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# Appropriation of technological artifacts in childhood and its impact on the community

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# Linking Voices: Co-Constructing University-Community Engagement

- Methodology Research Collaborative Action
- Job demand construction / joint research
- Constructive Bartering
- Negotiated results for the construction of solutions

Appropriation of ICT in childhood and its impact on the community: possibilities and limits of the Fifth Dimension educational model in a context of social vulnerability in Uruguay.

Ciudad de la Costa

Pinar Norte



IMAGEN 3. Calles y casas de la localidad de Pinar Norte.



IMAGEN 4. Centro de Barrio Pinar Norte.

## Research question

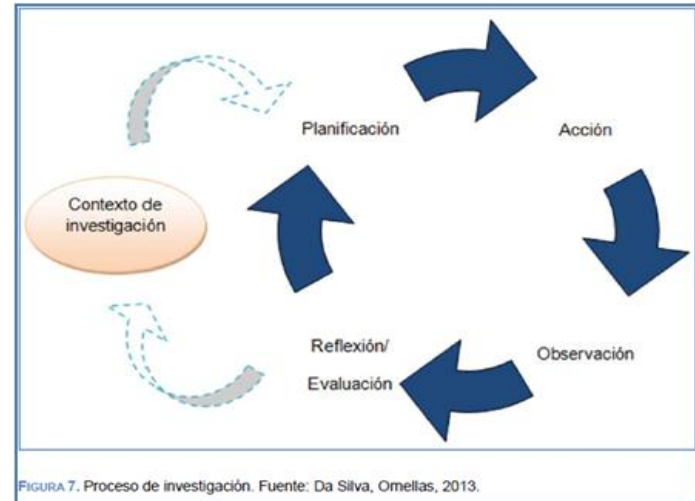
What are the potentials and the limits of the 5D collaborative learning model to generate belonging, new forms of interaction and appropriation of ICT in a context of social vulnerability in Uruguay?

## Overall objective

Design, implement and analyze, through collaborative processes, the 5D educational model in a disadvantaged community context in Uruguay, in order to generate processes of appropriation of ICT

# Methodology Research Collaborative Action

- Qualitative, interpretative, critical and transformative.
- Character located.
- Strategic planning.



# Job demand construction / joint research

Two moments/phases

Phase 1: Origin and foundation of the 5D

Phase 2: Development of research in 5D



# Constructive Bartering

- Team building (work without disturbing, diverse actors, guidance and limits).
- Strengthening of affective network - playful, narrative proposal, related to identity and neighborhood belonging, with local resources.
- Limits set by the population included.





# Negotiated results and solutions construction

- Importance of the motor team for the negotiation and interaction and belonging construction processes.
- 5D as a third space belonging to children, neighbors and university students.
- Participation and evolution of Zone in the process.



## Learned lessons

- Appropriation of ICT, linked to participation, neighborhood identity and collaboration.
- Narrative character and collective creation of history generated belonging.
- Limits at different times of the participants.

