Ma présentation (mon funding) mon rôle dans l'étude

Juan Carlos Castro (son statut) (son rôle)

Our part of this communication presents an analysis of the pedagogical and curricular methods used at the La Relève program at Maison Kekpart, a new media arts community program in Montreal, Quebec, established to support students (13-to 17-years-olds) who are at risk of dropping out of school. We specifically examine how social media is deployed to create a space that fosters positive and professional relationships between the artists-educators, youth, and the cultural environments. Our analysis demonstrated that the implementation of social media in an educational setting promoted ownership of the cultural objects produced by youth and further fostered engagement in their social and academic communities.

The content we are communicating here is also presented more in depth in a recent book directed by Joanna black , Ching chiu Lin and Juan Carlos Castro entitled Youth Practices in Digital Arts and New Media: Learning in Formal and Informal Settings In chapter 3 entitled Amplifying Youth Cultural Practices by Engaging and Developing Professional Identity through Social Media. We elaborate on how youth culture informs media art education formal curriculum aimed at fostering engagement and school success.

Educational Concerns in Quebec

Over the last 20 years, policy makers in Quebec have sought to address the high dropout rate in secondary schools.

New reforms were implemented across the province in the early 2000s to restructure educational programs in order to promote the success of all students and to further embed learning in real-world situations to meet the diverse learning styles of each individual.

Also, new to the reforms was the inclusion of culture as a foundational and critical feature incorporated into every educational program.

Each local school board was given more freedom in determining the content and educational methods to promote civic education and the empowerment of its students (Guimont, 2009; Lessard & Portelance, 2002).

Along with these changes digital technologies evolved rapidly in cultural and educational practices

Policy makers recognized this influx of new technology; however, today there still is little effective integration in most pedagogi- cal and curricular models in the province.

Emerging digital youth cultural practices now stand in contrast to policies and procedures in Quebec school culture. Young students are divided between two distinct worlds. On the one hand, their social life unfolds in a variety of physical and virtual spaces, which overlap each other. They are actively involved in identity construction and performance in online (Castro, 2014), cultural practices, and civic participation with and through digital media. On the other hand, their academic proficiency develops in an environment where their personal, cultural, and social practices are not fully recognized. In school environments, the use of mobile computing, digital cameras, and autonomous Internet is often prohibited. In young people's everyday lives, they are used to having a physical and virtual presence whereas in school only the physical is permitted.

The gap between youth cultural practices outside of school and inside of school is a fertile ground for thinking about how to engage learners, especially those who are more likely to drop out of school. What can educational institutions learn from young people's interactions in the virtual communities? How have young people developed new knowledge and social and cultural practices in these contexts? What motivates young people to engage in online and off-line communities and how does the cohesion of such communities function? Reflection on these questions yields strategies to enable educators to meet the demands of contemporary society while creating a natural and sustained interest on the part of young people.

At-risk Youth

The graduation rates from secondary school today exhibit that the current situation is much better than 20 years ago; however, the drop-out problem is now concentrated among specific demographic groups. Youth from less affluent neighborhoods are more at risk of dropping out of school.

In Montreal and surrounding areas, youth who are most at risk are those who live in socioeconomic disparity. In Longueuil, high schools are struggling to meet the varied needs of at-risk students. It is difficult for these young people to have access to the individualized services they need to be successful in school. Often, a student who is classified as at-risk is transitioned to secondary school auxiliary programs where they are left to themselves because the host institution is not able to meet their individualized needs. Quebec researchers Chouinard, Bowen, Cartier, Desbiens, Laurier, & Plante (2005) and Marcotte (2012; Marcotte, Fortin, & Cloutier, 2012) reported that the individualization of curriculum was a prerequisite for at-risk student success.

Academic Motivation

According to Lieury and Fenouillet (1997) one of the conditions that contribute to a student dropping out is a perceived lack of control in school. When an at-risk student does not feel like they have a choice in the curriculum they can feel disconnected. Oftentimes, the student then acts out, disengages, or willfully resists authority. As a result, the student is disciplined, which just compounds the repeated failures they have experienced trying to engage with their education. Over time, school becomes synonymous with social exclusion and powerlessness for at-risk youth.

Cultivating and supporting self-determination in learning is a fundamental quality in the development of educational programming for at-risk youth. These youth need opportunities for experimentation and expression where they can have positive experiences and identify topics that will sustain their interest.

