LEARNING NETWORKS: INTERNALIZING INSPIRING WAY OF CHANGE IN HIGHER EDUCATION

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INTRODUCTION

Globalization and internationalization are terms that have been closely linked to the orientation of its meaning but in recent times are being detected as differential evolution, in the first case, competition is becoming its referent (economic reasons, prestige rankings property, etc..), while in the second, collaborative networks are becoming the foundation of his approach (Haug, 2010). The link between the two concepts to be found in the change of approach is demanded from the new forms of management and distribution of knowledge emerging necessarily affecting the usual curricular approaches as training routes should be based on observation, reflection and review of programs and practices that we are developing. Reflections of change are found in the ever-expanding networks of transnational education beyond the walls of the Faculties of Education, on campus or franchising overseas and in MOOCs (Massive Open Online Course) called.

The experience here presented between universities in two countries, on two continents, Argentina and Spain would be an example of what we are saying. This task is not easy since there are many oddities and those balances that must be addressed when geographic, thematic and strategic dimensions of different signs so they should estarse attentive to the paradoxes of varying degrees that go as producing cross, by example, we are witnessing a globalization of our students without need for physical mobility situation that occurs from the moment we use the tools of Web 2.0 related to shared projects between Higher Education.

METHOD

In this paper we present the experiences of two universities developed during the 2012/2013 course, one located in the European context and the other in the Latin American context in the design, development and evaluation of a joint inter-university experience. The objectives were aimed at assessing the behavior of students in the collaborative learning activities and to assess network design an educational project that allows interaction across multipleformats and information exchange from using flexible methodologies to adapt to different situations.

PARTICIPANTS

Participants were 150 students enrolled at University of Seville degrees in Education and the University of Mar del Plata, Argentina (72) where pursuing degrees in Accounting and Bachelor of Business Administration.

EXTRACT	POPULATION	SAMPLE

Teachers	Teachers teaching the subject of Pedagogy and Practicum subject Organization and Management Education Center, University of Seville, Spain. Faculty of the Department of Information Tecnology, Faculty of Economics and Social Sciences of the University Mar del Plata, Argentina.	Equivalent to the population (census survey)
Students	540 students enrolled in Practicum subjects Pedagogy and Organization and Management of the School.	150 students during the period and the first quarter of 2012-13 School of Education, University of Seville, Spain.
	72 enrolled in the subjetct of Information Technology of Information careers in Business Administration and CPA students.	72 students from the Faculty of Economics and Social Sciences of the Mar del Plata University, Argentina during the second semester of the academic year 2012.

TABLE 1. Population and sample according to the study.

RESEARCH CONTEXT

The start of the project was publicly announced in Spain and in Argentina in September. In the first contact activities were presented by teachers and students in a closed facebook " COMPETEP " group , allowing acquainted with the digital work environment and to respond to the difficulties that were emerging. In this respect , teachers design FAQ guide with questions , set the basic requirements to be met by projects and provided guidance on facebook for discussion of students and teachers that participants did not comment during the four -week phase debate to not interfere with the cognitive and communicative processes that were generated in unique environments given its geographical location and different disciplines of reference for each group of students. Subsequently , working groups (peer or peer) internally assigning roles to each team (coordinator, secretary , analyst, documentarian and evaluator) were configured :

1. The challenge was aimed at starting the search and contextualization of a real organization of private, public or non-governmental ...
2. The next challenge was to conduct a needs assessment to identify what should be a problem and find a solution for formative and innovative considering market opportunities sociopolitical context and situation.
   The third challenge was to share information gathered by organizing debates and work for an oral presentation shared by virtually hangout.
3. The fourth challenge, in the process, is to present a report on the work developing the institutions of the feasibility study and view later pooling the results obtained in the two countries.

RESULTS

Regarding the first objective, to evaluate the behavior of students in activities that build instances of collaborative learning, the data collected in COMPETET associated with about 200 publications on the net where photographs, videos, articles, and books have been the subject of a factorial analysis made emerge the following dimensions: motivation (a), satisfaction (B), communication (C), collaboration (D) restraint (E), negotiation (F), discussion (G), and opinions (H).

