



JUDIT ONSÈS-SEGARRA

Universitat de Barcelona

JUANA M. SANCHO-GIL

Universitat de Barcelona

MARIA DOMINGO-COSCOLLOLA

Universitat Internacional de Catalunya



DIYLAB

# IMPLEMENTING THE DIY PHILOSOPHY IN PRIMARY CLASSROOMS: POSSIBILITIES AND TENSIONS

esbrina



Lifelong  
Learning Programme



# 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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# PHILOSOPHY



Eisenberg & Buechley (2008), Guzzetti, Elliott, Welsch (2010), Kafai & Peppler (2011), Lankshear & Knobel (2010); Mckay (1998), Spencer (2005).

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'



University of Barcelona  
Grup de recerca Esbrina  
Barcelona, Spain



University of Oulu  
Oulu, Finland



Charles University  
Prague, Czech Republic



Escola Virolai  
Barcelona, Spain



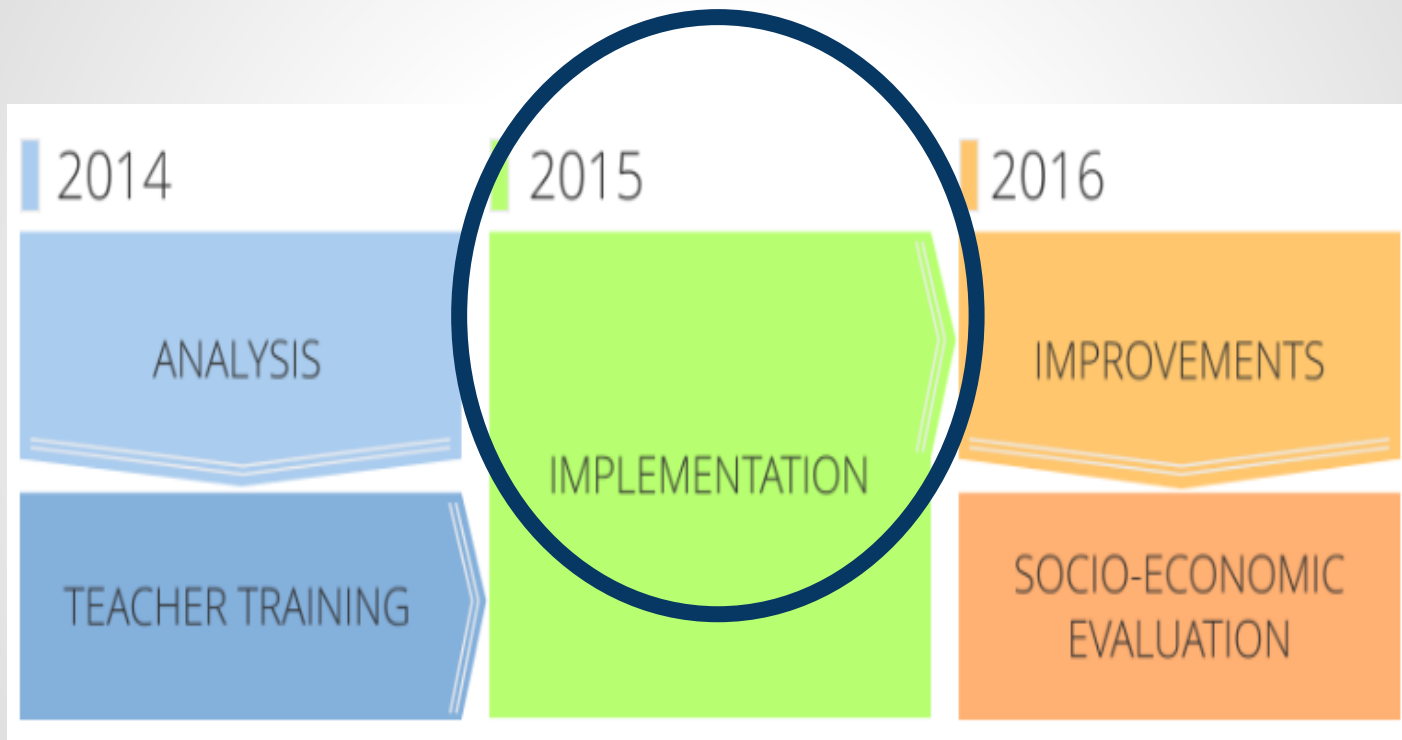
Oulu University Teacher  
Training School  
Oulu, Finland



