Analysis of a technologically-mediated interuniversity collaboration process.

Reflecting and transforming our practice and improving student learning

Enhancing the generation of collaboration scenarios between universities and schools

1. INTRODUCTION

2. THEORETICAL PERSPECTIVE (3 pillars)

3. CONTEXT AND METHODS

3.1 Contextualization and meaning of the inquiry process

3.2 Information collection, generation and analysis

4. RESULTS: UNRAVELING THE STORY OF COLLABORATION

4.1 Dimension Redefining ourselves in the approach to other contexts

4.2 Rethinking the role of the teacher in knowledge construction

4.3 Promoting activism: The role of the university in social transformation

5. CONCLUSIONS

6. PROPOSALS FOR IMPROVEMENT

UNIVERSITY-SCHOOL SCENARIOS AND VOICES FROM CLASSROOMS

RETAINING COLLABORATION WITHIN THE FRAMEWORK OF AN INTERUNIVERSITY PROJECT