

EDUCATIONAL PRACTICES TO TRANSFORM AND CONNECT SCHOOLS AND COMMUNITIES

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INTRODUCTION



Educative transformation,

which may be of interest to all those individuals who, in one way or another, are involved in education systems around the world.



Digital technologies,

play an active role in generating this connectivity between the different learners involved.



Learning,

a dynamic process through time and space are reflected in the digital media, offering "new mobilities".

A common objective of the three projects was to analyse "bottom-up" initiatives by schools that promoted "authentic learning", strengthening the connection with their communities and addressing contemporary social issues.

Study sample

- 6 schools
- 6 teachers
- 81 students

Ethnography

- 32 interviews
- 16 focus groups

Dimensions:

- Bottom-up strategy planning.
- Transformative practices.
- Digital technologies integrated into the centre's culture
- Results of the negotiation.

Oslo (Norway)

Santiago de Chile (Chile)

Barcelona (Spain)



CONCLUSIONES



Students reflected on how they can be active players in the consolidation of the society of which they are a part, reproducing or opposing stereotypes, discrimination or violence.



Projects like these create tensions at different levels and between different actors. This represents a complexity, but at the same time expands the learning practices that are generally carried out in schools.



The digital connectivity in the projects was related to the way digital technologies were already integrated into each school culture. Teachers and students are used to integrating digital technologies into their projects.

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