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

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

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Prague, Czech Republic

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Oulu, Finland

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Prague, Czech Republic
Youth culture
(Buckingham, 2007)

Create, share and learn in collaboration

Blending arts, crafts, and digital technologies (Eisenberg & Buechley, 2008; Lankshear & Knobel, 2010).

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

PRODUCERS
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
The DiyLab project in higher education

STUDENTS will develop agency, collaboration and digital skills using digital technologies.
What have we done?
How has it been done?
Why have we done like this?
Methodological approach

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

- Complementary research methods
  (Green, Camill & Elmore, 2006)
First step
Analyzing study 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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<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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<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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**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.

**Table 1: Composition of the 2 focus groups**
Outcomes

The strengths of the institution in relation to the project

The difficulties in implementing the project at the institution

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

- Value **positively the implementation** of this project, emphasizing the active role of the students (Faculty).
- Highlight the need of **teachers who guide** the project (Students)
- The importance of **applying knowledge** (Students and Faculty members)
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.
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.
Conclusions

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