



Leadership Across Natural and Virtual Borders

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Time: Sat, October 17, 9:00 to 10:30 Place: CCIB, Room 120



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



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1. Presentation



1.1 Partners



University of Barcelona
Grup de recerca Esbrina
Barcelona, Spain



University of Oulu
Oulu, Finland



Giró, X. (2014)

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



1.4 DiYLab project in educative institutions

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



Producers of
learning material

Youth culture (Buckingham, 2007)

We include

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



DIY LAB

HUB

1.5 Project overview: First stage



1.6 Research



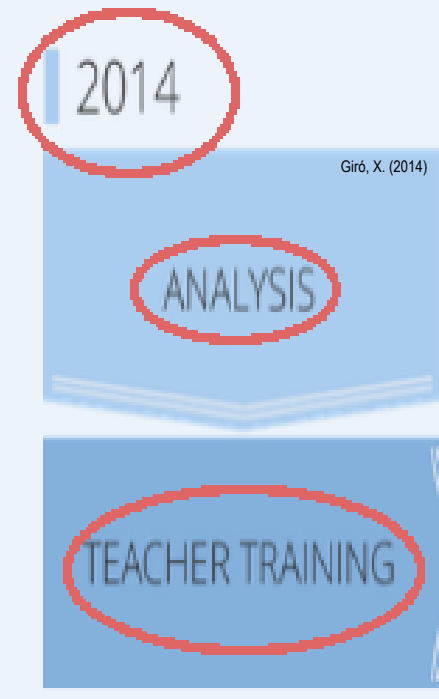
- Recent research in **educational change** (Hargreaves & Shirley, 2009; Sancho & Alonso, 2012)
- Hallinger (2009) highlights about **leadership for learning**. This leadership for learning (Tintoré, 2015: 172) .

2. Materials and methods



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

Spain	National	1 primary & 1 secondary
	Local	1 primary, 1 secondary & 1 higher education
Finland	National	Draft version of new comprehensive curriculum
Czech Republic	National	2 primary & 2 secondary
	Local	1 primary & 1 secondary

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

	Teachers	Parents	Students	Country
Primary & Secondary	5 Primary 6 Lower Secondary	6 Primary 6 Lower Secondary	6 Primary 6 Lower Secondary	Spain
	8 Combined	10 Combined	8 Combined	Finland
	8 Primary 7 Lower Secondary	5 Primary 6 Lower Secondary	10 Primary 6 Lower Secondary	Czech Republic
Higher Education	6 from 5 departments	-NA-	5 from 3 degrees	Spain
	1...1	-NA-	Master students 9 full-time 11 part-time (last term) 8 part-time (first term)	Czech Republic
Total	40	33	69	

ANALYSIS

Categories to analyze

1. Knowledge and evaluation of the notion of DIY.
2. Autonomous and self-regulating learning.
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

TEACHER TRAINING

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

McKay, 1998;
Spencer, 2005;
Kamenetz, 2010;
Guzzetti, Elliott & Welsch, 2010;
Lankshear & Knobel, 2010;
Kafai & Peppler, 2011

3. Results of first stage



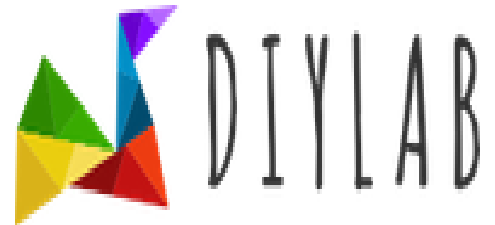
3.1 DIY fits into curricular agendas

- **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...



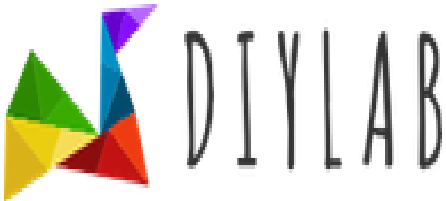
4. Conclusions



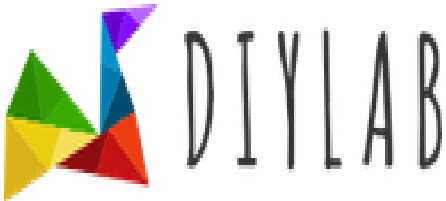
4. Conclusions

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)

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The group

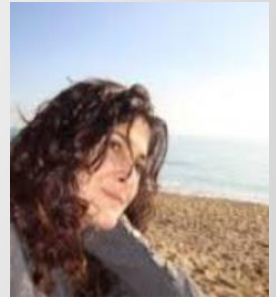
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¡Gracias!

Děkuji!

Gràcies!

Thank you!

DANKE!

Merci!

Kiitos!

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