

Ben Bachmair

Examples of learning in and by generated, provisional contexts

A closer look on the examples Jermaine's multimodal writing in his exercise book (see above) stems from his specific access to his sites of the internet, to sites which relates to the issues war/ soldier / animals and a specific software, the app Halftone 2. With Halftone 2 he produces his comic strips in school. All together they are part of Jermaine's writing context. The example above about the recognition of students' resources for discussion on war in a Grammar school depicts the combination of the resources within a situation during the *awareness path*. These resources belong to different contexts and, together, they set up a fragile and non repeatable contexts. A photo of the Algerian Grandfather together with a video of gun sport together with a gunner app on smartphone enhanced a common discussion in which the pastor's reflection about war and grace was adequate and coherent. This is the beginning of understanding each other and his specific contribution to the issue war and peace. It lays also the ground to become aware of the singular context of learning as interpretation. With other words, context awareness is emerging.

- Tablets for investigation and for games in the school for special education needs

During the *animals in war*-workshop the teacher facilitated that students opened contexts by showing his media sources e.g. the BBC podcast about *Lizy, the elephant* (see above). Another contexts was opened by the students during an excursion to a memorial for animals in war. Students combined their three available tablets of the school as well for investigating the memorial with their entertaining during the picnic break in front of the memorial. But also during the break some student play on a tablet. Look deeper the students' use of the tables is adapted to two context, the leisure time contexts of games with the game software on the tablet and, the second context, the demands of lecture and excursion in the school context. The same cultural resource is used but different application on the tablets - taking photos of the memorial or playing a digital game - link the students' activities to different contexts and their specificities.

- A personal, protective workspace in the school for special education needs

When producing his story about animals in war for his exercise book (see above) Jermaine needed a protective space which he organised by himself by listening, partly by watching music videos. Jermaine accessed the video platform "vimeo". The teacher is familiar and cooperative with Jermaine's desire for a protective space. Music from mass communication and entertainment is a usual form of separating from the here-and-now environment. Generally spoken, the here-and-now situation is widened by a user generated video-context. Target oriented working, writing as narrative, is integrated part of a user generated context by means of tablet and video platform in the internet. In his communication with Jermaine, the teacher calls this "Jermaine's workspace". Alternatively to this protective workspace by means of tablet and user generated internet context in the classroom a noise protected area with chair and table is made available for a student.

The visible part of the *workspace* is set up by the tablet, which is connected to the internet. Jermaine does not use an ear set which is why the music sound is audible to the class but not as loud that it is disturbing. In this *workspace* Jermaine writes his rather complex story about animals in war (see above).

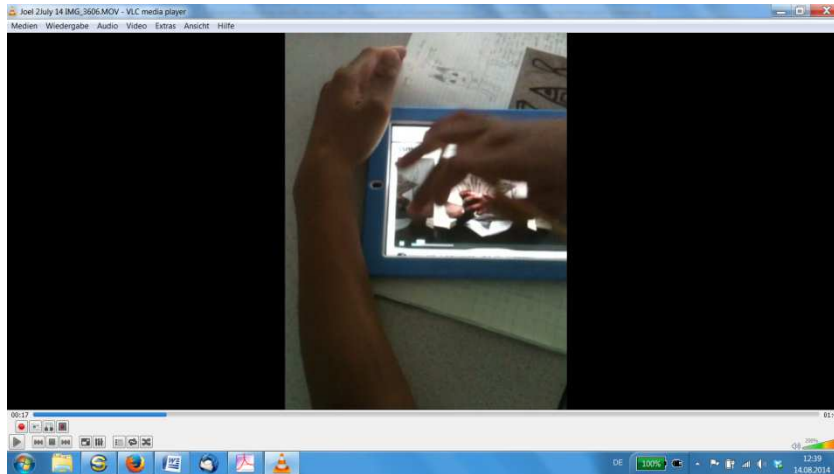


Fig : Jermaine's personal work space in which he use videos as background for writing

In such a self-generated *workspace*, Jermaine searches for his own graphic tools to write his story about animals in war in addition to his handwritten story in his exercise book. He used the app Halftone 2 for his comic strip (see above)