutism and relativism seem to prosper in real life and politics. Since the end of the previous century the concepts of multiculturalism and cultural diversity have been introduced in this political and theoretical context. Both concepts are evasive and notoriously hard to define. Hence, they are also used with different – and sometimes even quite contrary or socially competing – meanings. However, there seems to be a broad consensus in regarding multiculturalism as a new or late modern phenomenon. This view could be questioned, not least from the perspective of popular culture and youth cultures.

Many European countries turned into a multi-ethnic society in the 1960s and 1970s. Since then the growth of multi-ethnic neighborhoods has also affected youth cultural styles and popular culture in a lot of different ways. Both have taken on a more "ethnic flavor" than before, at the same time as the difference between "natives" and "immigrants" have become a taken for granted, but in some contexts also controversial, distinction within the population.

In the 1990s cultural diversity and multiculturalism also became official state ideology in many countries on questions concerning the labor market, ethnicity, youth and cultural policy. This was also accompanied by strong political measures against ethnic discrimination during the 1990s and the installation of an ombudsman with the assignment to look after the interests of ethnic minorities and take cases of ethnic discrimination to court.

There are, however, cracks in the ideology of multiculturalism pursued by the states. At the same time that it proclaims that authorities, social and cultural institutions should be multicultural, multi-ethnic neighborhoods become more and more segregated from neighborhoods almost exclusively inhabited by "natives". In this way

living in a multi-ethnic neighborhood also tends to signal low social status, welfare dependency, and high rates of crimes.

Of course, this also affects the youth population. Growing up in a multi-ethnic city area often means having no contact with "natives", and with the feeling that multi-ethnicity or multiculturalism in practice has become a reserve in the outskirts of the society the majority of the population live in. In this way multi-ethnic youth cultures tend to have no or low degrees of what could be considered as elements of national ethnicity.







Youth cultures primarily express their members' identity through styles. However, these styles wear blueprints of social class, gender, ethnicity, generation related and geographical locations. Hence, they reflect the complexity involved in identity formation. Read through youth styles this identity formation consists of identity opportunities that are both restricted and free floating, but also emphasize the importance of relating different identity constructions to each other. This means that multicultural or ethnic identities cannot be considered separated from other identity constructions, like e.g. class, gender or local identities

8.2 How to use the Learning Objects

Table of overview

<http://www.kunstnetzwerk.at/LO/LO.html>

The table of overview on the website represents a media didactical concept containing 5 interrelated Learning Objects which can be utilized and deployed in various learning contexts and teaching scenarios. It contains a voting tool, an online topic map tool, background information about identity formation in multicultural societies, pedagogical methods and means how to stimulate creative and critical thinking and the underlying media-didactical concept how and in what contexts planned and elaborated tailor made learning units can be developed.

Learning Objects	Learning Object 1	Use a voting tool to make an image analysis on the topic of xenophobia.	 	Survey
	Learning Object 2	Sketch your ideas online and define your own topic map.		Topic Map
	Learning Object 3	Get the right background information about identity formation in multicultural societies.		Background Info
	Learning Object 4	Get some ideas to stimulate creative and critical thinking.		Creative Process
	Learning Object 5	Plan and elaborate tailor made learning units.		Media Didactical Objectives

Learning Object 1: Voting tool

"Use a voting tool to make an image analysis on the topic of xenophobia"

The use of the online voting tool allows you to make an image analysis on the topic of xenophobia and racism. It can be deployed in different pedagogical settings to evoke spontaneous and anonymous reaction.

Description of the Learning Objects:

How do you interpret the image, what do you think about foreigners living next door to you?

The online poll corresponds to the image representing an Art Postcard titled "Would you like to rent a flat to this woman?", by Klaus Staeck. Make your vote or even post your own comments on the visual and political statement.



Würden Sie dieser Frau ein Zimmer vermieten?
Klaus Staeck, 1971, Postcard, DIN-A6, 14,8 x 10,5 cm

"Würden Sie dieser Frau ein Zimmer vermieten?"
"Would you like to rent a flat to this woman?"

Migration

What do you think about the picture

- The picture is misleading without the text
- It can be wrong interpreted
- The message is rather ambiguous
- Who is depicted on the picture?
- It makes me thinking
- It's offending and discriminating
- It plays with tabus
- The picture is highly up-to-date

[Vote!](#)

[View Result](#)

[Free Web Polls](#)