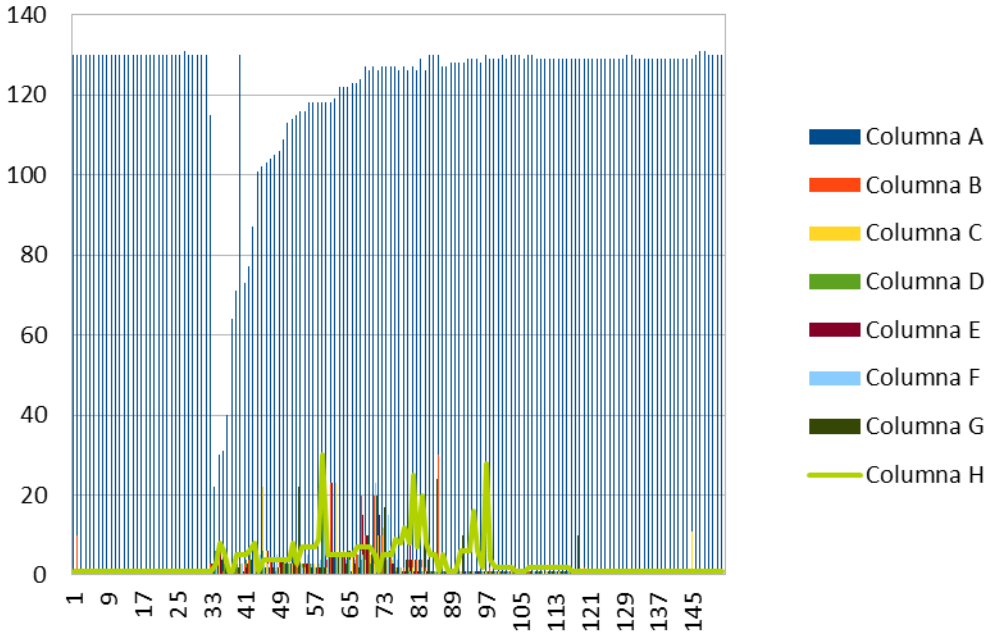

FIGURE 1. Factors of online communication.

The factor most often is motivation so we infer that we have we designed a virtual working environment where they have been able to meet training needs and create multiple expectations that activate, maintain, increase or evolve based on the tasks that are performed . At this point we must remember that the continued presence of the participants in the network is reflected in the hundreds of student visits which reports a high degree of proximity and collaboration among workgroups.

The remaining seven dimensions not offer significant so induce the exchange of information between competing groups has continued providing an increased understanding of the content addressed differences, clarified confusing situations and has established agreements has resulted in practice in management of individual and collective knowledge, intragroup and intergroup network.

Regarding our second objective: Evaluate the design of an educational project in the framework of flexible education that allows interaction across multiple formats and information exchange. We have to show that the identification of categories and indicators differentiated analysis come from the review of the results obtained in previous research (Díaz & Zanfrillo, 2014). We note the relevance of the parameters used to define the categories of analysis, namely:

1. Previous activities : Use COMPETET group to present (94.6%) , providing learning objects (62.5 %) , form the working group after a pre- planned process of activities to increase awareness among people in the classroom (94.4 %). Two . Planning and organization: identify the objectives of the group (98.2%) , distribute tasks (76.8 %) , assign roles (62.5 %) , periodically the effectiveness of group work and individual actions (66, 1%), for agreement on the functioning of the group (96.4 %) , set the timing of the tasks (92.9%) , temporalize

information exchanges (89.3%) , agree on the frequency of the connection (85.7%) , provide for contingencies and how to solve them (64.3%) , establish a process for decision-making (87.5 %) and agree protocols if one of the group assumes its responsibilities (58.9%) .
Three . Assessment and learning outcomes : assessing the contribution of collaborative online learning in both academic dimension (92.9 %) and social (83.9%) , making a final work that exceeds what could have been done individually (78.5%) , to assess the contribution of each member to the group to achieve the objectives (94.6%), enjoy the experience (98.2%) , maintain internal cohesion of the group (94.6 %) exceed initial expectations (78.6%) , assessing the adequacy of the task to be carried out jointly (98.2%) and be evaluated as a member of the group and not as individuals (92.6 %).
In this sense, we should not forget that in order to show any data with meaning , it is essential to know the degree of understanding of the information shared by the whole group, this is an indispensable condition for a real and meaningful exchange occurs . The link provided enables us to journey through the stages of work and research.

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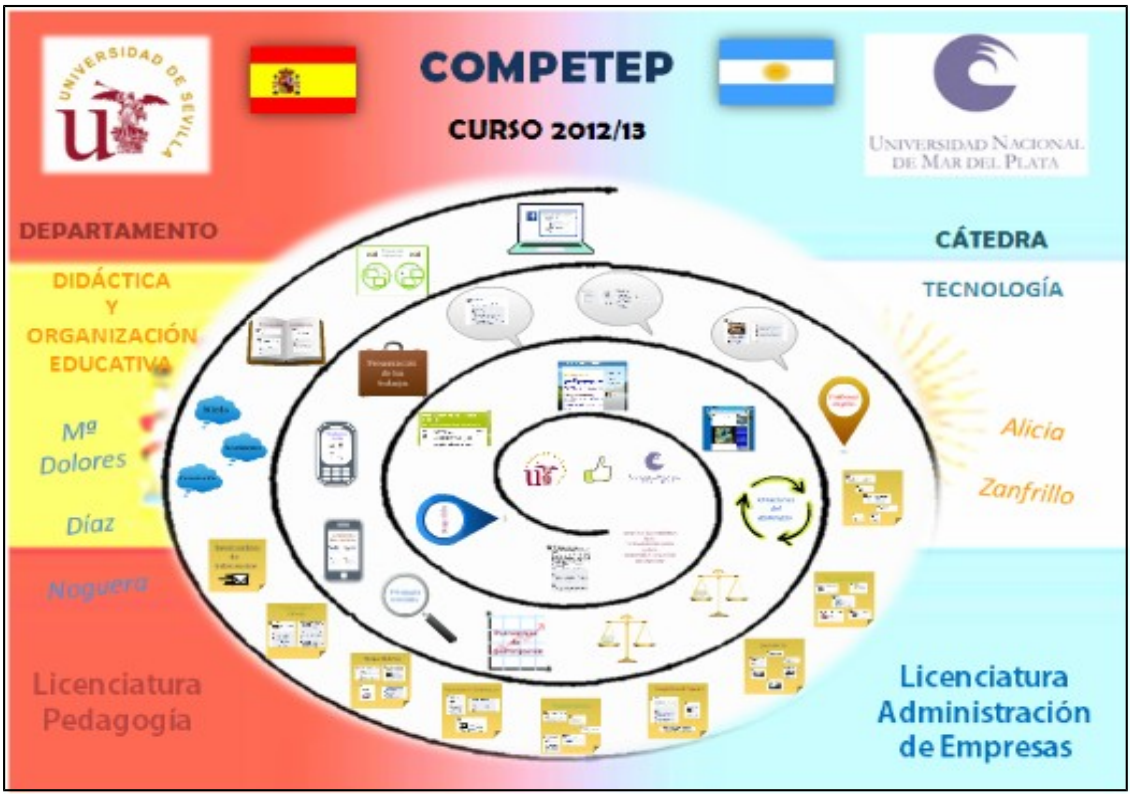
Figura 1. Fases del diseño formativo. http://prezi.com/16i7rsj3eics/copy-of-competep/



