

Lacasa, P., Méndez, L., de la Fuente, J. & Manzur, K. (2016). *Digital media as learning tools outside the classroom.*

Mobile phones can be used for playing, chatting on WhatsApp, talking on the phone, and also for creating, through photography and video. Productions can be shared through social networks and what's more, they can be improved through this sharing. All these contexts and tools allow individual and collective learning. In this presentation we focus on the dialogues and collaborative practices undertaken by the young – and not so young – people as they made their digital creations. iPads were used, individually and in pairs. A multidisciplinary team of researchers and university students from psychology, education and audiovisual communication backgrounds spent one academic year working in community workshops. Main goals of the research were the following: 1. Explore how young people approach digital technology in an intelligent, reflective manner through art, when their productions are published on social networks; 2. Analyze the processes involved in the construction and development of digital productions when they become content creators; 3. Examine the interactions that take place between the children and their peers, and between the children and adults, in large and small group situations. This research was designed to be qualitative and ethnographic. It is understood as an activity which places the observer in particular worlds and immerses them in the meaning construction process. We assume that human activities take on meaning in the social, cultural and historical framework within which they arise. Ethnography explores the culture of specific groups, in this case young people in leisure situations in the Matadero and Telefonica community centers in Madrid. We explored the creative process during 18 workshops designed to introduce creative practices among young people from a critical perspective. The participants used iPads as tools for creation and participation. They were young people aged between 8 and 14, and the maximum number of attendees per session was 28 while the minimum was 5. A total of 250 people attended the workshops. The sessions took place on Sunday mornings and lasted two and a half hours. All the sessions were video-recorded. Considering the analysis, the methodological challenge is to combine narrative reconstructions, with an analytical approach supported by computer software for qualitative analysis. We used NVivo for Mac (11,1,1) and specific commercial software to organize, analyze, and interpret the photo and video productions: Lightroom (Adobe) and FinalCut Pro (Apple). The results gave us the following conclusions for discussion: 1) The participants, young people who at first understand Vine and Instagram as social networks designed for leisure, discover new ways to look at them after they reflect on their own practices; 2) The specific audiovisual contents are dependent on the context provided by each of the sessions and the interactions that young people establish with either adults or peers; 3) In relation to the awareness of multimodal discourses, the difficulties appear when they try to integrate images and sound. Their awareness of discourse is conditioned by the type of applications used.

Keywords: Digital, literacy, teens, social networks, participatory culture.

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