Open media in the learning trajectories of university students

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TRAY AP PROJECT

TRAYECTORIAS DE APRENDIZAJE

Learning paths of young university students:
Concepts, strategies, technologies, and context (TRAY AP)

esbrina elkarrikertuz

Objective

To reveal the LEARNING TRAJECTORIES
of University Students
by considering
their conceptions, strategies,
TECHNOLOGIES and learning contexts.

It is necessary to understand the learning trajectories
(Erstad & Sefton-Green, 2012)

Questions

- How to EXPLORE the sensations, intensities and textures through which learning is experienced learning trajectories.
  (Coleman & Ringrose, 2014, p. 4)

- How to UNDERSTAND
  the multiplicity of students' learning worlds.

- What methodology to use that ALLOWS to DEAL with the fluidity, multiplicity and vagueness of those learning experiences.
  (Law, 2004)

University students from Catalonia and Basque Country

- We are developing the Research with Students,
  NOT about Students.

- Invited participants should have time
  for all four face-to-face meetings.

- They had to be willing to
  collaborate, share and analyse information.
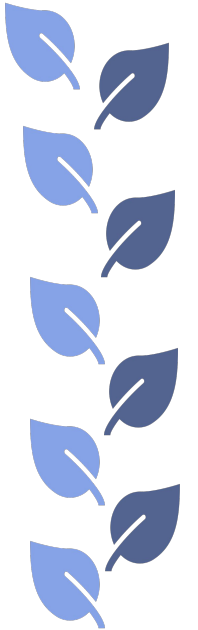
Methodology and research instruments

- TRAY AP adopts a participatory and inclusive research perspective
  (Bergold & Thomas, 2012; Nind, 2014).

- The researchers conducted 4 meetings with each of the 50 participants in this research.

Table 1. Profile of university students (students from the University of the Basque Country and students from universities in Catalonia).

Number and gender of students	Areas of knowledge studied	Universities to which they belong
30 women 20 men	Social and legal sciences (18) Engineering and Architecture (5) Arts and Humanities (12) Health Sciences (6) Science (6) Double degrees (3)	University of the Basque Country (22) Universities of Catalonia (28): Universitat Autònoma de Barcelona (UAB) Universitat de Barcelona (UB), Universitat de Girona (UG), Universitat Internacional de Catalunya (UIC), Universitat Oberta de Catalunya (UOC) Universitat Politècnica de Catalunya (UPC), Universitat Pompeu Fabra (UPF)

- The selection of participants follows the chain referral method (Penrod et al., 2003).

- The field study consisted of four meetings.

Meeting 1

- Consent form to participate.
- How university students learn.
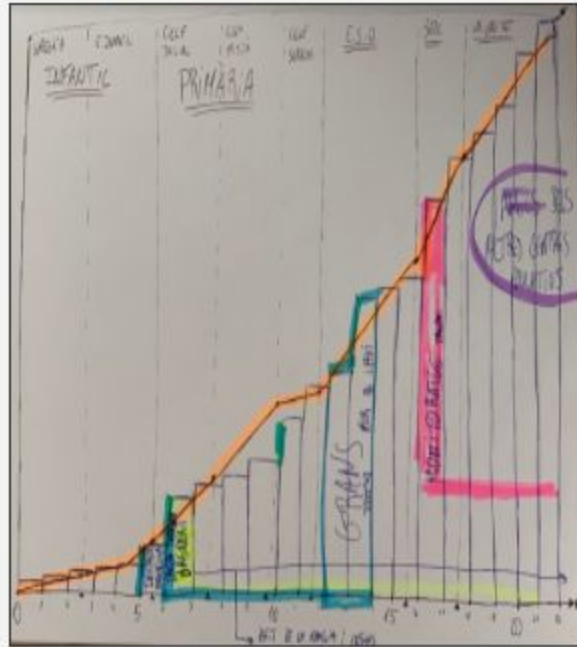- Explained what planned to do during the 2n meeting: Biogram (Domingo et al., 2017). Figure 1

Figure 1

Meeting 2

- What had or have had an impact on the way learnt during the life.
- Explanation was materialised through a conversation.
- To be created for the 3rd meeting: Diary of recent learning episodes (Denzin, 1997). Figure 2

1. Contextos on aprens

2. Estratègies i Tecnologies d'aprenentatge

3. I allò rellevant del teu aprenentatge

Divendres 14 → Uni PACTIP, estudi Civil 4 i Dret d'internet // aprenc a ensenyar +1 i a coordinar