Tourrilhes (2008) emphasized the importance of giving educational freedom to young people so that they can begin the process of identity construction, which will determine the professional, civic, and social competencies that will guide them through their adult life. Marcotte's (Marcotte et al., 2012) research also recognized the need for positive identity construction and performance. According to her, it is necessary to promote a sense of ownership in the learner so that they can deter- mine educational outcomes that connect with their everyday lives. These findings point to a key condition for engaging at-risk youths with their education, which is learning connected to their real-world needs.

Research site

What distinguishes Maison Kekpart from other community centers in the province is the abundance and variety of educational services that are offered. At the foundation, there is a team of social workers specializing in various fields whose mandate is to host and mentor young people who come to the center voluntarily. On their premises are game rooms, a community kitchen, social room, and the offices of administrators at the center. It is the other wings of the center that reflect the current expansion of the youth center's mission. On the main floor there is an auditorium and an exhibition hall. In the basement are digital arts production labs and classrooms. These facilities are similar to a visual and performing arts center as they can present theatrical and musical events while also hosting a digital arts training and exhibition center. The stakeholders at Maison Kekpart have structured a goal-oriented environment that emphasizes digital artistic creation in the service of educational and social integration of at-risk youth.

It started as a youth civic center in early eighties, and with the years, it evolved around this core in terms of the mission but also In terms of the facilities.

Media Art Programs

Our research focused on one of Maison Kekpart's programs devoted to using digital media production to engage 13- to 17-year-old at-risk youths. The La Relève educational program is a work placement where young people are encouraged to develop professional skills in one of three multimedia disciplines. They can choose from course offerings in sound design, digital imaging, and video production. By enrolling in the program, they retain their regular school schedule during the first three days of the week and in the remainder report to Maison Kekpart for their internship. Their attendance at school during the year is a prerequisite for their participation in La Relève. Each of the three classes is constituted of six students for the duration of one 18-week semester. Councilors at La Relève propose a schedule where students can take two different courses within a school year.

These schools sought learning environments that could accommodate at-risk students through educational programs that keep them in the school system while preparing their transition to the workplace

The program is presented to students in their regular schools as an option for their professional internship. Students have to apply to be selected for the La Relève program.

The La Relève program first seeks to engage students with their attitudes toward learning to reduce school dropout rates. The educators seek to create a space of experimentation and expression for students with the goal that it will contribute to their academic motivation. Second, the program is designed to foster the social reintegration of youth.