ZŠ Korunovační  
Faculty School  
Prague, Czech Republic



# SCHEDULE PLANNING



## 2. IMPLEMENTATION



# DIYLAB IN THE PRIMARY SPANISH SCHOOL

2015

IMPLEMENTATION

- **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**





# CLASSROOM PROJECT

2015

IMPLEMENTATION

1



Designing the Smartphone of the Future

2



Designing a New App for the Smartphone of the Future

# DIYLAB IN PRIMARY CLASSROOMS

2015

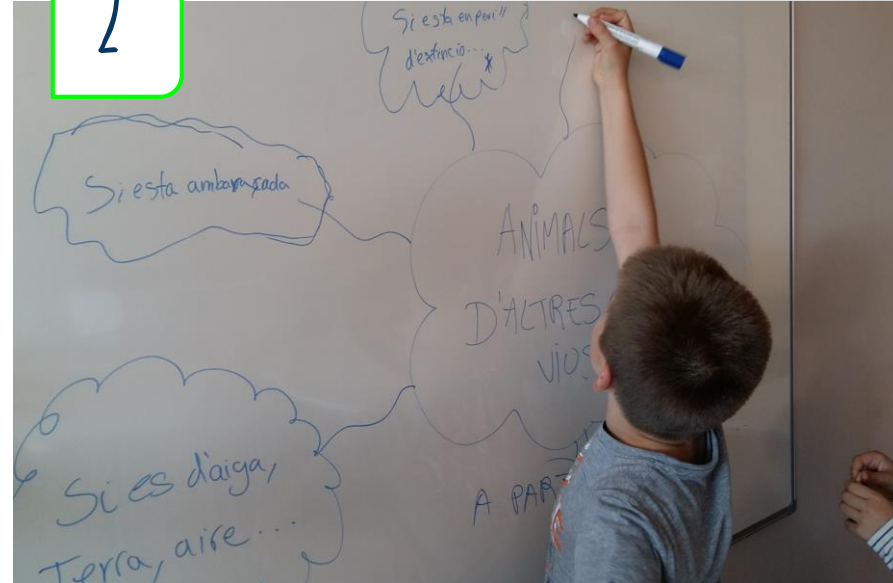
IMPLEMENTATION

1



As a new understanding of learning-teaching processes

2



As a methodology

# DIYLAB IN ACTION

2015

IMPLEMENTATION



Classroom as a workspace  
Learning in a multitasking environment



Corporeality: dealing with space and furniture



# DIYLAB IN ACTION

2015

IMPLEMENTATION



Young people as a learner-teacher



Collaborative learning: learning from/with others

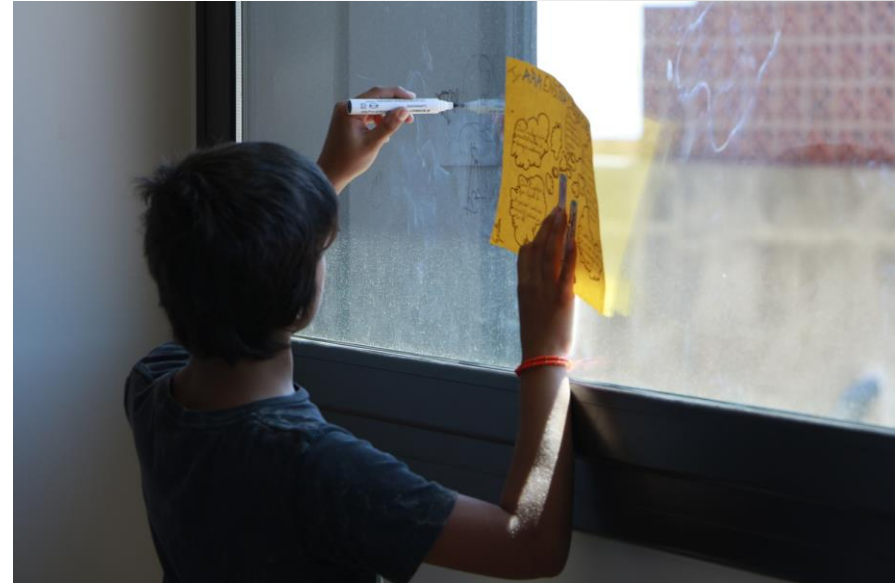
# DIYLAB IN ACTION

2015

IMPLEMENTATION



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



Exploring other ways of working





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



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

# DIYLAB IN ACTION

2015

IMPLEMENTATION



Documenting their learning processes  
Learning to observe their reality differently



Thinking and looking for self-representation

# DIYLAB IN ACTION

2015

IMPLEMENTATION



The role of the teacher: how to guide instead of teach  
Rethinking directionalities and power relations



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

We include

- What have we done?
- How has it been done?
- What have we learnt?

Youth culture (Buckingham, 2007)



DIYLAB

HUB



### 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**.

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# The group

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



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JUANA M. SANCHO-GIL



MARIA DOMINGO-COSCOLLOLA