

Personal learning environments for the subject of music in elementary school

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Project abstract

In the primary stage of education, students acquire basic skills. Within the educational curriculum set by the Education Department of Catalonia, have introduced the digital skills. Through observing the universe of Catalonia community schools, and within the compulsory subject of music, we have detected the use of personal learning environments (PLE) for education beyond the physical classroom space. Most music teachers who use these environments are self-taught, and they haven't guides to help them to use these web 2.0 tools. On this sense, we need to understand the current situation as a diagnostic to improve the educational process through PLE.

Objectives

1. Detecting an overview of the PLE that are being developed in the primary stage of education, and specifically for music education compulsory subject in the geographical area of Catalonia.
2. Detect and classify the different web 2.0 tools used on the PLE and his activity.
3. Make a selection of the best practices PLE, through his activity rate, and make an exhaustive analysis of these to detect the strengths and weaknesses. Also the implications of the different roles involved on the learning process through PLE.

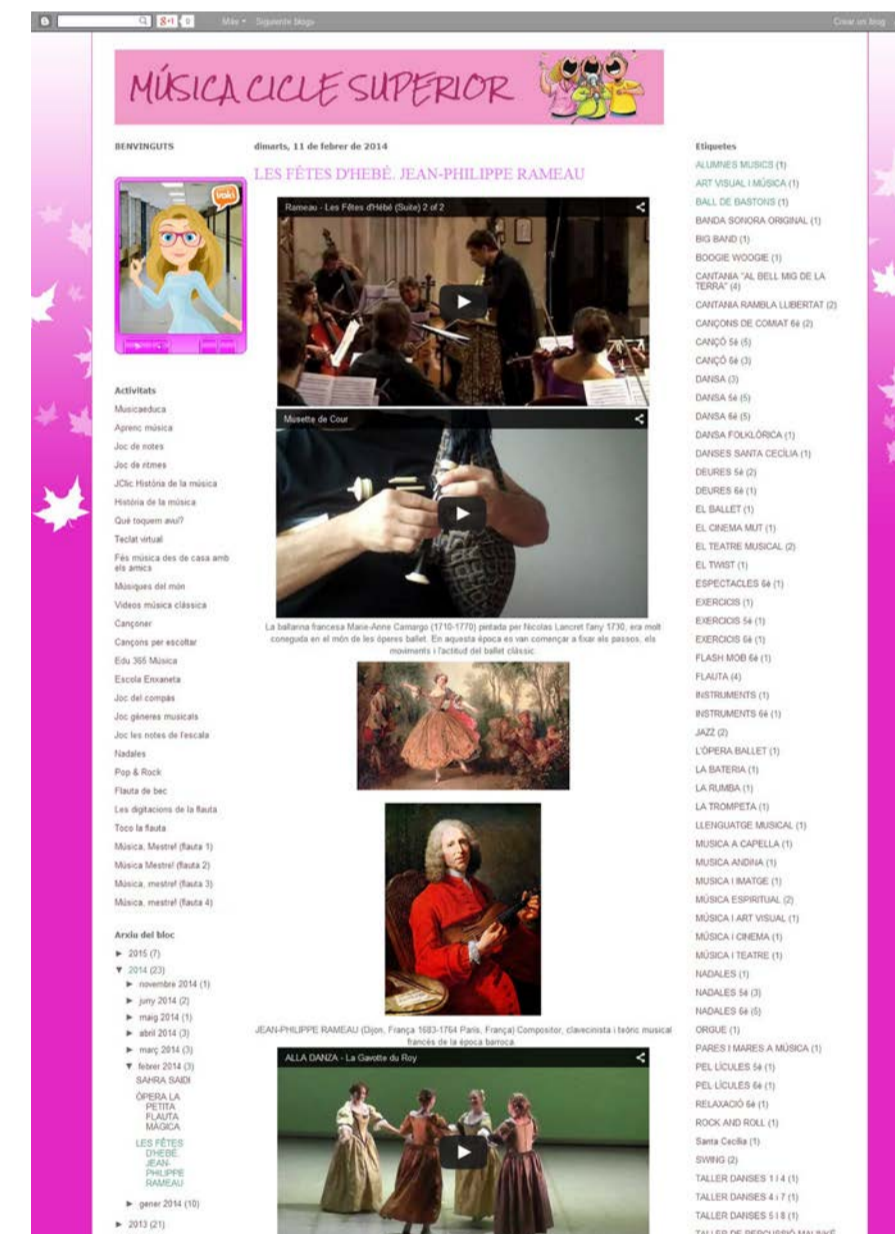
Methodology / Materials

The methodology used is known as action research, and has its origins in the research of Kurt Lewin cited by Myers and Avison (2002). This methodology has different steps: Identify problems or issues for investigation, carry out research, formulate action plan, finally reflect on and evaluate action. For carry out the research we used the observation through music PLE of the schools, we selected the music PLE with more activity rate. We made an interview with teachers in order to make an in deep analysis of these PLE. Finally made the conclusions with the bibliography reference used to define theoretical framework.

Teachers interview

1. Datos generales			
Método recogida datos			
Profesor/profadora			
E-mail			
Centro			
Experiencia como docente			
Fecha entrevista			
2. Datos de la asignatura			
Nombre asignatura	Etapas	Ciclos	Media N. estudiantes por clase
3. Uso de internet como soporte a la tarea docente			
Tiempo con apoyo de internet y EPA			
EPA que ha utilizado como docente para los alumnos			
EPA utilizado actualmente			
Herramientas web que utiliza en el EPA			
Puntos fuertes de la utilización de los EPA en la docencia			
Puntos débiles de la utilización de los EPA en la docencia			
Cambios en actitud alumnos u otros implicados, familia, escuela, a partir de la utilización del EPA			
Aportaciones en metodología educativa gracias a la utilización del EPA			
EPA y currículum educativo			
EPA y evaluación de los alumnos			

Music Personal Learning Environment



Findings / Research update

Of total centers that have digital platform, and through the observation of the universe of the Catalan primary schools, we see that 29% have a PLE with clearly educational objectives. These PLE platforms are focused on the transmission of content and exercises from education curriculum. This indicates that the vast majority of primary schools already have web presence, however only the 29% of these have started to work on curriculum content across the network and PLE. So there is a large number of schools that have digital tools but still not been used with educational objectives. Through the observation we have detected 37 PLE on the subject of music with a high activity rate. These PLE use the Blog as a centralization tool from the rest of the web 2.0 tools. The web 2.0 tools used within the music PLE are Youtube, Picassa, Goear, Vimeo, SoundCloud, NoteFlight, SlideShare, Ivoox, Spotify, PictureTrail. Through interviews, teachers highlight the motivation that produces to students, also the contact that PLE allow to the roles involved to the learning process, especially with family. By contrast, teachers are in need more time to devote to PLE and a lack of digital skills, both by teachers and by students.

Conclusions

In the educational stage of primary school Blogs lead as personal learning environments in music subject. These are easily accessible by students and teachers, are easy to maintain and good integrators of other web2.0 tools that help shaping the PLE within the blog tool. The Blog is therefore a tool that becomes relevant on the tool rest comprising the PLE, especially because it acts as an aggregator and also as a content and tools classifier. On the contrary, we must work the digital skills of students and teachers if we want PLE be useful in the educational process, also support and follow these early PLE.

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