

# Living Labs as Democratic Infrastructure: Co-producing Education Policy through Participatory Research

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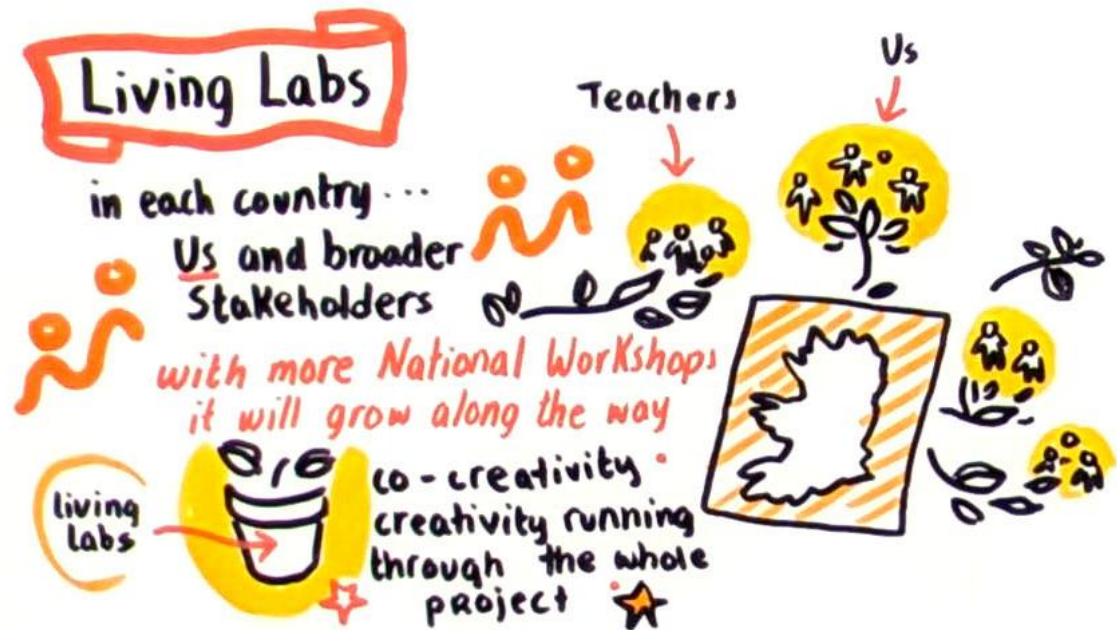


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# Living Labs in DEMOCRAT

....develop curricula for EfD based on a framework of responsible democratic competences (RDCs), to test them in open, local, innovative learning projects and to develop a toolbox to support the development of transformative EfD practices in the EU and beyond.



- Multiple stakeholders in real-life settings to foster open innovation and co-creation (Leminen, 2015).
- Collaboratively address challenges, develop, and test new ideas, and create sustainable value for all involved stakeholders (Malmberg et al, 2017; Schuurman & De Marez, 2012; ENoLL, 2015).
- Collaborative spaces where educators (Darling-Hammond & Richardson, 2009), students, technologists, and policymakers can co-create and evaluate educational tools and methodologies.
- Bridge gap between research-practice gap by facilitating the direct application of research findings in educational settings (Ruiz-Calleja, et al, 2017).

# Living Labs: Participants

Living Labs thrive on participation of various stakeholders, including educators, students, policymakers, and community members (Leoste, Tammets, & Ley, 2020)....

- ★ Academic Experts....an inclusive Living Lab
- ★ Teacher Educators (Primary & Post-Primary)
- ★ Teachers - Primary, Post-Primary, Youthreach
- ★ Youth Workers
  
- Children and Young People
- Parents
- Policymakers
- Patron Bodies
- Teacher Unions
- School Leader Networks

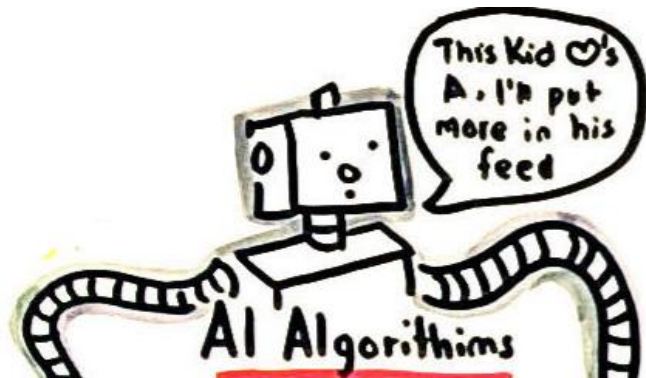




Lack of Political Literacy ?



