1. Presentation
1.1 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
1.2 Digital technology

CONSUMERS

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

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)
1.3 The project aims

To promote life learning by expanding students’ leadership for learning

1. Creativity
2. Collaboration
3. Self Regulation
4. Digital competence
5. Agency and Sharing
1.4 DiYLab project in educative institutions

STUDENTS will develop their agency, collaboration and digital skills using digital technologies.
We include
- What have we done?
- How has it been done?
- What have we learnt?

Youth culture (Buckingham, 2007)
1.5 Project overview: First stage
1.6 Research

- Recent research in educational change (Hargreaves & Shirley, 2009; Sancho & Alonso, 2012)

2. Materials and methods

Giró, X. (2014)
2.1 Methodological approach

- Complementary methods to **collect data** (Green, Camill & Elmore, 2006)

- **Collaborative Action Research (CAR)** (Reason and Bradbury, 2001, p. 1)
### 2.2 Curriculum and teaching plans

#### Analysed documents by country

<table>
<thead>
<tr>
<th>Country</th>
<th>National</th>
<th>Local</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spain</td>
<td>1 primary &amp; 1 secondary</td>
<td>1 primary, 1 secondary &amp; 1 higher education</td>
</tr>
<tr>
<td>Finland</td>
<td>National</td>
<td>Draft version of new comprehensive curriculum</td>
</tr>
<tr>
<td>Czech Republic</td>
<td>National</td>
<td>2 primary &amp; 2 secondary</td>
</tr>
<tr>
<td></td>
<td>Local</td>
<td>1 primary &amp; 1 secondary</td>
</tr>
</tbody>
</table>

#### Categories to analyze

1. Autonomous and self-regulating learning.
2. Inquiry-based teaching and learning.
3. Transdisciplinary or interdisciplinary knowledge, links and connections.
4. Digital competence.
5. Collaborative learning.
6. Opportunities and limitations for anchoring the DIYLab program to the curriculum.
## 2.3 Focus groups

### Number of participants by country and education level

<table>
<thead>
<tr>
<th>Education Level</th>
<th>Teachers</th>
<th>Parents</th>
<th>Students</th>
<th>Country</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary &amp; Secondary</td>
<td>5 Primary</td>
<td>6 Primary</td>
<td>6 Primary</td>
<td>Spain</td>
</tr>
<tr>
<td></td>
<td>6 Lower Secondary</td>
<td>6 Lower Secondary</td>
<td>6 Lower Secondary</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8 Combined</td>
<td>10 Combined</td>
<td>8 Combined</td>
<td>Finland</td>
</tr>
<tr>
<td></td>
<td>8 Primary</td>
<td>5 Primary</td>
<td>10 Primary</td>
<td>Czech Republic</td>
</tr>
<tr>
<td></td>
<td>7 Lower Secondary</td>
<td>6 Lower Secondary</td>
<td>6 Lower Secondary</td>
<td></td>
</tr>
<tr>
<td>Higher Education</td>
<td>6 from 5 departments</td>
<td>-NA-</td>
<td>5 from 3 degrees</td>
<td>Spain</td>
</tr>
<tr>
<td></td>
<td>-NA-</td>
<td>Master students 9 full-time 11 part-time (last term) 8 part-time (first term)</td>
<td>+/+</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>33</td>
<td>69</td>
<td></td>
</tr>
</tbody>
</table>

### Categories to analyze

1. Knowledge and evaluation of the notion of DIY.
3. Interdisciplinary knowledge
4. Digital competence.
5. Collaborative and problem-based learning.
6. How to frame the project considering the formal aspects of the curriculum.
7. Emerging elements befitting each situation.
### 2.4 Workshops with teachers

<table>
<thead>
<tr>
<th>EXPLORATORY MOMENTS</th>
<th>DECISION-MAKING</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. What do we understand by DIY philosophy?</td>
<td>4. Pedagogic specifications</td>
</tr>
<tr>
<td>Common reflective focus in relation to the DIY philosophy.</td>
<td></td>
</tr>
<tr>
<td>2. DIY philosophy and education</td>
<td></td>
</tr>
<tr>
<td>What happens when we introduce the DIY philosophy into an educational institution?</td>
<td></td>
</tr>
<tr>
<td>3. Technological tools and resources</td>
<td></td>
</tr>
<tr>
<td>Debates around the technological design of the DIYLab.</td>
<td></td>
</tr>
<tr>
<td>4. When and where will the DIYLab take place? How is it integrated into the syllabus?, etc.</td>
<td></td>
</tr>
</tbody>
</table>
3. Results of first stage

Giró, X. (2014)
3.1 DIY fits into curricular agendas

- Recognize the importance of
- We found
- Challenge is...
3.2 The meaning of DIY Learning in focus groups

- Practically all participants had some idea.
- We have identified 5 issues that dominated the discussions.
- We have identified points of tension.
3.3 Teacher training: Development and implementation DIYLab

- We try to introduce a learning DiY philosophy into institutions. This generates debate about...

- When teachers explore the possibilities, their concerns are...
4. Conclusions

Giró, X. (2014)
4. Conclusions

New real scenarios
that respond to the needs of each context
with a comprehensive and innovative structure
DIYLab approach will allow advance in **Leadership for Learning across physical and virtual borders** (Jiménez, Orenes & Puente, 2010) in scenarios with main characteristics.
This leadership across borders requires

To drive from **knowledge** institutions to **learning** Institutions.

To advance the **deconstruction** and **reconstruction** of knowledge.

**We hope that**

Teachers who participate in the DIYLab project **exercise as leaders** in their institutions.

These institutions can become **leaders** of other **institutions**.

*Learning in educational institutions* (Mulford, 2008)
*Improving school leadership* (Pont, Nusche & Moorman, 2008)
*Learning from leadership* (Louis, Leithwood, Wahlstrom, & Anderson, 2010)
References


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¡Gracias!
Thank you!
Gràcies!
Dänke!
Děkuji!
Merci!
Kiitos!
你很