Do It Yourself in Education (DIYLab):
Spanish Higher Education

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DIYLab — Do It Yourself in Education: Expanding Digital Competence To Foster Student Agency And Collaborative Learning
Partnerts

University of Barcelona
Grup de recerca Esbrina
Barcelona, Spain

University of Oulu
Oulu, Finland

Charles University
Prague, Czech Republic

Escola Virolai
Barcelona, Spain

Oulu University Teacher Training School
Oulu, Finland

ZŠ Korunovační
Faculty School
Prague, Czech Republic
Digital competence

Connectivism
(Siemens, 2008; Kop & Hill, 2008)

Youth culture
(Buckingham, 2007)

Create, share and learn in collaboration
(Guzzetti, Elliott, & Welsch, 2010)

PRODUCERS

Starting in the ‘90s
(McKay, 1998) (Spencer, 2005)
(Eisenberg & Buechley, 2008)
(Guzzetti, Elliott & Welsch, 2010)
(Lankshear & Knobel, 2010)
(Kafai & Peppler, 2011)
The project aims

To deeply and sustainably transform teaching and learning practice in institutions involved.

To promote life-long, life-deep and life-wide learning by…

Expanding students’

1. Creativity
2. Collaboration
3. Self Regulation
4. Digital competence
Project overview

2014
ANALYSIS
TEACHER TRAINING

2015
IMPLEMENTATION

2016
IMPROVEMENTS
SOCIO-ECONOMIC EVALUATION
The DiyLab project in higher education

STUDENTS will develop agency, collaboration and digital skills using digital technologies
Sharing

- What have we done?
- How has it been done?
- Why have we done like this?
2. Methodological approach

- Collaborative action research
  (Reason and Bradbury, 2001, p. 1)

- Complementary research methods
  (Green, Camill & Elmore, 2006)
First step
Analyzing teaching plans

Categories to analyze

- Pedagogy undergraduate degree.
- Primary School Teacher undergraduate degree.
- Infant School Teacher undergraduate degree.
- Social Education undergraduate degree.
- Autonomous and self-regulated learning.
- Interdisciplinary knowledge.
- Digital competence.
- Collaborative and problem-based learning.
- Opportunities and limitations for anchoring the DIYLab programme to the curriculum.
Second step
Conducting focus groups

<table>
<thead>
<tr>
<th>Participants</th>
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<tbody>
<tr>
<td><strong>Estudiantes</strong></td>
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<tr>
<td>2 students of the Pedagogy degree.</td>
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<tr>
<td>2 students of the Social Education Degree.</td>
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<tr>
<td>1 student of the Primary School Teacher degree.</td>
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<th>Docentes</th>
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<tr>
<td>1 of the Department of Didactics of Musical and Body Expression</td>
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<tr>
<td>2 of the Department of Theory and History of Education.</td>
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<tr>
<td>1 of the Department of Research Methods and Diagnosis in Education.</td>
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<td>1 of the Department of Didactics and Educational Management.</td>
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<td>1 of the Department of Didactics of Experimental Sciences and Mathematics.</td>
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Table 1: Composition of the 2 focus groups

Categories to analyze

- Knowledge and evaluation of the notion of DIY.
- Autonomous and self-regulating learning.
- Interdisciplinary knowledge.
- Digital competence.
- Collaborative and problem-based learning.
- How to frame the project considering the formal aspects of the curriculum.
- Emerging elements befitting each situation.
3. Outcomes

3.1 The strengths of the institution in relation to the project

3.2 The difficulties in implementing the project at the institution

3.3 The arising questions and challenges
3.1 The strengths of the institution in relation to the project

- They value **positively the implementation** of this project, emphasizing the active role of the students (Faculty members).
- They highlight the need of **teachers who guide** the project (Students)
- The importance of **applying knowledge** (Students and Faculty members)
3.2 The difficulties in implementing the project at the institution

- The teachers explained their *difficulties in the command* of the *digital competence* and the students to the *group work*.
- The students think that the most widespread *attitude and role of university teachers and students* are not the most appropriate.
3.3 The arising questions and challenges

- Students’ motivation to develop their projects and initiatives.
- The autonomy of the students to focus and manage their learning practices.
- Relationship and connections between what students do and learn inside and outside the university.
- The use of digital resources.
4. Conclusions

New real scenarios that respond to the needs of each context with a comprehensive and innovative structure.
References

The consolidated research group **Esbrina — Subjectivities, Visualities and Contemporary Learning Environments** (2014 SGR 632)

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