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asking how to raise awareness in and empower pupils to free learning, making education better themselves?

Abstract

Our concept is pupils teaching pupils in the use of their ICT-based educational resources.

We operate on two levels; one being peer-to-peer collaboration, feedback, learning and teaching; the other how to take care of a challenge in society and make a valuable contribution to the body of knowledge of all. Everything centered around instructional videos of how to use specific apps used by their math teacher.

Design-didactic framework

Marc Prensky says it is not the students' attention capacity that has changed, but rather their tolerance and needs (Prensky 2010).

Teaching and learning in schools should emphasize students to have influence, to participate and meaningfulness in their learning as by Dewey with his ideas of school must connect to students' lives (Dewey 1907). And that their schooling should ".. make them want to learn more" (uvm.dk - our translation). Here we focus on the concept of empowerment.

Students need help with how to approach the learning of something that is the product of someone else's thinking because teachers do not naturally provide an environment that affords learning of this kind. (Laurillard 2012)

We believe that students should acquire digital skills, it is both "ICT skills, technology-skills, information skills, 21.century skills, information literacy, digital literacy and digital skills (Ilomäki 2011).

Didactic design argument

"*the benefits of technology use are taken for granted in education*" (Selwyn 2010). He illustrates the issues with the use of technology in education.

Diana Laurillard's method in the design and educational didactic pattern: "*Teaching is more like a design science because it uses what is known about teaching to attain the goal of student learning, and uses the implementation of its design to keep improving them*". (Laurillard 2010).

Autonomy, participation and solidarity should be aimed at according to Klafki and we need to reflect on the epoca typical problems of our time (Klafki, 2000).

Levinsen and Sorensen's (2013) method in educational digital design processes illustrates particular processes of how student-to-student teaching can have of an impact on the learning process.

The new roles of the students are Freire's ideal: "Through dialogue, the teacher-of-the-student and the students-of-the-teacher cease to exist and a new term emerges: teacher-student with students-teachers." (Freire 1996)

Design-didactic empirical insights

We expect the children to achieve a greater sense of autonomy, feeling empowered in regard to having a voice in their community of pupils. And both pupils and teacher to be able to use the programs and apps (Klafki, 2000) Furthermore do we expect the children to take a liking to the many faceted jobs and chores in the design: Not one pupil is going to learn the same as the other and there is plenty of space for showing other talents as the academic ones (Biesta, 2015)

We tried triangulating our observations with interviews as described by Blomberg et al (1993) and it was an eyeopener to us, because we had to re-evaluate our findings fundamentally.

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