Non formal Cultural Practices
Informing Formal School Curriculum
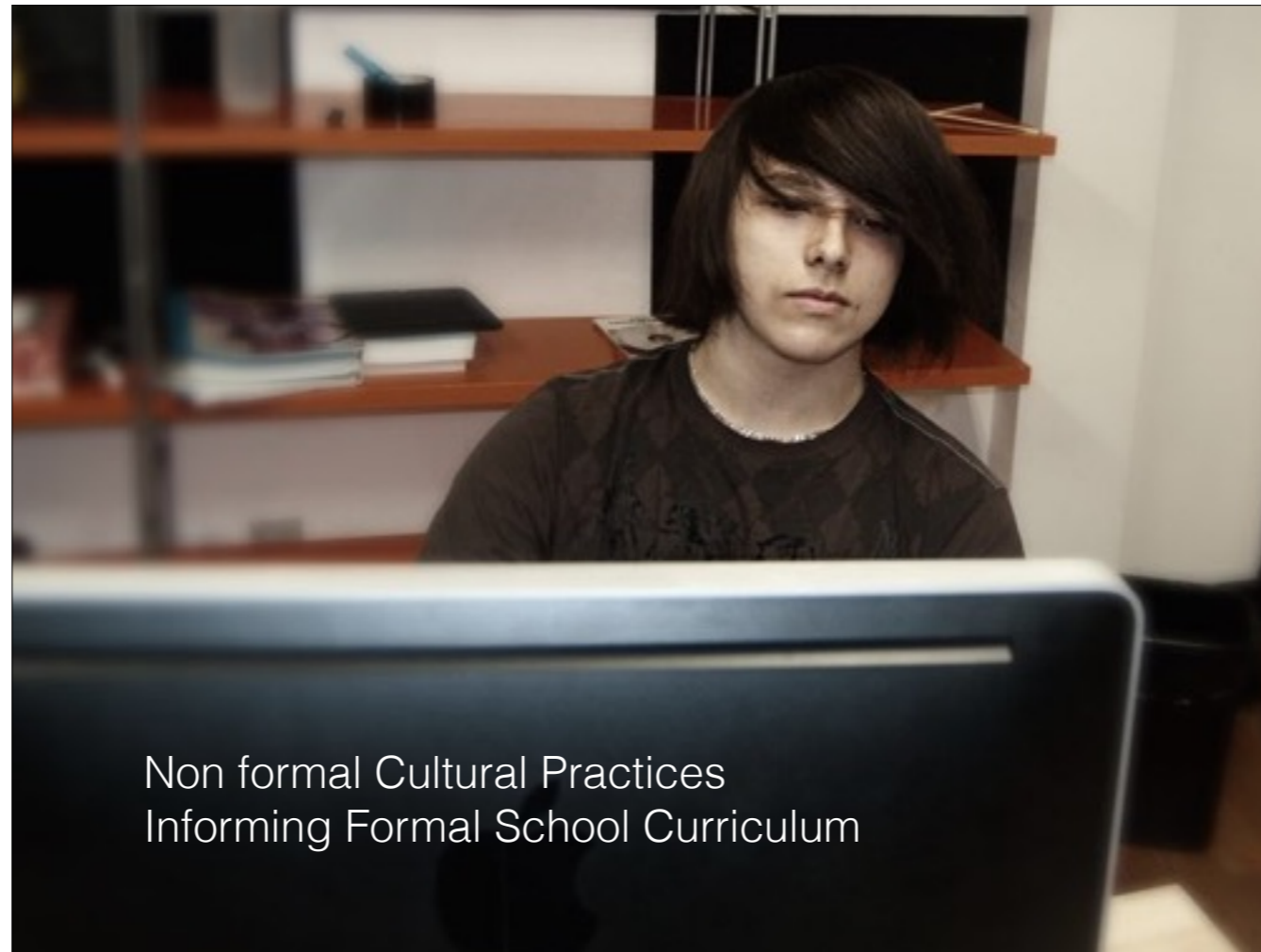
The first thing that distinguishes the educational practices at Maison Kekpart is the academic and professional profile of the educators. The teachers do not have traditional training and certification. Instead, they are young artists working in their respective fields.

Educational centers such as Maison Kekpart enjoy a wide latitude in the use of social media when compared to schools. The teachers determine the way in which they use social media to fulfill their mission to engage at-risk youth. They use social media to present and promote the activities of their classes and the program in general. The creation, management, and curation of digital identities through social media are a critical part of their pedagogy.

Similarly, teachers in the La Relève program use their own professional social media accounts to connect to their students' accounts. The emphasis on connecting with students online is not limited to promoting the content and interactions of the La Relève program but also modeling professional behavior online. It is via this link that young people have access to the content and interactions with their instructors beyond the classroom.

Teachers at Maison Kekpart attach great importance to cultural practices of youth. They determine the learning objectives of the curriculum through the practices of youth. We observed that the students at Maison Kekpart who displayed a strong interest toward a particular digital practice ended up influencing the directions undertaken in group projects.

We have observed: The Selfie, The Mash up, The Remake, The parody, the Internet Meme.   .

