



INDAGA-T INNOVATION GROUP: A TRAJECTORY OF TEACHING COLLABORATION

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ABSTRACT

Objective/Theoretical Framework: This paper orders various experiences of teaching innovation in the context of the Indaga-t group of the University of Barcelona. In them, the collaboration between professors from different Degrees taught in the faculties of Education and Fine Arts is shown.

Method: The work carried out went beyond sharing teaching, displaying a series of methodologies that led teachers to work in joint actions intervening in the same space and time with students.

Results and Discussion: The text shows how various dilemmas were faced in a university context where, increasingly, the relationship between the credits of the courses and their teaching assignments do not invite teachers to interact by going to the classroom together.

Implications of the Research: The challenge involved reflecting and becoming aware of the motivations that combined efforts in the face of a stiff institution where time is a scarce resource.

Originality/Value: The experiences of communication are the result of learning relationships between teachers and students who worked together collaboratively from different areas of knowledge; These experiences speak of the commitments that were assumed as our beyond our own courses and their teaching plans.

Keywords: University Teaching, Teaching Collaboration, Teaching Methodologies.

O GRUPO DE INOVAÇÃO INDAGA-T: UM CAMINHO DE COLABORAÇÃO DOCENTE

RESUMO

Objetivo/Referencial Teórico: Este artigo organiza diversas experiências de inovação docente no contexto do grupo Indaga-t da Universidade de Barcelona. Mostram a colaboração entre o corpo docente dos vários Graus lecionados nas faculdades de Educação e de Belas Artes.

Método: O trabalho desenvolvido foi além da partilha do ensino, implementando uma série de metodologias que levaram os professores a trabalhar em ações conjuntas, intervindo no mesmo espaço e tempo com os alunos.

Resultados e Discussão: O texto mostra como foram enfrentados vários dilemas num contexto universitário onde, cada vez mais, a relação entre os créditos dos cursos e as suas atribuições docentes não convida os professores a interagirem indo juntos para a sala de aula.

Implicações da Pesquisa: O desafio passou por refletir e tomar consciência das motivações que uniram esforços perante uma instituição rígida onde o tempo é um recurso escasso.

Originalidade/Valor: As experiências recolhidas na comunicação são o resultado de relações de aprendizagem entre professores e alunos que trabalharam em conjunto de forma colaborativa de diferentes áreas do saber; estas experiências falam dos compromissos que foram assumidos como próprios para além dos nossos cursos e dos seus planos de ensino.

Palavras-chave: Ensino Universitário, Colaboração Docente, Metodologias de Ensino.

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EL GRUPO DE INNOVACIÓN INDAGA-T: UNA TRAYECTORIA DE COLABORACIÓN DOCENTE

RESUMEN

Objetivo/Marco Teórico: Este artículo ordena diversas experiencias de innovación docente en el contexto del grupo Indaga-t de la Universidad de Barcelona. En ellas se muestra la colaboración entre el profesorado de diversos Grados impartidos en las facultades de Educación y de Bellas Artes.

Método: La labor realizada fue más allá de compartir docencia, desplegando una serie de metodologías que llevaban a los docentes a trabajar en acciones conjuntas interviniendo en el mismo espacio y tiempo con el alumnado.

Resultados y discusión: El texto muestra cómo se hizo frente a diversos dilemas en un contexto universitario donde, cada vez más, la relación entre los créditos de los cursos y los encargos docentes de los mismos no invitan a que los profesores interactúen acudiendo juntos al aula.

Implicaciones de la investigación: El desafío comportó reflexionar y tomar conciencia de las motivaciones que aunaba esfuerzos frente a una rigidez institución donde el tiempo es un recurso escaso.

Originalidad/Valor: Las experiencias que recoge la comunicación son el resultado de relaciones de aprender entre docentes y estudiantes que trabajaron juntos colaborativamente desde diferentes áreas de conocimientos; dichas experiencias hablan de los compromisos que se asumieron como propios más allá de nuestros cursos y sus planes docentes.

Palabras clave: Docencia Universitaria, Colaboración Docente, Metodologías Docentes.

