

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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Partners



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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

Youth culture

(Buckingham, 2007)

Create, share and learn in collaboration

(McKay, 1998, Spencer, 2005 Guzzetti, Elliott, & Welsch, 2010, Kafai & Peppler, 2011)

Blending arts, crafts, and digital technologies

(Eisenberg & Buechley, 2008; Lankshear & Knobel, 2010).

Connectivism

(Siemens, 2008; Kop & Hill, 2008)

PRODUCERS

Digital competence



Starting in the '90s
(McKay, 1998) (Spencer, 2005)
(Eisenberg & Buechley, 2008)
(Guzzetti, Elliott & Welsch, 2010)
(Lankshear & Knobel, 2010)
(Kafai & Peppler, 2011)

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

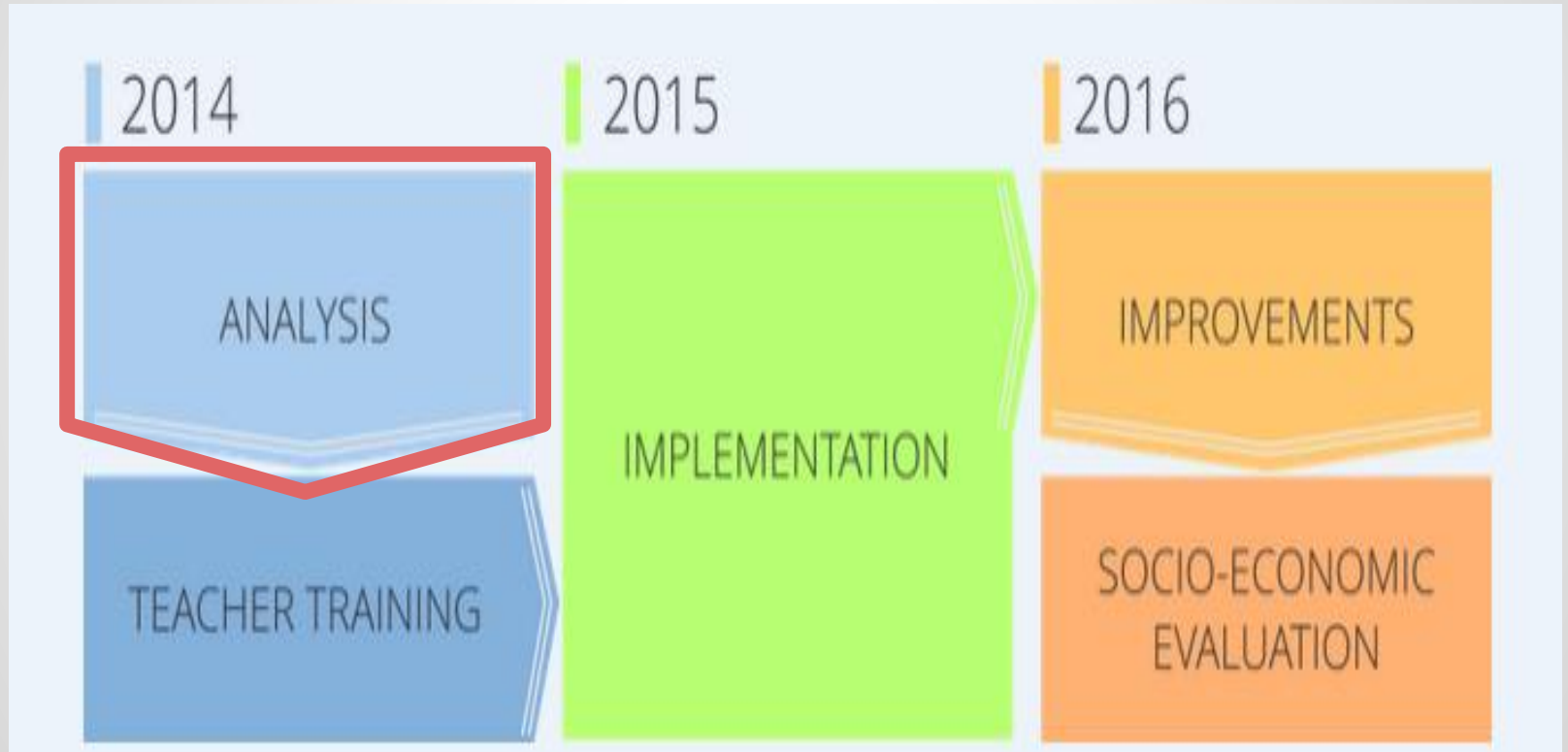
2. Collaboration

3. Self Regulation

4. Digital competence



Project overview

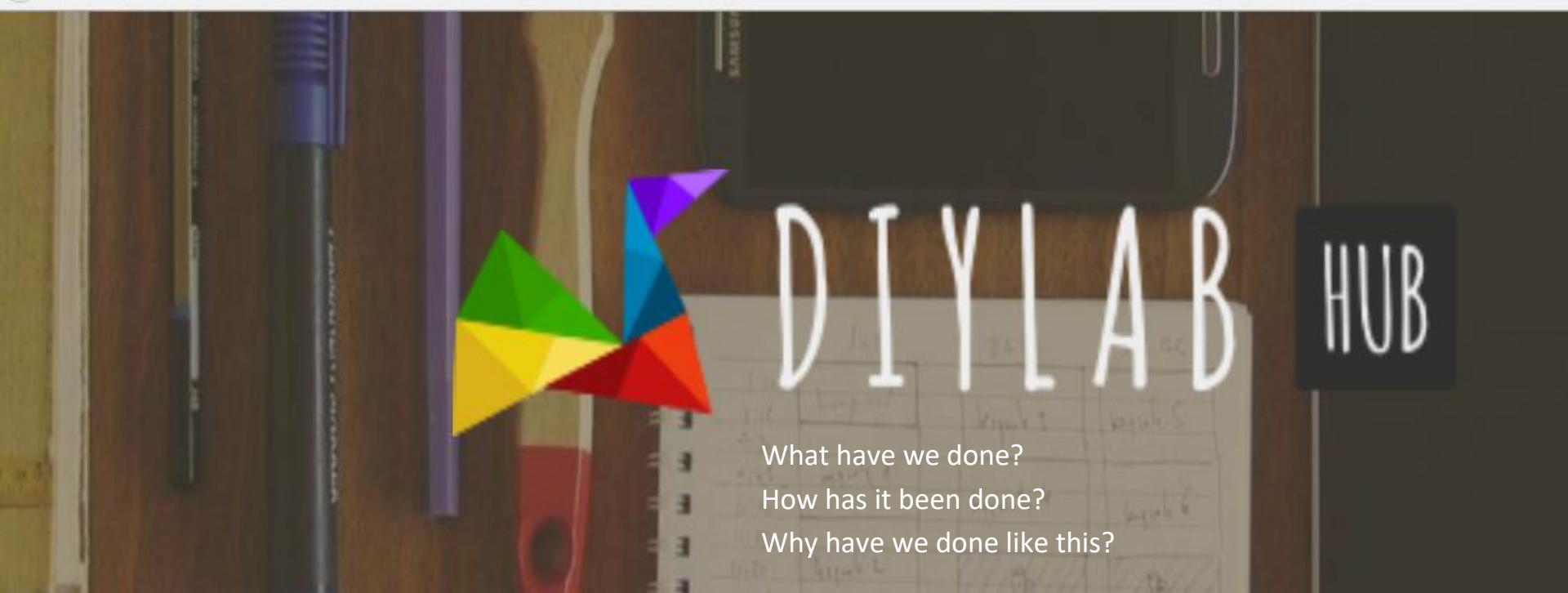
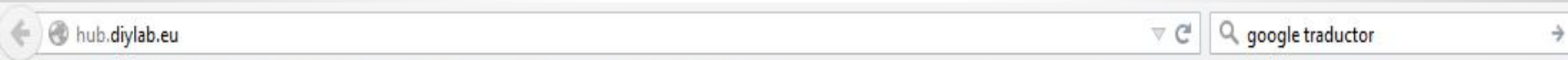


The DiyLab project in higher education

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



Sharing



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)

ANALYSIS



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.

ANALYSIS

Second step Conducting focus groups



Participants

Estudiantes

- 2 students of the Pedagogy degree.
- 2 students of the Social Education Degree.
- 1 student of the Primary School Teacher degree.

Docentes

- 1 of the Department of Didactics of Musical and Body Expression
- 2 of the Department of Theory and History of Education.
- 1 of the Department of Research Methods and Diagnosis in Education.
- 1 of the Department of Didactics and Educational Management.
- 1 of the Department of Didactics of Experimental Sciences and Mathematics.

Table 1: Composition of the 2 focus groups

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.

Outcomes

1r any 1r semestre	2n semestre	2n any 1r semestre	2n semestre
Teoria de l'Educació 6 cr.	Antropologia Pedagògica 6 cr.	Estadística Aplicada a l'Educació 6 cr.	Pedagogia Social 6 cr.
Didàctica i Currículum 6 cr.	Diversitat i Educació 6 cr.	Pensament Pedagògic i Social Contemporani 9 cr.	Economia de l'Educació 6 cr.
Història de l'Educació 6 cr.	Teoria i Pràctica de la Investigació Educativa 6 cr.	OT 3 cr.	Instruments i Estratègies de Recollida d'Informació 6 cr.

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 project

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

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esbrina 

The group

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

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