Mirror Dynamic With Young People of High Schools: Process of Awareness

Arecia Aguirre a,*, Lidón Moliner b, Joan Traver c

aPhD Student, Avd. Vicent Sos Baynat s/n, Departamento de Educación, Universitat Jaume I, Castellón 12071, Spain
bProfessor, Avd. Vicent Sos Baynat s/n, Departamento de Educación, Universitat Jaume I, Castellón 12071, Spain
cProfessor, Avd. Vicent Sos Baynat s/n, Departamento de Educación, Universitat Jaume I, Castellón 12071, Spain

Abstract

The mirror dynamics is used to allow participants to connect with reality and perform a critical reading of results information. Through this article we approach the mirror dynamic conducted with young of High Schools of the region “Els Ports” through the results of surveys of participation in free time passes following an investigation on Social Diagnosis is performed with youth participation. It describes the tool used to it and the different content that shape. Analyzing the importance of participation in a cooperative manner to achieve dynamic and dialogical process of youth awareness.

Keywords: social participation, mirro dynamic, students, awareness, Participative social Diagnosis.

Introduction

Communication presented is drawn from research conducted from a master done at the University Jaume I of Castellón (Spain). Under the name of "Social Diagnosis Participatory local development and social participation: a case study on youth participation in the region Els Ports" starts an analysis of reality with the students of the two Secondary Schools of the region Els Ports located in the town of Vilafranca and Morella.

The research arises from participation in Seminari Garbell (Permanent Seminar Learning Community Participation) of different social agents involved in education, culture and local development. From an action research spiral appears the possibility of entering into youth participation from a Participatory Social Diagnosis (PSD). It is one of the steps of the investigation where arises this paper "Mirror dynamic with young people of High Schools: a process of awareness". One of the first activities undertaken is the completion of a survey on participation and free time which it aims to bring the reality of youth development group involved in research (two agents of local development and researcher). It is from this information gathered from surveys to be held mirror dynamics, which
attempts to transfer the data without making evaluations by the promoter group, but form a space to share and where students can make a critical reading of the image created from surveys.

This article is shared on an approach to the survey used, as has been done dump the information to create the image of young people, how it performs mirror dynamic and an approach to the importance of youth participation through values of cooperation and dialogue to boost awareness processes.

1. The first approach to reality: survey participation and free time.

The survey that we used was adapted from one provided by Deltoro (2006). The author shows us how free time is an opportunity to develop habits in teenagers’ participation and to transmit values of coexistence and sociability. This depends on whether the free time is used only as a hobby or in contrast, is transmitted as educational task.

The author notes that this type of used survey can be very useful for capturing and host teenagers and place them within the overall picture of young people’s territory. In the same way, we can get a comparison of patterns of free time use, hobbies, timetable, etc. With it use aims to approach the young people group that we meet. The survey gives us a comprehensive overview of how to organize the leisure time of young people of the region and approach us to their concerns as young citizens.

This was translated completely to the Valencian language to approach the reality of the characters and thus make this first contact nearest. In general, the instrument mainly consists of four sections with a total of 13 items. First, the header with the personal details of the respondent, we continue with a second section where you will find information about the usage habits of leisure time of young people from different centers. It continues with a third part where it dumps information about the knowledge regarding recreational youth activities that take place in their towns of residence or study. It ends with the fourth and essential part to explore the general interests of young people in the region “Els Ports”.

Our goal in this communication is not the presentation of the survey so that only addressed the different parts in general way to understand the mirror dynamics. The different sections are:

**Personal data:** The first section is a simple registration for the respondent. It specifies the personal data of respondent. Depending on the age, older or younger than 14 years, it will provide us much or less information due to Law 15/1999 of December 13, Protection of Personal Data. Therefore, surveys of children under 14 years were made anonymously and in the remaining cases the following information is requested: name, grade, school, place of residence, phone and email, date and signature.

**Leisure time habits:** On the first side, there are four questions that fall under the section of "Leisure Time Habits". In it, you will get information about the free hours that young people have a week, what activities do and what places they go, besides we know other activities that they have not had a chance to practice it and they would like to do. This part will show us the different habits of the region “Els Ports” to work later in different areas in the youth spaces around free time and teenagers’ preferences.

**Knowing the environment:** Then there are three items more that could be considered in "Knowing the environment" that will help us to know what the movement around their reality is. With the questions, our aim is to note if young people are informed about the youth activities that town offers, if they knew youth spaces and what are the proposals about activities and other options that could be carried out in places like this. With the last question we get an approximate percentage of those who would be willing to participate in youth spaces.

**General Interests:** Finally, we find the last 6 questions. This part is essential to know thoughts within the ideological interests of young people with whom we are working. Through questions about news, song lyrics, latest talking topics, issues that concern them and which would be able to mobilize them for, we have known the way they think, their concerns and their actions. It is mainly a source of information about their most vital concerns and those things that they would be able to move and fight for.

To administer the survey we have between 20-30 minutes in each classroom of High Schools. The sample that is told in the investigation is reflected in the following tables:

Table 1. IES student sample Els Ports

Table 2. Sample of students from IES Vilafranca.
In addition to a large number of young people as a significant sample of the area we have a very powerful tool to draw an image built through the answers of respondents. Thus, we get information to accomplish the mission of mirror with youth and begin to work and approach to the reality where they live.

1. Reflection of Information.

Used survey obtains important insight of the current situation, as well as offering the possibility of analyzing the work context and critical awareness and analytical skills of the players. It is an opportunity to approach, meet and reflect on the need for transformation. Young people find a space to get closer to their reality and enter into a time of self-criticism about they are experiencing, making a range of possibilities exploring their environment and having an active position on participation. It begins to introduce an education for participation and highlight the importance of the group as an engine of change.