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1 INTRODUCTION

The trajectory of the Indaga-t group has been marked by teaching collaboration. Consolidating the collaboration between teachers involved in different teaching innovation experiences has been one of the priority objectives of Indaga-t, first as a teaching innovation project: *Afavoriment de l'aprenentatge autònom i col·laboratiu mitjançant la recerca i l'ús de tecnologies digitals* (2006PID-UB/02), later as a teaching innovation group (2008IGD-UB/16), currently consolidated (2010GIDC-UB/12, GIDCUB-13/87, GINDOC-UB/087).

Being part of the Indaga-t group helps us to systematize the collaboration between teachers, taking the effects of our work to the fields of critical reflection, seeking the accompaniment of others to learn with meaning, trying not to fragment teaching and learning (Hargreaves, Earl and Ryan, 1998; Carnell and Lodge, 2002)

For the members of the group, getting involved in collaborative processes between teachers is not only a source of learning and knowledge, but also opens the possibility of rediscovering and repositioning themselves in relation to what is taught and to the students



themselves (Sancho, 2007).

The methodologies and collaboration processes developed by the group so far have been many and varied (Sánchez, Sancho, Forés and Alonso, 2011). In this communication we will describe different forms and contexts of collaboration .

2 OBJECTIVES

1. Develop teaching coordination strategies that complement, avoiding repetition, the references and content within the same grade;
2. Design, implement and evaluate teaching strategies and shared materials in different subjects and grades, introducing principles of modularity and transdisciplinary integration of knowledge, teaching and learning;
3. Facilitate the transition of teachers between different subjects;
4. Carry out collaborative monitoring of students who share grades.;
5. Establish educational links between different groups of students in the same subject, or between different subjects;
6. Promote communication between teachers and students beyond classroom time and during tutorials ;
7. Strengthen spaces for dialogue and cooperative work among teachers in order to explore the meanings of collaborative teaching.

3 METHODOLOGY AND ACTIONS CARRIED OUT

3.1 COLLABORATION BETWEEN TEACHERS OF SUBJECTS OF THE SAME GRADE

We assume that we are obliged to maintain consistency between what we ask of students and how we work ourselves, which allows us to make our efforts profitable by taking better advantage of the experiences and knowledge of each one of us.

Among the actions carried out in this process we highlight: the design and planning of the subjects, including the guidelines for evaluation and monitoring of students; using Moodle as a collaborative tool between teachers; the organization of joint learning experiences for different groups of students, such as guest lectures, and the holding of regular meetings of the teachers involved to follow and evaluate the process.

Below we will give some examples:



- a) The teaching teams of the subjects *Communication in Education* , and *Environments, Processes and Technological Learning Resources* , of the Pedagogy degree, created a metacourse (Sánchez, 2015) complementary to the virtual classrooms of their class groups;
- b) The teaching team of the subject *Communication in Education* of the degree in Pedagogy decided to promote a process of collaboration and exchange from the moment of elaboration of the study plan to the evaluation of the learning results;
- c) The teaching team that taught the subjects *Virtual Environments and Learning* , and *Practices III* , of the mention in digital technologies of the degrees of Early Childhood and Primary Education Teacher decided to do without the virtual classrooms of the group in which they taught, and use a single classroom for all the groups of each subject;
- d) Teachers who shared the subject *Uses, possibilities and limits of ICT* in the degree of Social Education proposed a shared and collaborative teaching work, exchanging views on the meaning and content of the training of social educators, the skills that students must acquire and develop, the resources and theoretical-practical knowledge about ICT that would be relevant to them for the social environment in which they will be situated as professionals , etc.
- e) Teachers of the *Psychology of Art and Gender Studies* course of the Fine Arts degree shared the virtual classroom with teachers who did not teach the subject. It was a strategy to share learning experiences and a commitment to inquiry in teaching;
- f) Teachers of different subjects of the Social Education degree carried out a transversal action that linked subjects from the first three years of this degree (Fraga, Ornellas , Higuera and Forés , 2016).

3.2 COLLABORATION BETWEEN TEACHERS OF DIFFERENT SUBJECTS FROM DIFFERENT DEGREES AND FACULTIES

In a group like Indaga't , made up of teachers from two faculties, Education and Fine Arts, the most complex thing is to build bridges between different degrees. The strategy consisted of focusing our attention not on what separates one discipline or another, or one degree or another, but precisely on what brings us together. In our case, we asked ourselves: What could there be in common between Social Education and Fine Arts? Looking closely, we saw many possible reasons for meeting. Since the 2004-2005 academic year, the subject of Educational Intervention in a Social Context has been taught at the Faculty of Fine Arts, and



Social Education studies different subjects that could be related to it. That was our objective of collaboration. How could synergies be established between the studies of both faculties?

