DIGITALIZATION OF CLASSES

SUMMARY

The service-learning experience that is presented here is part of the Erasmus+ Project "Rural 3.0: Learning through service for rural development" (Ref. 99382-EPP-1-2018-1-PT-EPPKA2-KA), a KA2 action (Cooperation for innovation and exchange of good practices - Knowledge alliances)

During the confinement situation caused by the COVID19 pandemic, it was detected in schools the need to adapt face-to-face classes to an online format in a very short period of time. In the specific case of rural schools, online teaching is complex due to difficulties with internet connections.

The aim of the S-L project "Collaboration with a Grouped Rural School (GRS) for its conversion to online teaching" is to help teachers in the process of organizing and digitizing classes at the GRS in Lozoyuela, a village in the North of Madrid. The GRS has classes in three villages. By participating in this project, UAM students learned how to organize this process to respond to this especially critical situation in rural contexts.

LINKS

http://learn.rural.ffzg.hr:8080/course/view.php?id=11

https://www.youtube.com/channel/UCEOwS_yvg6PiOoCb_6NLWhg/featured

This project is part of the RURASL Knowledge Alliances project (https://rural.ffzg.unizg.hr/) funded by the Erasmus+ Programme of the European Union.

Co-funded by the Erasmus+ Programme of the European Union

PROJECT DATA

Country	
Spain	
Name of the course of the academic module designed for RURASL related to the activity	
Digitalization of Classes. This S-L Project is linked to the curricular subject "School Organization"	
Name of the activity	
Service-Learning Project	
Name of Higher Education Institution	
Autonomous University of Madrid	
Person responsible for the project at the Higher Education Institution and email address	
Pilar Aramburuzabala. Email: pilar.aramburuzabala@uam.es	
Name of rural organization	
GALSINMA	
Person responsible for the project at the rural organization and email address	
Cristina Sánchez. Email: europagalsinma@gmail.com	
Number of participating Higher Education students	
35	
Degrees of the participating Higher Education students and course (1st year, 2nd year,…)	
2nd Grade Teacher in Primary Education	
Number of beneficiaries of the service	
20 teachers from the CRA of Lozoyuela (rural school) were the recipients of this Service-Learning project.	
The 20 beneficiary teachers teach children from 3 to 12 years in the municipalities of Montejo de la Sierra, Lozoyuela y El Berrueco (in the Northern mountains of Madrid, Spain)	

Background of the project

The Autonomous University of Madrid has a long history in the use of SL, offering students the opportunity to practice this methodology working directly with real-life problems (Walker 2008). Students have the opportunity to carry out a solidarity action with the community, in order to learn curricular content while developing social, civic and academic skills (Berman, 2000; Florido and Opazo, 2014). In addition, social commitment is promoted in students to facilitate the development of attitudes and values focused on cooperation, solidarity and social justice.

This project arises from the collaboration of the Autonomous University of Madrid with the Local Action Group "Galsinma" within the framework of a European Project KA2 (Cooperation for innovation and the exchange of good practices - Knowledge Alliances). The objective of this project is to promote the development of rural populations, which are suffering serious neglect in recent years with the migration of the population to large urban centers, through Service-Learning.

General social needs addressed by the project

According to the report "The rural environment and its social and territorial articulation" of the CES, Economic and Social Council of Spain, number 01/2018, the rural environment in Spain corresponds to 85% of the territory and comprises around 20% of the population. This report highlights that according to the criteria defined by Law 45/2007, the Spanish rural environment in 2015 was made up of 6,673 municipalities, and there were 7,849,598 people living there, with an average population density of 18.7 inhabitants per km2. In terms of evolution, in 2015 there were 25 fewer rural municipalities than in 2008, with 4.3% fewer people and a reduction of 0.5 people / km2 in the average population density.

Like European society, Spanish society is characterized by its eminently urban nature (Graph 1). The municipal structure, made up of more than 8,000 municipalities, has almost 7,000 with a population of less than 5,000 inhabitants. Those with less than 10,000 inhabitants represent 91% of the total municipalities, while their population adds up to 23% of the total.

Graph 1. Distribution of the population by degree of urbanization 2007-2014
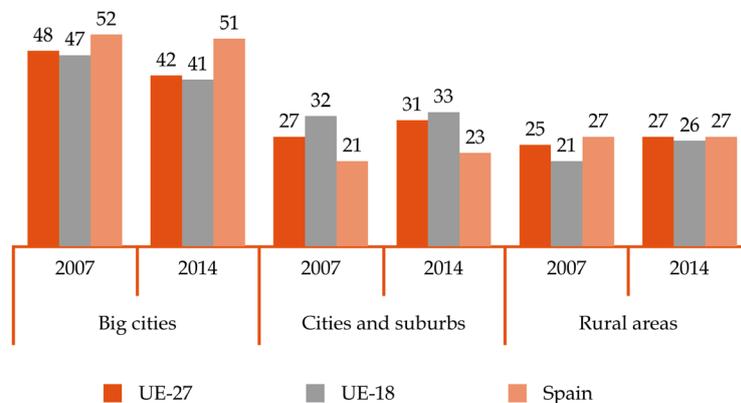
Source: Eurostat

There is a severe depopulation process in which rural areas are found, due to the high concentration of work in urban centers. According to the National Institute of Statistics, in 2016 there were 3,225 population centers in Spain in which no one lives. This situation causes population reduction and aging, geographic isolation, considerable difficulties of territorial integration with other regions, lack of transport and internet connections, absence of adequate social services, a traditional employment structure and a lack of resources in general, which It makes the possibility of reversing the process particularly complex in rural areas.

