



ICONET

E 5 Case Study

Cartoon Planet: Use of social computing to motivate young people to reflect



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CARTOON PLANET

a case study on the use of social computing to motivate
young people to reflect

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INTRODUCTION

- The EU-funded ICONET project
- Recognition of informal learning
- Web cartoons
- Reflection on skills competencies
- Hands-on, exploratory learning

*" There's something wrong when a person is able to do
something really very well, but is not considered smart if
those things are not connected with school success"
(Howard Garden)*

ICONET



Rationale

- 21st century learners
- Flexibility, adaptability and personalised learning
- Modern pedagogy based on social processes
- Learning as a dynamic activity, embedded in everyday life
- Innovative learning activities – using the web to bridge formal and informal learning

Cartoon Planet



Salford Young People's University

Education Development Unit



Summer Schools

Year 8 SYPU Summer School

28 July - 1 August 2008

This Summer School is funded by [Aimhigher Greater Manchester](#). A limited number of places are given to specific schools within Greater Manchester who are participating in the Aimhigher scheme. Course choices for Year 8 SYPU Summer School 2007.



Cartoon Planet – approach



- 2 hour f2f workshops
- Stimulate guided reflection on strengths and skills through different peer and group activities
- Utilise ICT for communicating skills in an interactive and personally meaningful way

Cartoon Planet - process



- 12 students per session
- 'Introduce yourself' activity
- Interview role play
- Group activity – joint reflection
- Skills card – passport to 'Cartoon Planet' (game component)
- Create avatar/speaking cartoons to express and symbolise 'self'

Cartoon Planet - results



- Learners focused and engaged
- Mastered concepts/tools quickly
- Required support and personal guidance for reflection
- Successful approach overall

Reflections

- Reflection about own learning worked well (never referred to it as 'reflection' – disguised through environment and tasks)
- In day-to-day life learning happens naturally and reflection is integral to that process – it's only when we try to 'make' people learn that it often goes wrong

Conclusions

- Creation of avatars appealed to their creativity and reinforced learning from the first part of the session
- Key elements that can enable the engagement of young people in this area:
 - Tutor's constant and personalised support to facilitate learners' engagement with the activities (small groups of students are advisable);
 - The use of ICT to help keep the learners' interest and motivation;
 - The development of activities based on social learning approaches;
 - The inclusion of a fun component as an integral part of the learning activity.

Thank you for listening!

www.iconet-eu.net

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