

**EMINENT 2011**

**Genova – 16 - 17 November 2011**

**iTEC and the classroom of the future**

*Round Table*



What do we know from  
research about innovating in  
education?

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# Defining innovation in education: still an issue

*'An idea, practice, or object that is perceived as new by an individual or other unit of adoption.'* (Rogers, 1995)

An innovation is a change that creates positive value and is better or more effective than its predecessor (Kirkland and Such, 2009)

Significant educational innovation – or change in practice – must contain three elements:

- Use of new revised materials (curriculum materials or technologies)
- Use of new teaching approaches (teaching strategies or activities)
- Alteration of beliefs (pedagogical assumptions)

(Fullan, 2007)

# Defining technology-based innovation in education

*‘On the pedagogical level, innovations are defined in terms of novel didactic solutions reflecting theoretical shifts (eg. from a behaviourist to a constructivist perception of the learning process) or technological changes – as in ICT implementation’ (Mioduser et al., 2003)*

*‘ICT-supported innovations are defined as pedagogical solutions and means supporting a shift from traditional paradigms towards emerging pedagogical approaches based on our current understanding of learning, such as fostering learner-centered and constructivist processes, and the acquisition of lifelong learning skills’ (IEA International Research Group, 1997, 2003)*

# Innovation in daily school reality is about....

- New ways of organising things
- New ways of rewarding people
- New ways of communicating

It's also about:

