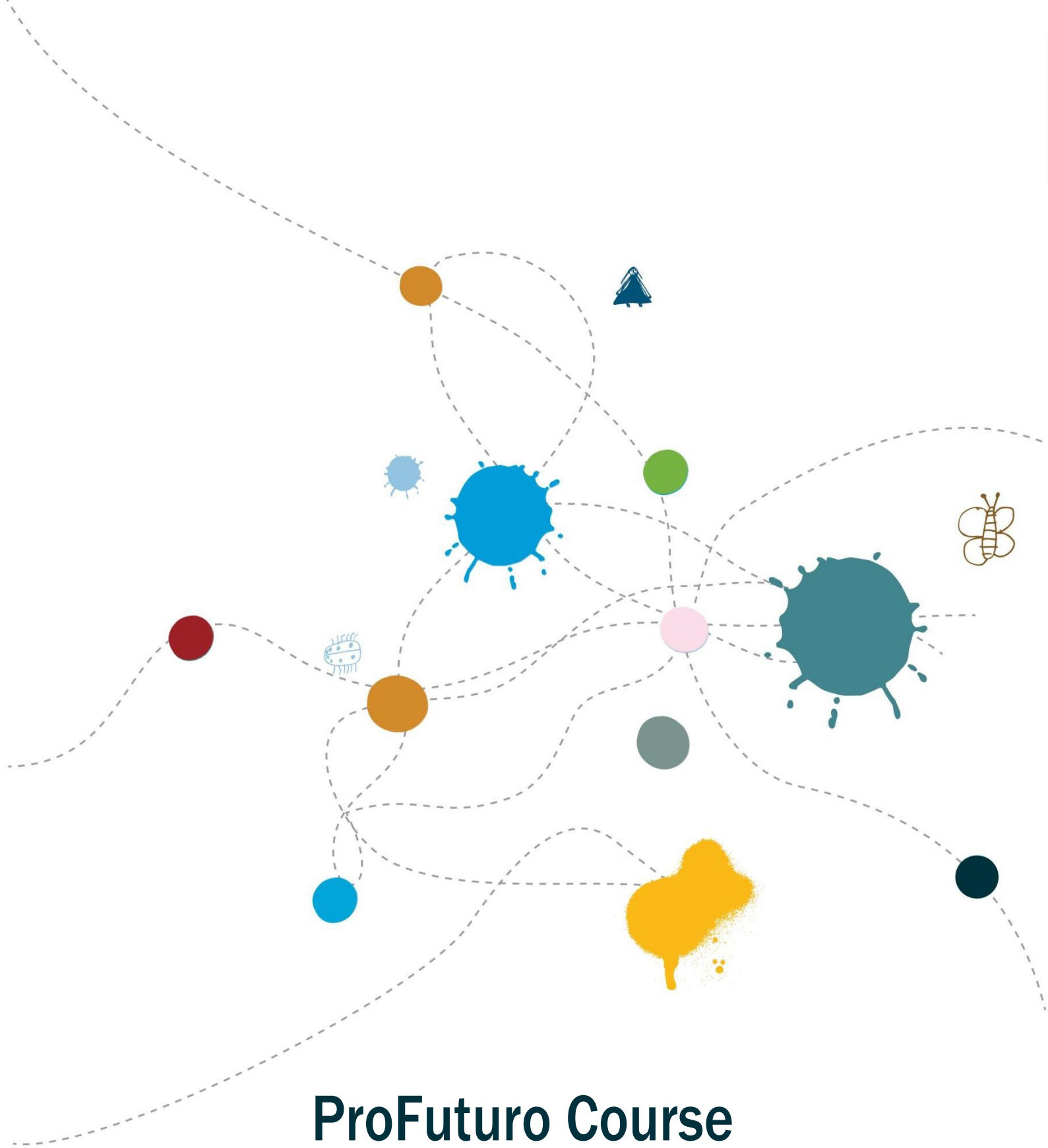

ProFuturo Course Guide

Innovation Route: Basic Level

ProFuturo

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1. Innovation Route: Basic Level

Level contextualization.