Disengagement from Democracy (doesn't work for them)



Social Media disinformation!

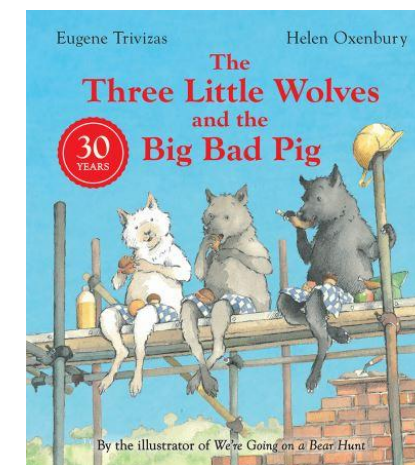
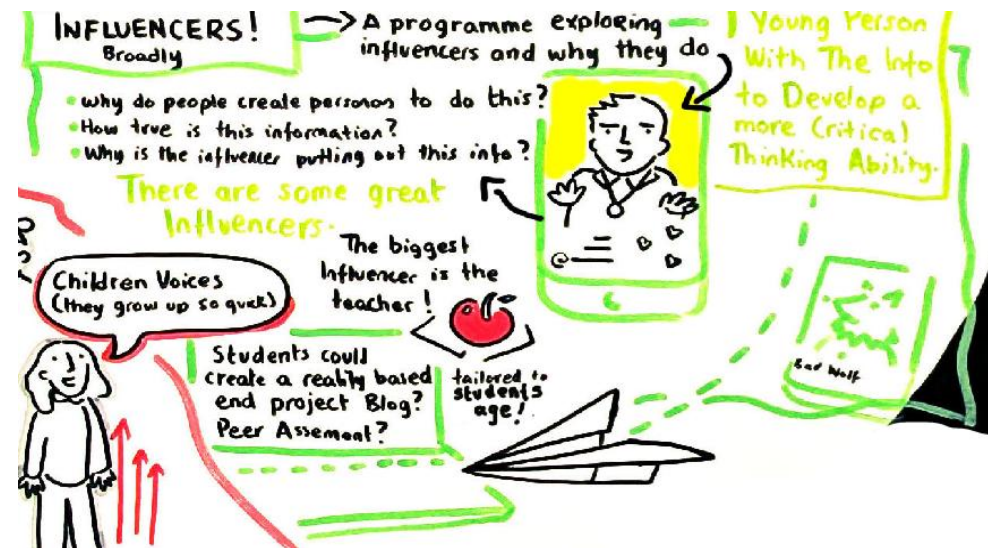


influencers



# Local Projects: What's the Story...?

- Simply developing young people's political knowledge is not shown to improve judgments of accuracy, but media literacy education can develop critical perspectives on information (Kahne and Bowyer, 2016).
- Different forms of media literacy education are recognised, including those which focus on news, film, games, and digital and information literacy (Petronova et al., 2017).
- Working with information is relatively common in curricula across all levels
- Smaller number of references related to analysis of information.
- Reference to 'Misinformation', 'Media Literacy' and 'Scientific Literacy' are limited and confined to post-primary curricula.
- There is an entire JC Short Course on Digital Media Literacy. [121 Irish curricular documents (3 ECE; 13 P; 35 JC; 1 TY; 3 SC; 66 LC)]



# Emergent Findings



- Learner self-efficacy and democratic competence when educators and students co-lead inquiry and evaluation processes;
- Educator professionalism and reflection through co-design and shared leadership;
- Pathways to inclusive school and community cultures, especially in settings serving marginalised learners;
- Enhanced system understanding among policy actors through structured engagement with practice-based evidence.



**Capacity?**

**Resources?**

**Institutional alignment?**

# Future educational outcomes?



- Democratic competencies and civic learning across primary/post-primary and formal/non-formal education;
- Holistic outcome measurement through embedded, participatory evaluation;
- Wellbeing, belonging, and resilience through educator/learner agency and community involvement;
- Innovative assessment approaches co-designed with learners and educators;
- New metrics for resource allocation informed by lived experience and contextual evidence.

...the broader aims of creating future schools and envisioning future education systems that are inclusive, adaptive, and democratically grounded.

# Selected Literature



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