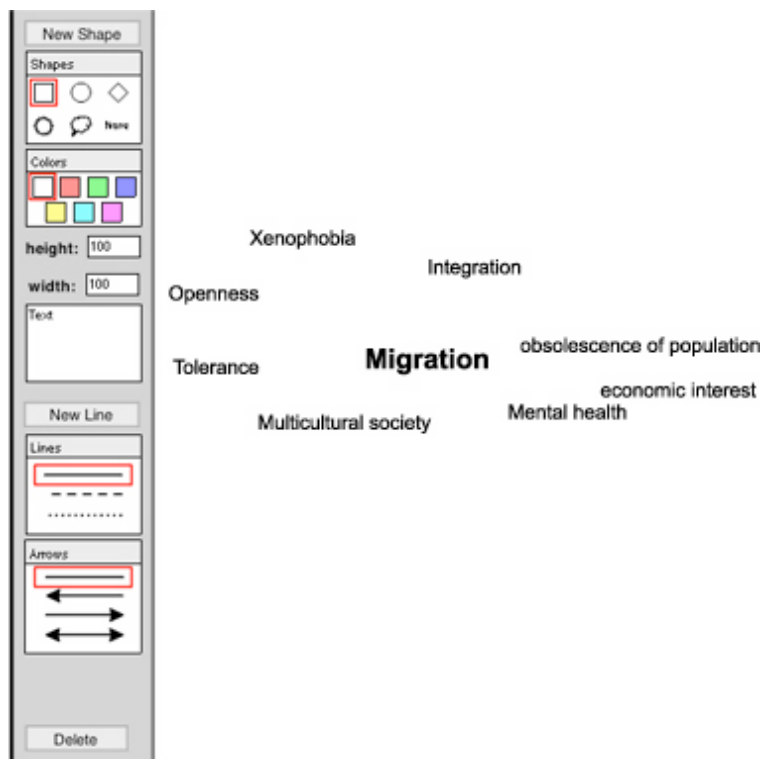
Learning Object 2: Mind mapping tool

"Sketch your ideas online and define your own topic map"

Mind Maps are very important techniques for improving the way you take notes. By using Mind Maps you show the structure of the subject and linkages between points, as well as the raw facts contained in normal notes. Mind Maps hold information in a format that your mind will find easy to remember and quick to review.

Description of Learning Object

You want to trigger a brainstorming session on the web? This online mind-mapping tool allows you to concretizing your ideas and to share your concept within your group.



Learning Object 3: Background info

Background info on relevant topics emphasizes understanding of historical, individual and socio-cultural contexts. The comprehensive information and knowledge resources the Learning Object contains are supposed to be critically reflected and elaborated by teachers and learners.

Description of Learning Object

You want to know more about racism, xenophobia, fundamentalism in historical, individual or socio cultural contexts? This information will help you to develop appropriate methods and means for your specific pedagogical purposes.

	Racism	Xenophobia	Fundamentalism
Historical context	Basic information for teachers: Historical roots of racism (pdf).	Basic information for teachers: "Phenomenon of xenophobia in relation to racism and racial discrimination" (pdf).	Basic information for teachers: Europe and Radical Islam: Confrontation, Accommodation or Dialogue? (pdf)
Individual context	Student topics: - Hooligans - Racism at school - Racism in mass media	Student topics: - Migration and Integration - Economic interest - Obsolescence of population	Student topics: - Islam - Hegemony of the US - Obsolescence of population
Socio-cultural context	Discuss the UN charter on Racism and Racial Discrimination .	Discuss the UN charter on Xenophobia .	Discuss the UN charter on Religious intolerance .

Learning Object 4: Creative process

Get some ideas to stimulate creative and critical thinking.

Description of Learning Object

Get to know more about creative techniques. Creative thinking involves creating something new or original. It involves the skills of flexibility, originality, fluency, elaboration, brainstorming, modification, imagery, associative thinking, attribute listing, metaphorical thinking, forced relationships.

Visual Brainstorming

Evaluation Phase, With a collection of sketched ideas, they can now be evaluated.

1. Present your idea-sketches, trying to observe them with as much imagination as possible
2. Think of yourself as a critic, so looking at them from another perspective
3. Rotate the sketches, place images on images, cover top of bottom half, these varying tactics may inspire yet another idea
4. Comparison. Clustering all the sketches together, place complex ones with simplistic ones, make comparisons, more ideas could be generated at this stage.
5. Log all the ideas that come to mind throughout the session, using different colored pens to denote initial ideas, continuing ideas and then final more paramount ideas.

Learning Object 5: Media didactical objectives

Plan and elaborate tailor made learning units

Description of Learning Object

Learn to structure and to organize your specific media didactical design: the kind of media you want to deploy, the pedagogical purposes, strategies and didactical scenario you envisage to implement in your learning organisation.

The media didactical design is based on the didactical model (see chapter 6). This model allows you to reflect on your own pedagogical purposes under the premises of media-didactical means and methods. The following media didactical scenario exemplifies the purpose of such a model applied to a specific topic relevant learning goal.

Teaching and learning scenario:

1. Media didactical analysis:

Target group: Ages 15-18

1. 2 Learning goals:

Discuss, analyze and evaluate the migration policy in your home country.

Use LO 3 (<http://www.kunstnetzwerk.at/LO/LO3.html>) to get some background info.

1. 3 Media functions:

Search, browse, scan the web. Use the LO 2 to sketch your ideas.

2. Media didactical conception

Topic: Tolerance in multicultural societies

Initial starting point: Use the LO 1

1. Anonymous use of the voting tool
2. Evaluation of results.
3. Creative process of fact finding on the discussion topic.
4. Team work under the premises of historical, individual and cultural contexts.
5. Presentation of results
6. Peer review and assessment.

3. Didactical structure

1. Creative and reflective thinking

- Self-study approach
- Team-work
- Peer review
- Creative tools
- Presentation skills
- Assessment methods

Teaching and learning scenarios:

Formal or informal educational environments.

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