

ProFuturo Course Guide

Innovation Route: Advanced Level

ProFuturo



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1. Innovation Route: Advanced Level

Level contextualization.

At this level we will work on INNOVATION as a competence for the transformation of the education system.

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 have completed the basic and intermediate training on Mobile Learning and will be familiar with the use of educational experiences in the educational environment.

It involves implementing INNOVATION by means of the creative development of technological applications.

Prior requirements

To know technological applications for educational use and to have used them in the classroom.



Unit 1: Transforming the classroom through innovation. Innovative strategies

In this unit we will work on the following topics:

Finland: the number one in education in Europe.

Why has Finland positioned itself as the leading European power in education? What does the Finnish education system consist of? How is it divided into levels? Could it be said that it constitutes an innovative model? Which teacher profile can be found in the classrooms? Who is responsible for the educational administration? How does the government participate? The participant will have to analyse the Finnish education system in depth in order to understand what has led it to occupy the number one position. This involves persuading the teacher to disagree with the teaching methodology which predominates in their countries and to raise awareness of the need to change the system towards an innovative model.

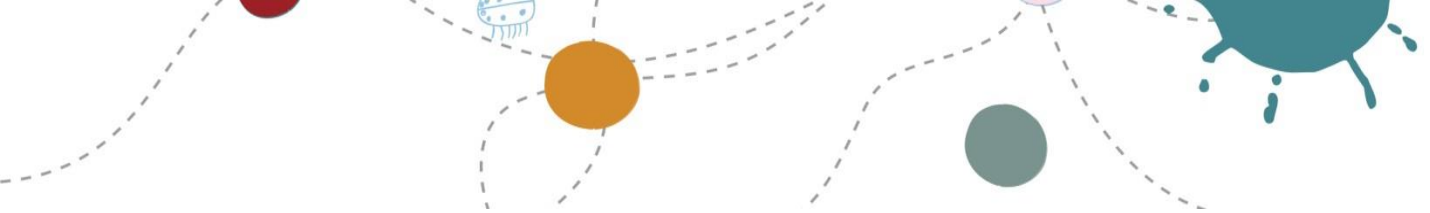
The new role of the teacher in the 21st century

Teachers have to assume a new role involving the search for, creation, validation and dissemination of educational innovations, meaning that they will obtain new skills and abilities based on innovation, such as critical thought, creativity, etc. This means acquiring a commitment to the professional educational vocation and having initiative and creative skills for the implementation of an innovative model.

The teacher's purpose will be to contribute to the transformation of the educational system by helping the current key players in the educational community, the most active teacher networks, to turn their ideas for change into action projects.

The main objective is for these educators to transform their simple concern into entrepreneurial capacity, enhancing the scope and impact of their actions, using information and communication technology as the main lever for transformation.

The participants will have to know why teachers are essential in an innovative teaching model and what the steps are for focusing their teaching-learning process on this goal: skills development, enhancement of collaborative work, a



relaxed and pleasant environment, participatory classes, etc. We can even highlight the question: "why do we learn so little at school?" and, thereafter, show the participants what the necessary points are to achieve the above are.

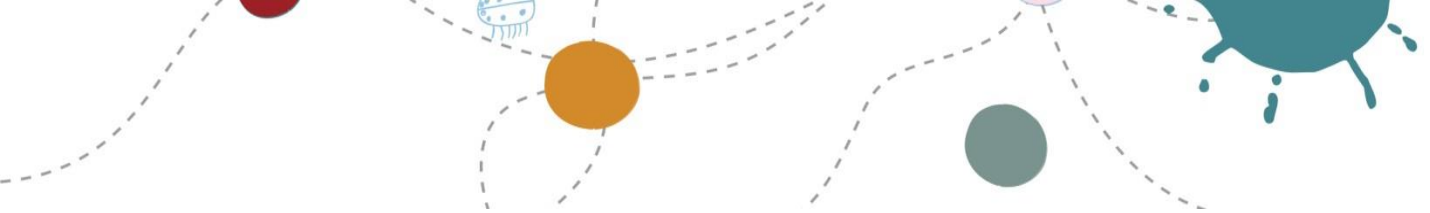
This should be done from a practical point of view, with examples inviting the teacher to implement these new methodologies.

The transformation of the classroom.

In this topic it is necessary to change the participant's approach, providing strategies to achieve a change in the way education is understood. However, it will go further (it is possible that many teachers already have this vision), as they should have the necessary tools available to be able to promote change and its implementation.

Aims of the unit:

- 1.** To identify the **key points** which have made the **Finnish model** a successful one.
- 2.** To establish points of **comparison between the Finnish model** and other teaching models.
- 3.** To analyse the characteristics a **21st-century teacher** should have to successfully address **today's society**.
- 4.** To identify which **characteristics** of teacher's are regarded as essential as **agents of change and innovation**.
- 5.** To share **successful experiences** among the teachers, to be implemented and tested in the different schools.



Unit 2: Creating applications (apps) for learning. Gaming

In this unit we will work on the following topics:

Electronic applications for the creation of apps.

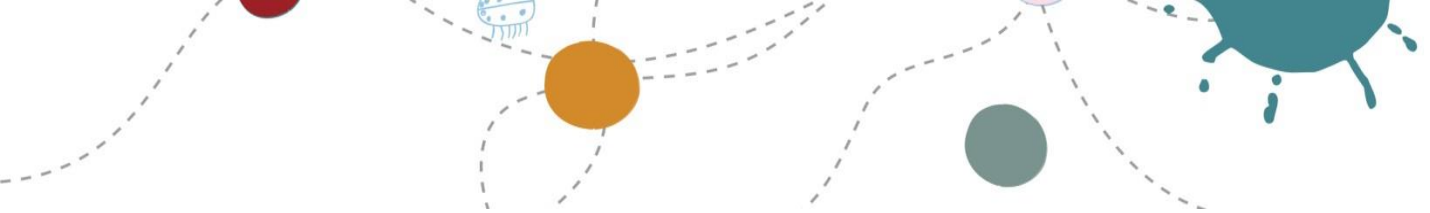
The participants will have to know what an app is, what its features are, how it works, etc., so that once they have assimilated this knowledge they will be able to know which electronic applications are useful and accessible for the creation of Apps.

Competence-based classification of apps.

There are, without doubt, numerous App classifications which should be known so as to be able to list the Apps within a specific scope of application, in order to know the prerequisites it is necessary to have to be able to address the said knowledge. However, due to the field in question, we will present the classification of the Apps upon the basis of competences, in such a way that the participants can distinguish the curricular contents promoted under the different typologies.

A case of apps to transform learning.

The participants will learn about tools and applications for building their own Apps in order to acquire the procedural learning necessary to master the tools. We will also cover their advantages and disadvantages, the problems which may be encountered and how to deal with them.



Aims of the unit:

1. To find out about **electronic applications** which can contribute to the **development of mobile applications**.
2. To use technology **to promote creativity, problem-solving and an improvement in social well-being**.
3. To **proactively** implement new **educational resources** based on **apps**.

Evaluation test.

In order to pass this level of knowledge it is essential to visualise 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.