These different types of digital and online cultural productions represent the types of curricular projects in the La Relève program. The curricular designs draw direct inspiration from digital youth culture.
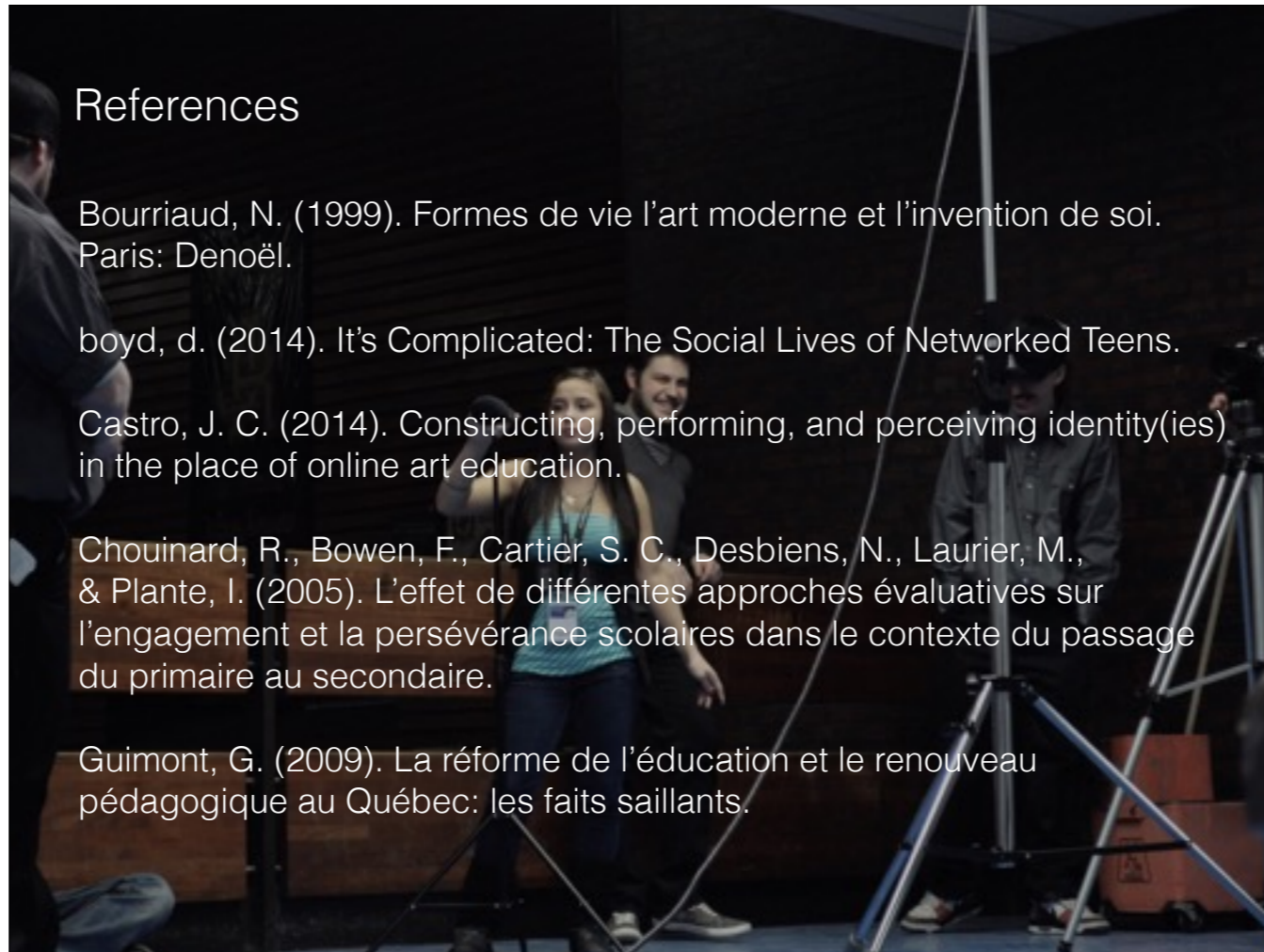
References

Bourriaud, N. (1999). Formes de vie l'art moderne et l'invention de soi. Paris: Denoël.

boyd, d. (2014). It's Complicated: The Social Lives of Networked Teens.

Castro, J. C. (2014). Constructing, performing, and perceiving identity(ies) in the place of online art education.

Chouinard, R., Bowen, F., Cartier, S. C., Desbiens, N., Laurier, M., & Plante, I. (2005). L'effet de différentes approches évaluatives sur l'engagement et la persévérance scolaires dans le contexte du passage du primaire au secondaire.

Guimont, G. (2009). La réforme de l'éducation et le renouveau pédagogique au Québec: les faits saillants.

References

Lessard, C. & Portelance, L. (2002). Réflexions sur la réforme curriculaire au Québec.

Lieury, A. & Fenouillet, F. (1997). Motivation et réussite scolaire.

Marcotte, J. (2012). Breaking down the forgotten half: exploratory profiles of youths in Quebec's adult education centers.

Marcotte, J., Fortin, L., & Cloutier, R. (2012). Portrait personnel, familial et scolaire des jeunes adultes émergents (16–24 ans) accédant aux secteurs adultes du secondaire : identification des facteurs associés à la persévérance et à l'abandon au sein de ces milieux scolaires.

Tourrilhes, C. (2008). Construction sociale d'une jeunesse en difficulté: innovations et ruptures.