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What Visual Digital Objects (VDOs), generated under a DIY approach, are telling us about university students' learning and pedagogical relationships

Bringing the DIY movement to the University

"DIY philosophy at the University. Pedagogical and technological implications to promote independent learning and formative assessment" (2014PID-UB / 075)

"DIYLab **-** Do It Yourself in Education: Expanding Digital Competence To Foster Student Agency and Collaborative Learning" (543177-LLP-1-2013-1-ES-KA3MP)

DIY Projects

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

Lifelong and Life-wide Learning by expanding students'

1. Creativity

2. Collaboration

3. Self Regulation

4. Digital competence

5. Agency and Sharing

Contribute to transform teaching and learning practice at the university, by expanding students and teachers' creativity, collaboration, self-regulation and digital competence.

Generate a series of visual digital objects (VDOs) made by the students where they give account of their learning paths and at the same time share these processes with others.

Rationale

Explore the changes (and their educational effects) which have taken place in the last decade regarding digital competencies, especially in relation to the emergence of a culture of collaboration, that connects young people's learning, technology and DIY philosophy (Kafai & Peppler, 2011)

Promote and analyze the 'visual digital objects' (VDOs), generated by the students in which they make explicit their learning paths during a course or developing a research project, so that others could learn from their learning processes.

Participants and research sources

10 subjects of Pedagogy, Fine Arts, Primary and Infant Teacher Education, and Social Education grades at the University of Barcelona.

18 university teachers
471 students

138 Visual Digital Objects generated

55 Visual Digital Objects analysed

23 from Contemporary Visualities (Fine Arts),
12 from The Digital and Visual Culture in the Socio-educational Process (Pedagogy),
10 from Technological Environments, Processes and Resources for Learning (Pedagogy)

Visual Digital Objects **challenges**

1 Select the meaningful moments of their learning trajectory;

2 Give account of those authors, concepts, experiences and methods which have provided new insights to their inquiry process;

3 Articulate both, the learning trajectory and the insights into a visual narrative (Bach, 2007);

4 Develop a digital object where this narrative is visualized in a maximum of five minutes

5 Make public this visual digital object to show others their learning process so they can also learn from

What I have done? ¿How I did? ¿Why I did in this way?

Focus of analysis

1 **Notions of learning paths**

2 **Creative and pedagogical characteristics of the visual narrative**

3 **Representations of teachers and colleagues**

4 **Modes expression**

Learning paths (1)

- Reproduction of previous learning notions and experiences rescued particularly for those learning situations at high school, which give the students security on the road to follow.

- In the production of the VDOs:
  - learning is repeating what was mentioned in the classes;
  - reflection on learning is mostly address to the new not to question what they already known;
  - names and concepts are presenting without context.

- Openness to other ways of learning that implies taking risks, assuming tensions, and avoids comfort/control zones.

Loida Vargas: https://www.youtube.com/watch?v=VDxjcqpxH8s
Maria Martínez : https://www.youtube.com/watch?v=GYIjyrE7Shc&feature=youtu.be
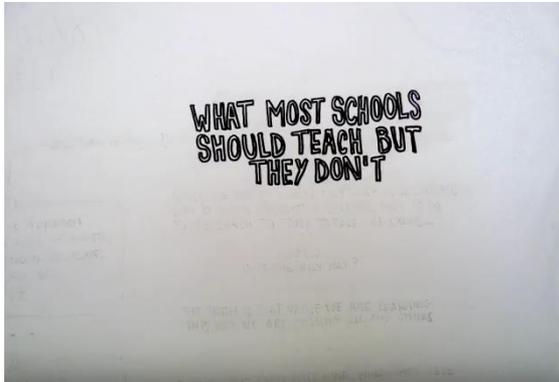
Learning paths (2)

- Rescue of the role of the others (mainly teachers and colleagues, but also class visitors) as a source of generation of knowledge experiences.

- Forms of inquiry seeking to establish relationships between the known and the unknown.

- The role of digital skills in finding ways to tell (and share) reflections that can allow others to approach and make explicit their learning processes and the doubts found.

Representations of teachers and colleagues

- Teachers appear as part of the inquiry process undertaken by the students, playing different roles (advisor, companion, instigator, troublemaker, ...).

- The distance between teachers and students is reconfigured not only by the proximity during the learning and inquiry process, but on how it is represented in the visualization process.

- VDOs are represented as a swap space, where paths and achievements are shown, and where teachers are present without avoiding tensions and disturbances that the learning process has generated.

Dear professor:

Alfonso Bustillo: https://www.youtube.com/watch?v=COucmX3j-xc&feature=youtu.be

DIYLAB HUB

LES IDEES QUE PROJECTEM NO ENS LES INVENTEM. SORGEIXEN DE LES EXPERIÈNCIES.
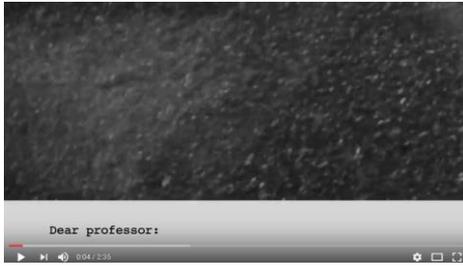
What happens when universities opt to actively support DIY learning practices.

When learning is considered a **slippery experience** (Fendler, 2015)

Atkinson's notion of '**real learning**' that "involves a movement into a new ontological state; it defines a problem of existence, in contrast to more normative learning in its everyday norms and competences" (Atkinson, 2012, p. 9).

 DIY approach and its reflection on those digital visual objects generated by university students are revealing the necessity to continue exploring ways of performing teaching and learning as pedagogical events to promote meaning and understanding among students and teachers.

An event:
Generates a disturbance, a break, a way to deepen understanding or action that has the potential to precipitate a real learning.
(Dennis Atkinson, 2011).

This movement is what students experience when they are developing the visual digital objects, because they are able to "**produces a new alignment of thinking and action**" (Atkinson, 2012, p. 9).

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Thank you!!