At this level we will work on the basic knowledge to contribute to the development of INNOVATION as a fundamental competence to promote the students´ personal and professional success.

It is essential to work from the ADAPT, ADOPT, CREATE AND SHARE perspective.

Profile of the teacher at the beginning of the training.

The teacher who does this unit will be used to traditional teaching methodologies, in which hardly any or no new educational methodologies have been implemented.

Although the content of the unit has a basic level, we seek to encourage the teacher to implement INNOVATION as a competence to be applied in the classroom, given that, until now, it has been based on a traditional teaching process.

Prior requirements

To understand the current trends of the Information Society.

Unit 1: Systems of innovation in the School. Culture of innovation

In this unit we will work on the following topics:

System of innovation: basic concepts

What is the culture of innovation? We will start with the concepts of educational creativity and innovation, in such a way that the participants

understand what both concepts consist of, together with the stages of the creativity, the characteristics of a creative person and how to become an innovative teacher.

This means that the teachers should reflect on their teaching methodology, ask themselves questions and embark along the path of innovation. Great historical figures who have put these concepts into practice will be introduced: What is the key to their success?

Innovation and educational policy: innovation in the classroom

To become an innovative person, the first approach to be made focuses on "what is stopping us?" It will be crucial to eliminate the potential personal barriers each of us faces when addressing this new philosophy in the educational field. To do so, it will be vital to learn about the different innovative models currently in existence today and to understand which factorshave led them to succeed in their educational systems.

Learning by doing.

Learning by doing, a concept which is a product of the epistemological current of constructivism, refers to an integral didactic approach whereby learning is the result of the balance and interaction between "head, heart and hand" (cognitive, social and affective aspects). This involves know-how, and, for this purpose, the subject is an active agent of the learning who investigates, experiences and interacts in order to achieve meaningful learning.

Participants are introduced to the basic principles of this approach so that they understand the fundamental premises and become aware of the importance of each of the students building their learning, together with current ICT trends. It will be related to innovation, as this approach will constitute the reference framework driving an innovation system forward.

Aims of the unit:

1. To identify and apply methods to incentivize **creativity**.
2. To identify and apply "**learning by doing**" methods.
3. **To establish weaknesses** of the education system to be strengthened.

4. To identify the **success factors** of **innovative** educational **systems** throughout the world.
5. To give a **new approach** to the work scheme, based on the tools provided by creativity and innovation.
6. **To apply** creativity and innovation **in the classroom.**

Unit 2: Mobile learning: a new educational paradigm. Possibilities and challenges in education

In this unit we will work on the following topics:

Mobile learning: opportunities and challenges in education.

The use of mobile phones and tablets in the educational environment undoubtedly contributes to improving teaching conditions, by not "anchoring" learning to a specific space and location. However, their use does not entail moving away from the traditional teaching methodologies, as a result of which it is necessary for the participants to understand the fundamental premises for the handling of these devices under the new educational approaches currently in force. Similarly, we will provide an overview of the main obstacles inexistence for their implementation, and the benefits of adopting and handling these devices.

Pedagogical models associated with mobile learning.

Depending on the use and degree of support that the teacher needs for the mobile devices in the educational field, we can identify different levels, in accordance with the ICT inclusion model established by the Telefónica Foundation. The participant will have to know the different levels, the objectives which have been pre-established and the methodology associated with each of them.

Aims of the unit:

1. To understand the **relevance of the use** of mobile learning as technology to **support education**.
2. To identify mobile learning as a tool to support **teaching management**, and to understand the variables involved in their application in the classroom.
3. To develop an **attitude favourable** to the **adoption of the new technologies** in the educational field and to raise awareness of their importance for addressing knowledge as a constantly updated cyclical process.

Evaluation test.

In order to pass this level of knowledge it is essential to visualize all the content units and perform the evaluation test, obtaining more than 75% of correct answers. The test will consist of 40 questions about the contents associated with the units of this level.