The work to be done with the obtained information is not only a percentage analysis, but is the first step of a larger approach. With this information will be possible to approach the respondents across the mirror dynamic. Namely we get an image of them to return it them and then convert them in the owners of their own information. All of that with the objective that the group thinks about their own reality and their environment. It is time for empowerment and converts the project in something personal and own.

2. Mirror Dynamic in the Region “Els Ports”

We engaged in one of the most important activities within the social participation, the return of the created image. In our case from the data obtained from the surveys of 234 young people in the High Schools in the region. This allows, with a communicative orientation, conduct a dialogic interpretation of research results through negotiation and horizontal discussion of interpretations of all participants, guided by validity arguments criteria, not by status.

This is the most significant phase of this first contact. It is very important to gather information through surveys but consider essential do the mirror to the group. This is one of the activities often youth workers trying to reflect what says and what happens in the group. With it, the aim is that the group known, in our case, the results of the surveys. We do not want to become it in one more survey which fill out in their way, we want this survey has a sense, a sense in the project and in their life. Transmit them that all information they have provided us is very valuable. Encourage them to stay involved, to continue being built as critical citizens with full rights of participation and joint construction of their environment. It is essential because it gives them the opportunity to act on their own reality, approach her and share the desire for change and fears about this transformation. They become owners of their information and not mere receptors of projects and research.

According to the Deltoro (2006), do mirror dynamic is used to make professional preparation and personal maturity of who is working with the group to take pictures of it and its members, and return them. Just like that we get a space for personal and group reflection on our surroundings. At this point it is the time to start training the youth group that wants to be mobilized and transformed. A moment where it generates civic autonomy and values are transmitted to walk towards a critical and active citizenship.

Reflecting on how to perform this step, we decided to express the information in a very visual way to make it look attractive to young people, in a way they can relate to it. This activity is carried out by the creation of a comic.
The connection between youth and comics comes from many years ago when the comic became one of visual media for young people more used in the world. Each generation reads their own comics so that they reflect the real world, the tastes of readers about politics and culture (Wright, 2001). The comics give clues to its readers of world news.

This will collect all data obtained by frequency analysis of the survey and the comic set specific information of each of the centers. The Highs Schools Vilafranca and Els Ports have their own comic where appears all answers given by students. That is, we structure a comic with the contributions of the participants, with all the resulting information. Afterwards it will be shared with the group to proceed with their reading from a critical and personal view. Both comics are structured as follows:

1. Graphic contextualization where students know who have participated in the survey.
2. Percentage of young people who have unoccupied evenings.
3. Where spend their free time, with who and what they want to do it.
4. What music do they listen
5. What news surprised them
6. A sample of the general thematic concerns them
7. Participation rate in youth spaces
8. Percentage of people who would be mobilized to change their environment and the themes to deepen in this change.

Once, finished the comics we arranged appointments with High Schools and so, during 30-minute sessions, we met again with all students who had completed the survey days ago. Throughout the session, we reflect on the information obtained, showing the image of young people in different centers across the poster. The dynamics was performed under the following steps: surveys session recall and explains the work done with them, comic description talking about all the information contained herein, contrast between the information from surveys and the different value judgments that the students shared, common reflection and encouragement to continue on the Dynamics Participation Workshop. About reasons time, we could not extend the session all we needed thus we included discussion on the dynamics of the workshop in order to go deeper into the personal reflections.

Namely, they are invited to participate further in the project Dynamics Participation Workshop. In total we obtained the registration of 25 people in the Vilafranca High School (total respondents in this center was 89 people). On the other hand, in the Els Ports High School got response from 71 people interested in participate in the Dynamics Participation Workshop, from 145 students.

Here we can see one of the two originals posters (in Catalan language) that made mirror of young people of High Schools. It can be seen as it capture the main information from surveys, that more significant on percentages.
Figure 1. Els Ports High School Comic
3. Conclusions

To know reality first of all we must approach it, share with their players and allow a space for joint reflection. The survey helps us to shape the evidence collected by the reality of young people in the region Els Ports for later analysis in common (youth, technician, researcher) information obtained from it. Meanwhile mirror dynamics comics help us in this joint construction and presented without value judgments, just as an image drawn from the contributions of the students for critical reading of information together.

Thus this dynamic becomes a tool of "awareness" in which young people open to their reality, shaping a consciousness of it and propose actions to transform it. An important contribution to the dynamics is the vision of cooperative learning (Johnson et al., 1999; Garcia et al., 2001; Pujolàs, 2008a; Pujolàs, 2008b) complemented and enriched with dialogic learning budgets (Aubert et al., 2004; Gomez et al., 2006). With it we have the opportunity to become aware of our surroundings but also to discover us as people and become true stakeholders in our context because in this way, we build together. During the learning process, the communication is strong to our active and critical knowledge (Freire, 1997).

We note the importance of communication throughout the process and the same time we enter participation as a right. This is not only a resource also becomes a wealth of citizenship in which to express our values towards reflective, critical and active democracy. It is a meeting place of the just society (Aranguren, 2005). Participation develops places where people recognized them, where time is accommodated and no hurry, places where you can build your personal identity. At the same time, shared job is encouraged to face reality and thus to identify patterns of demand and improvement. With participation the reality environment modify, adapt, change, modify, start again by open and democratic participation secure information to people and adapting the rhythms to the population. Namely, we enter a process that promotes the importance of participation by a group that becomes the driving force of society, young people.

References