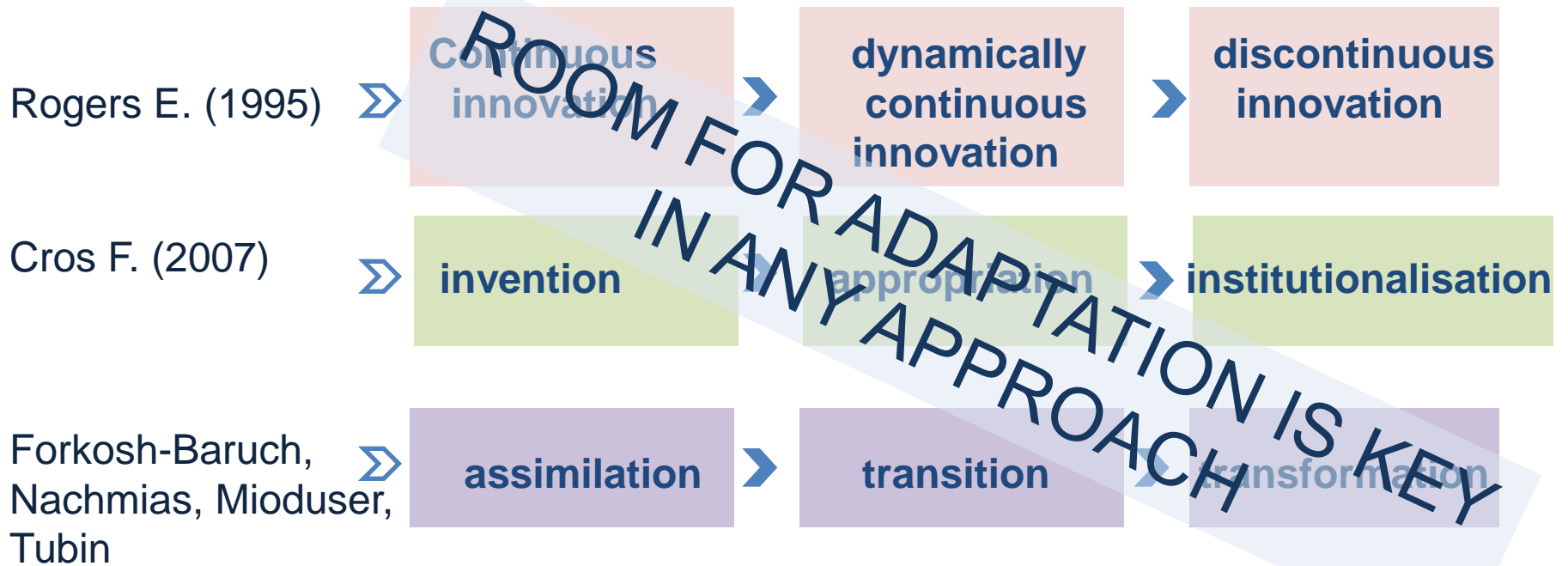
- Energy
- Trust
- Empowerment
- Skills

# Defining innovation in iTEC

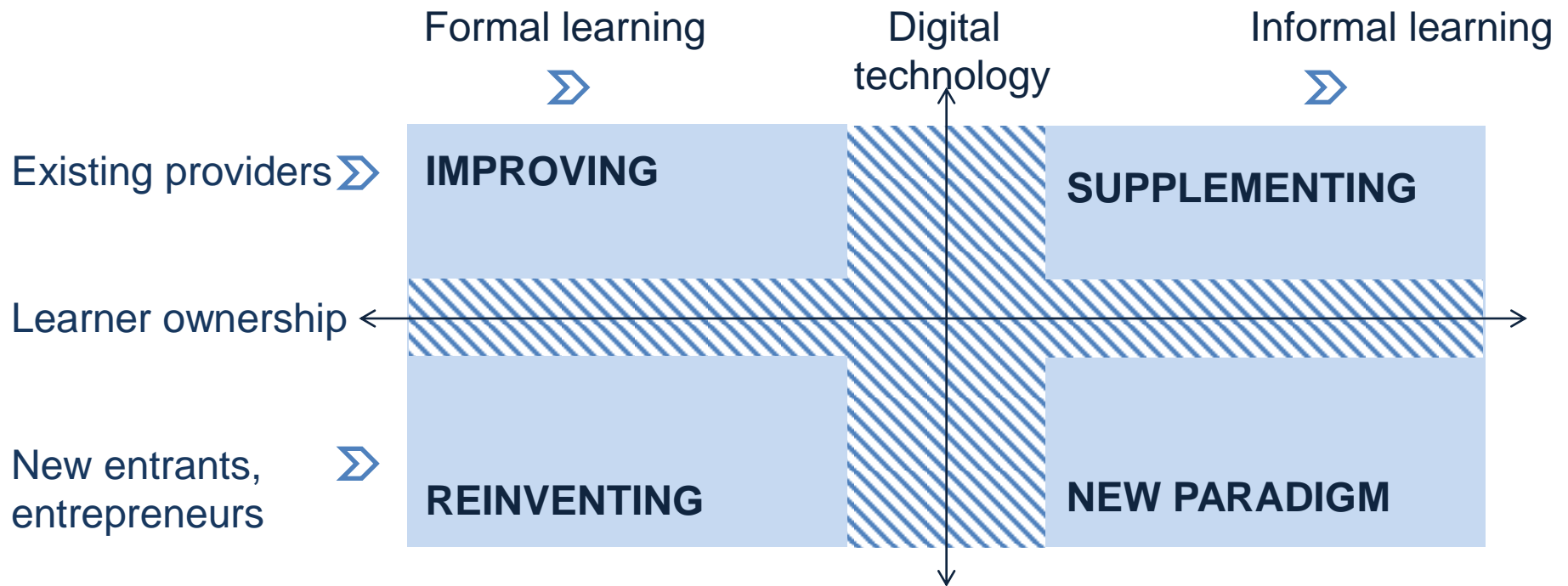
- Classroom-based and teacher-led
- Planned
- Mediated
- Multi-dimensional and multi-layered
- Ongoing
- Competitive
- Evolutionary
- Sustained
- Risk-taking and disruptive

Futurelab working document, October 2011

# The innovation process



# Innovation strategies



Leadbeater Ch., revised by Hannon V.

# The 3 gaps about innovation



Policy making needs willing adopters



Less observable because process related  
Lack of communication



How to evaluate innovation and when?



# The 3 gaps about innovation

Rosabeth Moss Kanter :  
Harvard Business School

*‘After all,  
everything looks  
like a failure in the  
middle’*



**Evidence  
gap**



How to  
evaluate  
innovation  
and when?

# The new *script* for education

Bart Nooteboom's concept of *script*

Traditional *script* in education:

Listen to and learn from the teacher, study and do homework alone, regurgitate knowledge, and be assessed

Innovative *script* in education

Investigate, connect to many sources of knowledge, work autonomously and with peers, understand in-depth, and self-assess

Do we really need more innovation in education?

Is scaling-up the right challenge to look into?

## Thanks for your attention

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