Implementing the DIY Philosophy in Primary Classrooms: Possibilities and Tensions

Judit Onsès-Segarra
Universitat de Barcelona

Juana M. Sancho-Gil
Universitat de Barcelona

Maria Domingo-Coscollola
Universitat Internacional de Catalunya
1. What is DIYLab about?

Do It Yourself in Education (DIYLab)
Expanding Digital Competence To Foster Student Agency And Collaborative Learning

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DIY, or Do It Yourself, is a philosophy that puts the student at the center of the learning experience, by turning it into the maker of its own learning materials. This project aims, develop to foster student’s agency, collaboration and digital skills, using any kind of technology, to make them lifelong and lifewide learners.

DiyLaB Project

Lifelong and Life-wide Learning by expanding students’

1. Creativity
2. Collaboration
3. Self Regulation
4. Digital competence
5. Agency and Sharing
Partners

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
SCHEDULE PLANNING

2014
ANALYSIS
TEACHER TRAINING

2015
IMPLEMENTATION

2016
IMPROVEMENTS
SOCIO-ECONOMIC EVALUATION
2. Implementation
DIYLab in the Primary Spanish School

- 2 classrooms of 10-11 years old students
- 3 teachers and 58 students
- Implied 6 hours per week from January to June
- Students as producers of learning material
Designing the Smartphone of the Future

Designing a New App for the Smartphone of the Future
DIYLab in Primary Classrooms

As a new understanding of learning-teaching processes

As a methodology
DIYLab in Action

Classroom as a workspace
Learning in a multitasking environment

Corporeality: dealing with space and furniture
DIYLab in Action

Young people as a learner-teacher

Collaborative learning: learning from/with others
DIYLab in Action

Working from their interests and in groups based on those interests
Learning to develop and wider initial ideas

Exploring other ways of working
DIYLab in Action

Assessing their classmates presentation and proposals
Learning to be critical in a constructive way

Sharing with classmates their design
Developing oral skills and getting self-confidence
DIYLab in Action

Documenting their learning processes
Learning to observe their reality differently

Thinking and looking for self-representation
DIYLab in Action

The role of the researchers: Being part of the processes
Observing and being observed

The role of the teacher: how to guide instead of teach
Rethinking directionalities and power relations
We include
- What have we done?
- How has it been done?
- What have we learnt?

Youth culture (Buckingham, 2007)
3. Outcomes & Conclusions
Outcomes: Tensions and Reflections

- **Big effort for teachers and students** and will of changing and implementing a new methodology
- Teachers didn’t know the needed **adaptation time for students and themselves**
- **Rethinking** roles and notions of teacher and student fostering a more collaborative learning
- **Students’ autonomy** felt as losing total control on them. However, teachers noticed a higher **engagement**
- **Students appropriate** and use school spaces differently
- **Developing digital competence**, a big step but a hard pathway
Conclusions

Arise questions related to the structure and organization of school system.

Notions of childhood, learning and digital competence in education.
REFERENCES

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

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