

UBIQUITOUS LEARNING ECOLOGIES FOR A CRITICAL CYBER-CITIZENSHIP

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INTRODUCTION



Ubiquitous learning,
as environments that favour the creation of networks and expanded learning communities, with the help of digital media, where knowledge is exchanged virtually and in person, and where the boundaries of formal education disappear to a large extent.



“Soft skills”,
Instrumental, cognitive-intellectual, socio-communicative, emotional and digital skills can facilitate the construction of a critical and expanded citizenship.



Lifelong learning,
as skills that transcend institutionalised education in the context of face-to-face training of trainers, with the support of virtual media and social networks, in a territorial context of deep economic and labour crisis.

METHODOLOGY AND RESULTS

Study case: “Learning ecologies in multiple contexts: analysis of expanded learning and citizenship building projects” (ECOEC),

78 adults including trainees and teacher

52.5% men 47.5% women

Between 32 and 52 years old

Table 1. Research instruments used, indicating the acronyms used in the text	
Instrument/Acronym	Description
Observation (OB)	It was sequentially carried out by three researchers throughout 20 non-consecutive sessions of five hours each, during 100 hours over the three training courses.
Questionnaire (QU)	It was applied to the 78 participants. Designed through a revision process carried out by evaluators, it was composed of open ended and closed questions using the Osgood scale.
Interviews (IN)	Carried out with eight key informants, using on-site and on-line interviews concerning the issues of the studies case.
Discussion Groups (DG)	Three discussion groups were organised (two with different participants and another with experts) about the issues as triggers for dialogue.
Digital Field Diary: - Individual (iDFD) - Shared (sDFD)	They were elaborated daily by the participants in digital form with personal contributions. This instrument had two variants: a. Individual Digital Field Diary: elaborated by each participant in digital format. All participants did one. b. Shared Digital Field Diary: space where agreed text is built collaboratively. Three were developed.



The promotion of digital skills has involved the development of soft skills and the management of tacit knowledge, as well as generating new practices of citizen participation in social and vital spaces.

CONCLUSIONS

Ubiquitous and expanded learning involves



The blurring of spatio-temporal, curricular and methodological boundaries.

Access to and production of knowledge in a more horizontal and participatory way.

The growing capacity for interaction and shared networking.

It is necessary to consider the social and political role that this emerging cybersociety can play.

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