

How Can Researchers and Teachers Intervene with Cyber Youth in Art and Literacy Education?

Moniques Richard¹, Nathalie Lacelle¹, Christine Faucher¹,
Mathieu Thuot-Dubé^{1,2}

¹Université du Québec à Montréal, Canada

²Bibliothèque et archives nationales du Québec

Abstract

In a proliferating digital world, teachers need to adapt their practices to new modes of communicating, creating and learning that are mostly integrated by today's youth (Rowse, 2013). They should embrace the informal ways of youth's online culture (Duncum, 2014), and allow students to intervene in their education. As researchers we have chosen to work with teachers and youth in a transdisciplinary approach to the creation and reception of art and language practices. In this round table, we present three research avenues. Starting with youth's informal creative practices, we extend our research to art teachers' reception of juvenile culture and how it is taken into consideration or not in their classroom (Faucher). We also intervene with collaborators, experimenting multimodal media literacy strategies on youth's documentary research and artistic creation in and out of schools (Lacelle & Thuot-Dubé). Moreover we reflect on how learner-centered pedagogies (negotiated, connected, emancipatory, ambient, etc.) relate to cyber youth culture (Richard). The audience

is invited to discuss our findings. Are teachers resisting to youth culture's introduction in class and, if so, why? How can they intervene with cyber youth to foster artistic creation and media literacy? Do pedagogical theories stand up to the school reality and, if not, how can we make them?

Keywords

Youth culture, Intervention, Transdisciplinarity, Informal creation practices, Learner-centered pedagogies.