

Scenarios with Whatsapp for gender awareness and language awareness. Context awareness for gender and identity in a double language situation of migrant familie

Example of a scenario of mobile learning on *collaborative knowledge building* with the focus on creative writing (gender sensitivity)

Main Objectives:

- re-interpretation of war in the perspective of youth culture
- creative writing with the focus on the poetic for lyrics / lyric and beat of Rap

Mobile scenarios

- with personal smartphone - bring your own device (byod)
- for supporting / enhancing the verbalisation process in a project on the issue war.

Target group

- Main part of the target group consists of 15 student in (British) KS 3. Age: 15. Family language: German, Russian, Turkish, Croatian, Aramaic. Rather basic socio-economic status. All of them have a German passport or a valid status for being permanent residents in Germany.
- Temporarily participants to the workshop are 1 teacher, 2 students of an asylum seeking family in special class for newly arrived immigrants, so called "Übergangsklassen" (transfer classes).

Feature elements of the design – *Rap* workshop 'war project' on creative writing

Alternation of episode (a) with main emphasis on collaborative knowledge building with students as experts and (b) of episodes with teacher guided learning by the Rap trainer;

Students work mainly in 2 self organized groups, which produce two raps with different thematic orientation, workgroup (a) CoD = Call of Duty; Interview with two students from Afghanistan in the transfer class (Ü-Klasse); Workgroup (b) story of the Russian grandmother; Lena's Diary, a book written during the occupation and starvation of Leningrad / St. Petersburg by the Germans in World War 2.

Reflection by m-Portfolio in the form of a photo report, reflection by planning initiatives of the students especially by the rap experts and experts in studio technology; Whatsapp-chat of the class under the heading "Kriegsprojekt"

Full integration of the personally owned smartphones into the school project with the applications: photo, video, typewriter, WhatsApp. Leading function of smartphones are:

to develop of the narration which leads to a rap and for verbalization from interviews to typed texts (see section 3.1);

for context awareness by the photo report (m-portfolio) and the context awareness as well by widening the schools learning context by the multimodal text based communication WhatsApp..

The educationally challenging issue of context awareness and context aware learning

Mobile learning beyond technology enhanced learning

Smartphone application for context awareness and widening contexts for learning and integrating contexts to school learning:

Whatsapp chat 'Kriegsprojekt' and photos report

Smartphone application: Whatsapp, Chat 'Kriegsprojekt'

Shortly after the 5th workshop on February 5th has finished the students A..a (girl) and A...j (boy), both bilingual in German and Russian, discuss very detailed the Russian and the German version of the rap lyric 'Russian Grandma'.

Gender relation: A...j (boy and technique expert) and A...a (girl) discuss on the same level of competence and communication (auf Augenhöhe)

Impuls of the teacher: bilingual rap

Ba: Gibt's auch eine russische und eine türkische Strophe?

Aa. (girl): Nur ruischee

Ba: Das ist erstklassig - ein deutsch-russischer Rap.

Discussion of 2 students, boy and girl, about the relation of Russian and the German version of a sentence

A.j (boy): Mi protef wajni nasha jedinstwinja orschija eta musika

Ba: A...j, mein Russisch beschränkt sich darauf, dass ich wie ein Erstklässler Kyrillisch buchstabieren kann.
Was heißt der Satz oben?

A.j: Wir sind gegen krieg , unser einzige Waffe ist Musik.

A.j: Blos was oben in der lyrik ist , ist falsh geschrieben hh

A.a: Keine sorgen das hab ich selbst übersetzt ist schon richtig! !

A.a: Jaa alsop ich das mit ruischen Buchstaben schreiben würde

Aj: Mu nie ho4im waynu , paetamu mi delaim etu musiku

Ba: Das ist eine perfekte Aussage. Mit der sollten wir in Russisch, Türkisch und Deutsch als Überschrift verwenden.

A.j: Mu nie ho4im waynu , paetamu mi delaim etu musiku

Wir wollen kein krieg , deshalb machen wir diese Musik.

A.a: Jaa klingt besser auf ruisch

A.j: Da ist sogar ein reim drin

Jaaa

A.j: Also verwendet besser die zeile :

Mu nie ho4im waynu , paetamu mi delaim etu musiku

Wir wollen kein krieg , deshalb machen wir diese Musik.

Such a reflection on languages is extraordinary.

It is a result of the context which is individually constructed
my means of the ubiquitous, personally owned
smartphone with Whatsapp.