In the context of depopulation of rural areas that our country suffers, we find a considerable number of families living in areas with few resources and services that directly affect the boys and girls of the families. These situations entail numerous difficulties for the care and development of minors with a direct consequence on their future.

In the framework of Rural 3.0, a survey for detecting needs in this rural area was sent to a total of 158 entities and organizations from different areas, which are currently present in 44 municipalities of the Northern Cordillera of the Madrid region. Out of 158 surveys sent, a total of 54 responses have been received, which implies a high level of participation, given that almost 35% of entities that represent important population groups in an area that houses a total population (between 44 municipalities) of almost 26,500 inhabitants in Madrid's northern highlands It should be noted that the initiative to assess the different aspects of reality and the needs of the areas included in GALSINMA, through this survey, has been well received and positively valued by the respondents in general.

The results of the survey have allowed us to collect the most significant information on the needs of the local community that lives in the Northern Mountains of Madrid, in order of importance:
1. Transportation: A claim that the inhabitants of the northern mountains of Madrid have been making for decades, since this area can only be accessed by private vehicle or bus, as there is no train infrastructure.
2. Employment: The possibility of finding employment in rural settings is more difficult than in urban areas. Unemployment rates are higher than in cities.
3. Education and Training: Accessing a good education (especially higher education) in small municipalities with few services is difficult. There is no higher education centers in the area.
4. Telecommunications: They are scarce and of low quality.
5. Health Services: Access to them is very complicated. These services are non-existent in many small municipalities and the population has to move to larger municipalities in private vehicles to be able to access them.
6. Security: Currently this aspect is not a concern for the population of this area.
7. Housing: There is a significant shortage of homes for rent or sale in the area.

CES (2018), "The rural environment and its social and territorial structure", no 01/2018, Economic and Social Council, Madrid. ISBN 978-84-8188-374-9. http://www.ces.es/documents/10180/5461461/Inf0118.pdf

Service and Learning objectives

SERVICE OBJECTIVES
- To contribute to the work carried out by the teaching staff of the GRS in the implementation of the Amara Berri educational model.
- To collaborate with the teaching staff in the organization of spaces, times and material resources..
- To organize and design training activities that respond to the needs of the educational community in the confinement situation caused by the COVID19 pandemic.

LEARNING OBJECTIVES
- To recognize the value of teamwork as a necessary resource for solving problems, improving the school's social climate and professional development.
- To know what the relationship system is like between members of the educational community: how they participate and make decisions, what communication is like, how they resolve conflicts, what is the predominant leadership style, etc.
- To organize and manage material resources and time.
- To design and plan educational actions, taking into account the needs of the students of a rural environment and the difficulties caused by the confinement situation due to the state of alarm related to the COVID19 pandemic.

Linkage with the Sustainable Development Goals (SDGs) and its targets

Goal Description	Target
4.- Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all. 	**4.1.** By 2030, ensure that all girls and boys complete free, equitable and quality primary and secondary education leading to relevant and effective learning outcomes. **4.5.** By 2030, eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. **4.7.** By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture's contribution to sustainable development..
11.- Make cities and human settlements inclusive, safe, resilient and sustainable. 	**11.1.** By 2030, ensure access for all to adequate, safe and affordable housing and basic services and upgrade slums. **11.2.** By 2030, provide access to safe, affordable, accessible and sustainable transport systems for all, improving road safety, notably by expanding public transport, with special attention to the needs of those in vulnerable situations, women, children, persons with disabilities and older persons. **11.a.** Support positive economic, social and environmental links between urban, peri-urban and rural areas by strengthening national and regional development planning.

Other organizations that participated in the project

GALSINMA and, specifically, the municipalities of Montejo de la Sierra, Lozoyuela and El Berrueco.

Dissemination activities of the project

This sercice-learning project has been presented at the Department of Pedagogy of the School of Teacher Training and Education of the Autonomous University of Madrid en Educación para la Justicia Social, as well as the 3rd European Conference of Service-Learning in Higher Education.

Pro project results will also be presented at the 10th Spanish Conference of Service-Learning in Higher Education.

Human resources and materials needed

• Project Coordinator: Pilar Aramburuzabala and Paula Lázaro.
• GALSINMA
• Director and teachers of the CRA of Lozoyuela
• Students of the Autonomous University of Madrid.
• University teacher: Rosario Cerrillo.

Celebration

On May 29, 2020, a virtual celebration was organized with stakeholders involved in the project: Project coordinator, GALSINMA, GRS of Lozoyuela staff staff, students and university teacher.
A certificate of collaboration in the European Project and a certificate of participating in the service-learing project will be delivered to university students.

All Solutions given through the service to the identified rural needs

The project addresses a need to adapt on-site classes at a rural school to on-line classes. For that, it was necessary to support teachers by creating teaching resources such as videos, tutorials and online teaching activities.

ACTIVITIES CARRIED OUT FOR ONE OF THE SOLUTIONS GIVEN TO ACHIEVE THE OBJECTIVES OF THE PROJECT TRANSFER OF THE SOLUTION USED IN YOUR PROJECT TO OTHER RURAL COMMUNITIES

- Participation in the training session on the organization of a GRS and the Amara Berri System and subsequent reflection.
- Observation of the coordination meetings of teachers within the teaching departments of the GRS of Lozoyuela in adapting to the exceptional situation of confinement. Reflective journal entries by the university students.
- Participation in weekly virtual meetings using Microsoft Teams.
- Collaboration in the adaptation of teaching to the remote modality.
- Reflection on the situation of educational centers during confinement.
- Design of activities and teaching materials.