

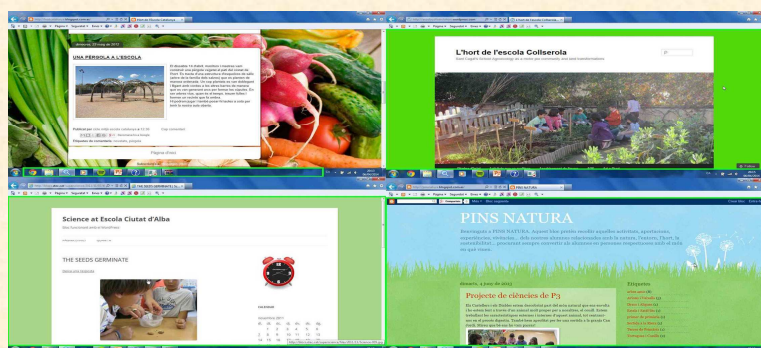
# Communication strategies to promote school community collaboration in ESD: the use of blogs in school agroecology

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## Purpose and relevance

This poster deals with the communicative strategies developed in an ESD school network from a Catalan municipality with a common interest in scholar agroecology. These communication strategies not only have the function to spread information, but also to introduce participants' perspectives. Organization of seminars, elaboration of monographies about the network, publication of articles in a local magazine, the organization of family workshops and the development of school blogs are all covered in this plan. This poster shows the work with blogs due to its relevance and educational potential. The main goal is to assess the value of the blog and other communication strategies as powerful tools to establish a framework for the school and community collaboration in school agroecology.



## Development

The development of this experience had the beginning with a workshop implemented by a university teacher of language didactics department of Universitat Autònoma de Barcelona. His purpose was the work with the scripture through the blogs, in a real context, the school garden. Working in a real context supposes that you need to write for specific addressees, with an adaptable language: to explain concepts, to raise unresolved questions and to share it with other people. In this context, there is the necessity to write and rewrite your comments before you show the result, and finally we share them with other community agents with the goal to know their thoughts.

Each school began the experience with the use of the blog as a platform to retell and share their school garden experiences. The proposal included the work with different discursive genres as narrations, interviews, data book, collection of anecdotes, foot note photographs and written reflexions. Blogs were inside the school web and in relation with the institutional project web. Moreover, posts were written by students and teachers, they included a link with another web pages and it was necessary to introduce an image and a tag to recover the information. To summarize, the blog had two characters: on the one side, the common approach to all schools, and on the other side, the flexibility to use the more appropriate discursive genre for each school.

Afterwards two years of work, among the coordinators of the project (university and municipality) raised the necessity to evaluate the experience. For this reason, an evaluative focus group was organized to evaluate the blogs' possibilities as a tool to achieve a better communication of the school work in agroecology and the strengths of the scripture use in real contexts and its implications in the learning of students.

## Results of the evaluation

The project's evaluation showed the difficulties faced by teachers, the strength points of the project and the improvements for future applications of the project. The results of this research were published in "La escritura en un proyecto de agroecología escolar" (Fontich, Espinet & Llerena, 2013) in Textos de Didáctica de la Lengua y de la Literatura, nº 64, pp. 56-68.

### Difficulties

- Lack of time and resources.
- Students learning.
- Technical questions.
- Coordination outdoor- indoor classrooms.
- Low use of diversity of discursive genres.

### Strength points

- School garden as a learning place.
- Work between different educative levels.
- Blogs give a great visibility to the educative community.
- Blogs allow an interdisciplinary work.

### Improvements

- Deeper work with discursive genres.
- More technical aid.
- Better activities' coordination.
- More students' autonomy.



## Context

During the 2011-13 period, several schools in Sant Cugat del Vallès (Barcelona, Catalunya), all participants in the coordinator group of ESD School Network, an educational program promoted by the municipality, managed the school blogs in a double way: on the one hand, with the purpose of performing a written work using the language, and on the other hand as a communication tool for school agroecology. A common aspect of the ESD school network is the development of ecological school gardens in all schools of the municipality.