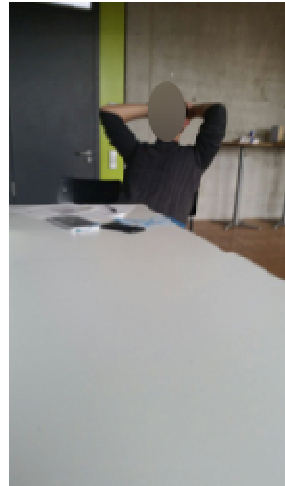
The educational task is to get this kind of language
reflection in a continuous, steady form. Whatsapp is
provisional!

(This is about sustainability.)

men.

Gender sensitivity: Class mates as attractive young men

Girl T..a. sends her photos of today for the report by the Whatsapp chat. The photos show her class mates as attractive, focused, targeted young men

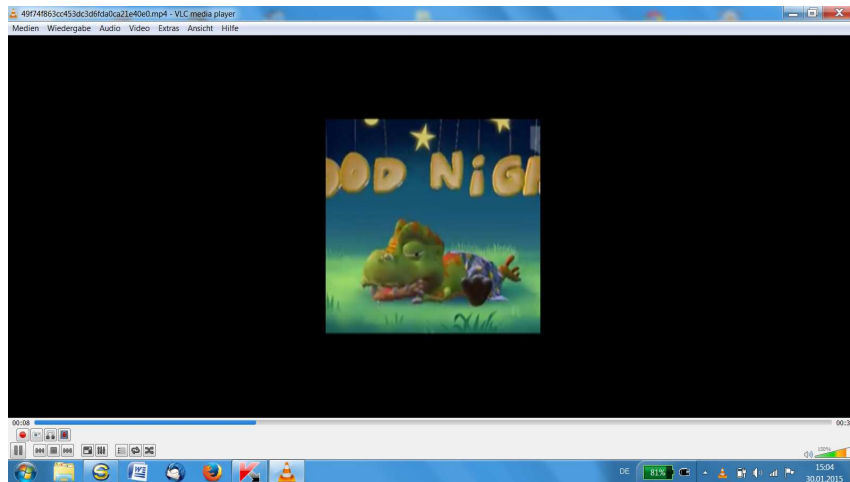


Photos in the distance view of a report. The photos of the girls A..a and J....a photos of the workshop 5 on February 5th in the youth centre: Left photo made by girl A...a, the right by the girls T..a, who took also the photos above

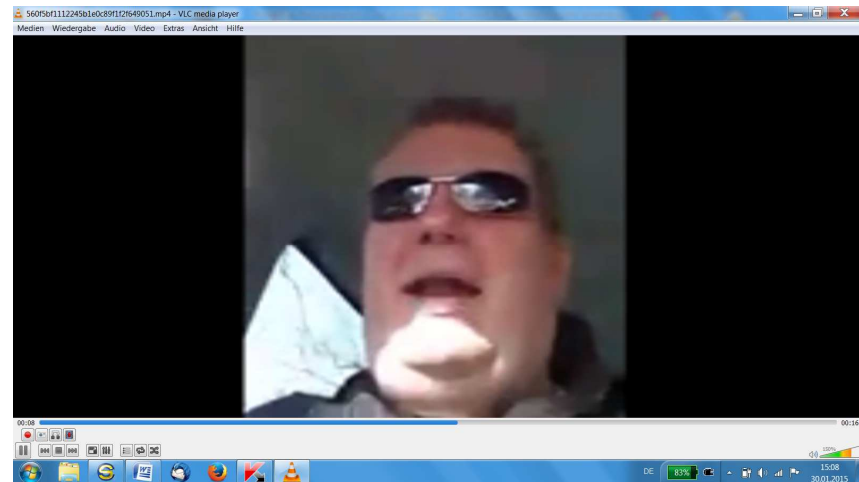


**Whatsapp: Gender issue:
Good night – message on Sunday evening.
*Widening of the learning context to everyday life and
entertainment media***

**Girl sends a video for
children**



**Boy sends video of a
misbehaving lorry driver who
shouts: Fucking weekend is
over. Fucking Sunday**



Gender sensitivity: Boys try to integrate a reluctant boy, a discussion in the Whatsapp-chat, protocol 6

A...n does not like to rap but gets positive feedback for his rap presentation of the week before. The group underlines that more than one can rap at the same time

25.01.15 17:59:44

A...n: Wiso ich ?

T...o: Weil wir zwei es scho. Geprobt haben

A...j:) Weil du es letzten Donnerstag wirklich gut gemacht hast.

A....n soll den anderen helfeb

A....n soll mit T..o Recorden.