1) Jo, l'ordinador i els apunts en una biblioteca. Reunions amb la colla, trucades de telèfon o correus amb els pares i mares, parlar amb masover, anar a comprar el menjar.
2) Anar llegint i rellegint agafar els exercicis i intentar-los resoldre per la meva compta i després buscar les solucions. Pensar amb el què he vist (pràctic)
3) Dades, conceptes abreviats, nocions generals de fets jurídics. Coordinar

Dissabte 15 → aprendre a ensenyar i a coordinar

1) Espai amb uns objectius a realitzar, amb un rol de coordinador.
2) Tenim tot pensat, què farem com i quan.
3) Passar de la teoria a la pràctica

Diumenge 16 → aprendre a ensenyar i a coordinar, gestionar un equip.

1) Espai amb uns objectius a realitzar, amb un rol de coordinador.
2) Tenim tot pensat, què farem com i quan.
3) Passar de la teoria a la pràctica

Dilluns 17 → Convivències des de la cara de professor

Figure 2

Meeting 3

- Explained a brief weekly diary highlighting significant learning episodes or moments.

Meeting 4

- From the analysis of the transcripts of meetings, researchers wrote up the learning trajectories.
- Each participant was able to add, modify or complete their learning trajectory.
- We analysed information from the 3 encounters based on thematisation (Nowell et al., 2017).

Positive

- Video games are essential to keep students' attention: interesting content, method and atmosphere. (Alex)

- He disagrees with the cliché that today's young people are more superficial and that it is difficult for them to delve deeper into subjects because of their use of electronic devices. 'It's all about how you use the networks and the mobile; the current way to contact you is through your own website [...] Many specialised magazines, many things that we are interested in are on the networks.' (Leo)

- In nursing, there are many accounts on Instagram, hat upload health content; nurses who upload things, doctors, pharmacists [...] In the end, in a more informal or more fun way, in some cases, you do learn a lot. And then there are more scientific accounts, which present cases with images. (Mireia)

- I had to sign an online document. But signing on a computer is not so intuitive, so I looked on YouTube how to do it in Word and in PDF, and that's how I learned some method to do that. And that's something I've done quite a few times in my life, mostly to learn how to do things on computers. (JL)

Ambivalent

- I see the good side, but also the bad side. There are a number of digital platforms that are widely used. I no longer need to buy all the books and with one click I can look them up and this makes it easier for me to assimilate the knowledge I need at the time. But I recognise that I have to make a great effort not to look at my mobile phone all the time. (Anna_S)

- Technologies can act as mediators and facilitators of communication, although they can also be a disadvantage for learning itself. (Marina)

- Many of his classmates like the online classes. In general, quite a few of them are among those who do not regularly attend classes. They usually use the recordings to watch them later at any time (in the evening or during the day). (Aleix)

Rather negative

- R: Some people are in the theatre and periodically pull out their cell phones and look at their cell phones
  B: Of course, it's more fucked up in the theatre because you're annoying. But a lot is done in class.
  R: You are a great reader. Do you notice that the mobile phone interferes with you when you read?
  B: Yes, especially at the beginning, it was a struggle. In the beginning, you would take readings for half an hour and watch. In the end, you had to say; if I want to take this seriously, I should read for two hours in a row without looking at my phone. In the end, you get it. Now I don't have so many problems, but I do at the beginning (Blai)

- All the time I've been paying attention to the mobile phone I've already lost information about what that person is saying to me; I've stopped listening for a second. Yes, I find that very sad. But I might unconsciously answer someone, and I'm already missing out on that information (Cloe)

Discussion and recommendations

- Participants live in an analogic and virtual universe without a solution of continuity.
- Digital devices and open media have become fundamental to their cultural and experiential contexts.
- They show a reflexive attitude but do not fully understand the entangled dimensions of the virtual world and its consequences for humans and the planet.
- Higher education institutions seem unaware of the impact of digital devices and open media on teaching and learning processes.
- In the last two years, the sudden move from face-to-face Universities to online institutions revealed the lack of lecturers training and bidirectionality or interaction between teacher-student.
- The contemporary university needs to rethink the dimensions of teaching and learning, the notion of knowledge, the student experience and background, and the technological devices overloading Foucault (1994) concept of the institutional dispositif.

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