CONCLUSIONS

The results are consistent with previous studies on the impact of social networking and university learning environments.

The motivation factor is manifested as a basic reference so we infer that the design of learning ecoentorno we not only meets the needs of training and communication but also increases thereby informing expectations of positive synergies between participants.

Among the problems identified in the dynamics of interaction include the mutual support and collaboration among students tend to focus on the resolution of questions and issues to consult learning tasks which advises reviewing the information phase. It has also been found that the meta-cognitive and cognitive processes that occur in discussions provide highly relevant data as they allow delve into the compression processes of students and check their degree of fit with the dominant dimensions.

For example, in this study, when a student collects and shares information with other members of the Facebook group has already conducted a preliminary analysis that determines content or information transmitted power. This behavior involves processes such as interpretation, classification and comparison of information, all of which are classified to the level of understanding of the RBT (Anderson and Krathwohl, 2001).

The classroom / virtual cooperation and cognitive effects is another important factors which will deepen in future research and we found that partnership working can mask deep learning styles associated with constructive comparison, establish consensus, synthesize the main contributions and conclusions grounded in complex cognitive processes

Another emerging factor points to the time devoted to the discussion and synchronization errors of the tasks assigned to groups and who have had negative effects on cognition and processes have generated some confusion in some phases of joint work. Jet lag was a barrier.

The results also advise deepen and evaluation rubrics to consider three different training times when using this tool. This heading should collect a "formative moment" characterized by a before (list, describe, identify, retrieve, ...), a for (make, critique, rebuild ...) and after (argue, conclude, summarize. ..).

We have also identified the structure of communication used by students when they exchange information Facebook and other social networks in relation to their cognitive model (understand what and how they learn) online. In this regard we note that adult learners need more time to discuss online because deepen and extend their arguments and their greater experience makes it difficult to establish consensus over short time periods.

The factors mentioned above could also be more associated with the characteristics of project tasks, learning styles and living environments of students with the type of technology used, since studies that have used Facebook as a tool for mediation communication have obtained similar results (Noroozi et all, 2013).

We have ratified that regular use of Facebook in the first instance for students is an informal, everyday activities that have no connection with the university academic use. We can derive the interaction generated in the tasks facilitated the building of a community of formative learning which have been generated emotional ties that have helped students to participate and collaborate more rapidly and differentially as they do in the classroom environment.

This work environment has also created a type of emerging interdisciplinary informal learning which is what the international community is asking right now. In this respect we review the importance of defining the stages of participation in online knowledge building: design discussions before, during and after times of joint interaction.

Other interactions produced between the groups (peer to peer) related to understanding, monitoring, evaluation and implementation of learning tasks and show a connection with the case satisfaction dimension group cohesion and sense of belonging to a community but also to a didactic dimension linked to the planning, organization and coordination in order to learn (rules, tasks, resources, ...).

Also noteworthy is that the achievements earned not only linked to the learning of instrumental or technical, but also the development of emotional, communicative and metacognitive skills. In this respect we can conclude that the technology-enhanced learning can not ignore the role of teachers in the development of collaborative learning methodologies. That is why we encourage other researchers to continue working in this direction given the good results that can be obtained.

Say finally that in a globalized world inter-and intra-organizational oriented towards continuous improvement of people and organizations begin to generalized connections and have to work in that direction. The future of our educational organizations is our future and we must build through collaborative networks that integrate transdisciplinary visions that have the ability to influence people, professionals, methodologies and management of our institutions with the idea improve the contexts in which we project are these community, local, regional, national, international or global.

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