- Wenn er nicht will

A...n: Ich verspräch mich immer andi du kannst das besser

T..o: Aber a...i is erkältet

A....j: A...n bin erkältet

Ich kann euch doppel n wene ihr wollt

A...n: Ja dann yasin oder manu was weis ich aber ich kann so was nicht

A...j: Rappen kann jeder , ich kanns dir bei bringen ☐

Nein Jungs ohne witz wenn ihr es zusammen macht , dann klingt es gut.

Noch besser ist wenn drei verschiedene stimmen sind.

A...n: (smiley) ☐

The issue to be a foreigner, the - probably - joking and releasing self marking as "Kanak"

- A...y bist diesen dabei

....

- Wenn ihr mich abholt komm ich auch

- Komm einfach boku 8.50

- Mal schauen

- Ich Komm auch

- Richard holl mich komplett ab am Samstag.

- *hol

- Haha

- Ja

A...j: Lass mich Kanak sein

R....d: schlimm mit 2 russischen frauen ey

T..o: Ich hin smastag nicht da

R....d: Haleyulia oder so

A...j: short verbal statement: **"sei froh dass es russische Frauen sind"**

Teacher asks: What does it mean Kanak?

Teacher: A....j, was heißt: Lass mich Kanak sei

- Hahahah

- Hahaha wie soll ich es erklären □

Teacher: Da bin ich jetzt gespannt

- Also Kanak bezeichnen wir ein Ausländer, und da ich Rechtschreibfehler hatte hab ich gesagt "lass mich Ausländer sein" hahahahaha

- Haha □

Teacher: Ich hab's fast kapiert

- Hahahaha

A....j: Ich erkläre es ihnen irgendwann mal persönlich □

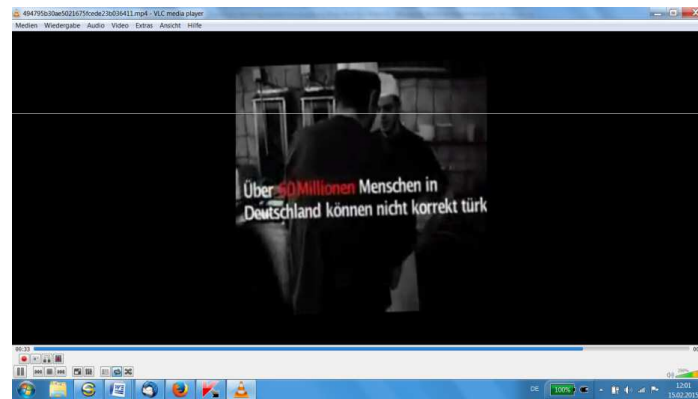
Teacher: Das ist der einfachste Weg

The Doener shop joke on Germans.

A video from TV

A German worker in the Doener shop who gets lost in the Trukish language; Widening the context of the issue 'foreigner' to the entertainment and media world

Video in Whatsapp protocol 8,



One conclusion is, that students are in a kind of laughing distance to the normality of a kind of soft discrimination for people like them who are not traditional Germans

Whatsapp chat 'Kriegsprojekt'

Leisure time: sport studio / awareness for the chat

Sonntag, 15.02.15 17:10:57: Andrej:



15.02.15 17:11:01: Andrej: Yasin drückt 100

15.02.15 19:05:29: Andrej: Hahaha

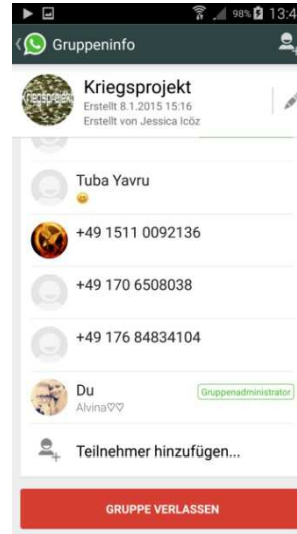


15.02.15 19:32:57: Flo: Was daran besonderst

15.02.15 20:13:40: Richard: Haha

awareness for the chat

16.02.15 13:44:47: Andrej: Wer ist des



16.02.15 13:59:24: Richard: Wer

16.02.15 14:00:15: Andrej: Die nummern die nicht eingespeichert sind

16.02.15 14:26:06: Richard: 36 timo

38 Herr Schuster

Pr.Bachmayer

16.02.15 19:58:40: Ba: Ja, die 0176 84 usw ist meine Handy-Nummer.

Bachmair

16.02.15 20:01:38: Andrej: Läuft :)