The collaboration proposal that was developed contemplated the following ways to promote collaboration:

- Meeting sessions and presentation of interests;
- Promote the meeting of student pairs;
- Artistic mediation for social educators;
- Joint presentation. Students from both faculties were invited to participate in the presentations they would make of their respective works, with the intention of broadening their disciplinary perspective and being able to compare projects and perspectives ;
- Transfer between both faculties. Beyond the specific subjects involved, the proposal was that the collaboration would be transferred to the experience of other students and subjects from both faculties, expanding the collaboration between more students and more teachers;
- Co-tutorial evaluation . The collaboration was concluded with a cross-evaluation between that carried out by the teachers and that of the students on the experience and its formative value.

3.3 COLLABORATION BETWEEN TEACHERS OF VARIOUS SUBJECTS FROM DIFFERENT DEGREES AND DIFFERENT UNIVERSITIES

This collaboration arose from the affinity between the positions of the teachers involved in the experience and the common elements that appeared in their subjects: on the one hand, sharing educational perspectives associated with the teaching innovation groups Elkarrikertuz in Donosti and Indaga't in Barcelona; and on the other, from the themes linked to the reflection on identity that they worked on in their respective subjects: the identity of the teacher in Donosti and the identity of the artist in Barcelona.

The collaboration consisted of sharing positions, spaces and content in their subjects based on questions such as: How do we see others? How do we think we are seen? What can Fine Arts students contribute to future teachers, and vice versa? Answers such as the following arise:

- Positions: sharing educational positions linked to the innovation groups Elkarrikertuz and Indaga't ;



- Contents: sharing reflections on the identities of teachers and artists, based on sharing readings;
- Spaces: sharing discussion blogs and engaging in dialogue via videoconferences.

In addition to learning what the Master's and Fine Arts students did in their classes, this collaborative experience provided the two teachers involved with:

- Rethinking one's own decisions regarding the study programs and learning experiences proposed to students ;
- Reflect on what new technologies can contribute to inter-university collaboration between students and teachers;
- To understand the limitations of the medium, virtual in blogs and video conferences, and physical in the classroom space, through the problems that have arisen: problems with the computer environment and temporary problems related to their work schedules in the subjects, etc .;
- Imagine other ways of approaching the experience.

4 CONCLUSIONS

Working as teachers, actively participating in the Indaga-t group, provides us with a key frame of reference when working with students. Thinking about what we have experienced over this time makes us recognize the instability of our transitional ways of being and being within the educational community. The challenge is to create spaces, both physical and virtual, where we can learn accompanied by other colleagues and by the students who make up the subjects we teach.

“I believe that Indaga-t is opening physical and virtual spaces for professional meetings, centered around a common experience, and at the same time promoting work times for teachers and students” (teacher and member of Indaga-t).

Each of us has been assuming commitments linked to the idiosyncrasy that involves placing ourselves in places of not knowing; with the will to continue learning, we recognize the bidirectional mediation of the group and our teaching. Reflecting on classroom practices involves establishing a transformation in the way of acting, always in search of new possibilities open to complex knowledge and ways of knowing diverse realities.



Now I remember the moments of intense debates, in which emotions were poured out about what we believe in, the communication of ideas that go beyond academic formalism [...] and that we need to extend beyond ourselves, so that they continue to grow, change, transform outside of us and transform a blank page into something that makes us think, grow, learn, transform ourselves (member of Indaga-t).

We were [...] faced with a process in which continuous rethinking plays an important role in the entire learning process, and in which the progress and setbacks of each of us acquire different meanings (teacher and member of Indaga-t).

While in this paper we have shown some collaborations between teachers in the classroom, as we understand it, accompaniment is found in the background of the innovation projects developed. The reflective dialogue that emerges, giving meaning to what has happened, is a manifestation of what makes us change and mobilizes us in the field of pedagogical relationships. The group itself becomes a place to live ways of working together, promoting experiences in which it is difficult for us to distinguish between those who teach and those who learn, beyond the figure of the teacher and the student. We increasingly understand that teaching and learning are transitory states of living entangled between relational pedagogical agencies.

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