Chapter 11

Utilizing Mobile Learning for Orphans Aging Out: Orphan Youth Development in Peru With Universal Lessons

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ABSTRACT

How can mobile e-learning be used to support and enhance the goals of working with youth aging out of an orphanage. This chapter describes the use of an ethnographic narrative approach to tell the stories of eight young women who were “aging out” from their orphanage where many of them had spent most of their lives. The chapter examined the way in which a collaborative art community could support the participants as they narrated their lives over a 16-month period through photo-journaling and social media outlets. The focal points of this study were community building via art making and building of personal aesthetic, community engagement, reflection on self-identity, cross-cultural art education, and shared experience via photo-art narratives. The authors also examined the role of collaborative art experiences in helping these young women form social connectedness with their peers. The project was also designed to help sustain the girls digitally and virtually in the present and future. The research project studied the identity development and how these functioned within a collaborative medium that supported the young participants as they moved out of their orphanage.
INTRODUCTION

The focal point of this chapter is on the elements of which e-learning and m-learning (e-&-m-Learning) for a project involving the creation of digital narratives of orphan girls aging out of their orphanage in Peru. The orphanage was administered and run by nuns. The study was designed using a qualitative research mode of inquiry that utilized a mixed methodology approach. The chapter is informed by an ethnographic narrative study tracking eight young women who were “aging out” (turning 18) or forced to leave their orphanage in Peru, where most of them had spent most of their lives. The research project examined the way in which a collaborative art community could create a sense of social connectedness, a sense of affiliation (Mentor, 2018) and to support the participants as they related their lives over 16-months through digital photo-journaling and through social media outlets.

The research also examined the opportunities of collaborative art experiences in helping these young women advance their agency, construct new identities and form relationships with their peers. One of the main questions that I sought to answer was how adolescent girls who have lived a large portion (if not their entire) lives within an orphanage might utilize an artistic outlet (such as digital photo journaling) as an aid to document their journeys of leaving home, school, and the place of their childhood to enter the unknown, outside world. These electronic and mobile journals could tell us about a topic so seldom addressed not just within their society, but from within the individuals themselves for the benefit of all societies.

E-&-m-Learning) modules are increasingly being utilized across educational platforms. The “virtual classrooms allow students and teachers to communicate synchronously using features such as audio, video, text chat, interactive whiteboard, and application sharing” (Yuktirat, Sindhuphak, and Krissana Kiddee (2018) p.152). As a researcher using the tools that e-&-m-learning offered, I was a bit of a novice when implementing the structure of what would best serve my participants. It was later in the study that I began to realize that many of the elements of my work did involve improvising on how to teach from afar and I began to make connections necessary to better support my participants during our ongoing work together.

The arena of art education would seemingly be one of the trickier subjects to teach using technology. Many formalist art educators shun the use of technology in their classrooms because it can in fact get in the way of the artistic process and sometimes be distracting (citation or citations needed to support this statement). There are many other reasons why technology might hinder rather than support creation, but if used sparingly or integratively in support of educational objectives (Mentor, 2015) and in the manner of facilitating certain lesson plans and ideas, technology can be incredibly helpful. In fact, more and more art museums are using
Success Dimensions of the Online Healthcare Communities of Practice: Towards an Evaluation Framework
Haitham Alali and Juhana Salim (2014). Social Media and Mobile Technologies for Healthcare (pp. 16-31).
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