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01 Introduction

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01 Introduction

1.1 General lines

To identify innovative practices based on the use of ICTs carried out in education centres...

... via case studies using prior contextual information collection and analysis tools. Direct observation and audio-visual record of the practice is carried out in their spaces and real time application; interviews are carried out with the agents involved in the practice; all the documentation and data generated are analysed, and processes and phenomena studied are described in detail...

... to offer the teaching community real best practices examples, criteria and valid methods that can be transferred and applied in their own environment, activity and context...

... so that, in the end, teachers and students can make the maximum use of ICTs as potential tools for innovation and improvement of educational processes and roles.
01 Introduction

1.2 Context

> Development of educational policy around ICTs: by the different administrations and designed to provide infrastructures and teacher training, make digital educational content available to the public and evaluate and monitor the actions and processes carried out and the phenomena that occur.

> Education centres: teaching-learning experimentation and innovation using ICTs as tools that make the classroom a more dynamic place.

> Teaching community: innovative experiences that enable progressive improvement in the teaching results achieved.

> Internet in the Classroom Programme (2005-2008) and actions and initiatives with the Autonomous regions: ICT implementation in the Spanish educational system; definition of a common reference framework and meeting point between the public administration initiatives and the digital experience built up within the educational community.
01 Introduction

1.3 Objectives

> To provide a detailed description of the innovative practices carried out using technological resources in the classroom and education centre.

> To provide examples of best practices in the use of ICTs to improve the teaching and learning processes in specific and real contexts.

> To explore the nature of teaching and learning processes and role changes through the use of ICTs in different contexts and with students with different social and economic, linguistic and/or cultural backgrounds, with special educational needs, etc.

> To provide experiences and actions that help to generate new ideas and ways of implementing or applying ICTs in education.

> To communicate, disseminate and publish the benefits, values and conclusions reached in the project on innovative ICT practices in the classroom throughout the educational community.
01 Introduction

1.4 The initiative

> Origin: the initiative was carried out within the framework of the Internet in the Classroom Programme, the participants of which are the Ministry for Education, Social Policy and Sports, the autonomous regions, and the Public Corporate Entity Red.es.

> Purpose: to identify, document and disseminate the innovative ICT practices being carried out in Spanish education centres.

> Legal framework: the treatment and publication of the information generated from the data obtained is carried out with strictest observance of the laws, regulations and rights relating to confidentiality, protection of minors and personal honour, privacy and image.

> General action schedule:

- **October 07 - April 08**: definition, planning and project rules.
- **December 07 - June 08**: implementation - 3 pilot innovative practices
- **May 08 - April 09**: implementation - 32 innovative practices
02. Innovative practices

2. 1. Scope

2. 2. Characteristics
### 2. Innovative practices

#### 2.1 Scope

<table>
<thead>
<tr>
<th>Significant use of ICTs in the syllabus</th>
<th>The centre's policy and management: planning integrated in the centre’s policy.</th>
<th>Connection with the outside.</th>
</tr>
</thead>
</table>
| • Overall view of the syllabus with the ICT.  
  • Use of ICTs in the implementation of the syllabus (students and teachers):  
    - For data processing.  
    - For expression.  
    - For communication.  
    - For student evaluation.  
  • Accessible for all:  
    - For greater syllabus flexibility: new content, new teacher and student roles, new teaching methods.  
    - Personalised, independent, collaborative work.  
    - Resource diversity. Use of generic or specific software, software custom designed by teachers, others, etc.  
| • Organisation: timetables, interdepartmental organisation, etc.  
• Management: leaves of absence, recruitment, secretariat, etc.  
• Communication: updated and shared information, families, tutors, community, etc.  
• Participation: documents, debates, opinion, etc.  
• Involvement of the different agents in the community: teachers, students, admin. and service staff, parents, etc.  
| • Intergenerational.  
• Inter-institutional: Town hall, NGO, associations, professional societies, etc.  
• Inter-centres:  
  - Regional.  
  - National.  
  - International.  |
02. Innovative practices

2.2 Characteristics

> They enable **significant changes or improvements** in some of the **processes** that take place in **education**: teaching, learning in the classroom, organisation, communications, evaluation, etc.

> They are **transferrable**, they can be adopted and adapted by other people within the **educational community**.

> They are “**intentional**”, they respond to a **teaching project** or a **planned action**.

> They contribute towards achieving the **educational** authorities' **policies**, such as:
  - Development of the **eight basic skills**, with emphasis on data processing and digital skills among members of the educational community.
  - **Digital inclusion** (coexistence in schools, general equality, attention to diversity and students with special needs, multiculturality, etc.)
03. Case studies

3. 1. General methods
3. 2. Preliminary documentation
3. 3. Direct observation
3. 4. Interviews
3. 5. Legal framework
3. 6. Evaluation team
03. Case studies

3.1 General methods: case study

> **Purpose:** following identification, to describe in greater detail the ICT experiences and practices at education centres (context, agents, factors, processes, methods, techniques, roles, etc.) for dissemination throughout the educational community as an example of best practices.

> **Study units (cases):** each of the practices selected by the Monitoring and Evaluation Commission within the *Internet in the Classroom* (Ministry for Education, Social Policy and Sports, Autonomous Regions and *Red.es*) programme, at the proposal of the administrations and the education centres.

> **Education centre:** the focus of the study, as the main source of information and, above all, as an example of an educational innovation agent and social environment.
03. Case studies

3.2 Preliminary documentation

> **Usefulness:**
- To describe the social and educational context of the practice and identify transfer values, for example to other environments.
- To provide documental information to complete the design of tools and analysis processes for the study of specific cases and their subsequent dissemination.

> **Data collected:**
- Contextual: territorial ICT policy (specific legislation on finance and education, ICT investment, inventory of available ICTs, etc.) and social and educational environment of the centre (habitat, number of students, social-economic conditions, etc.).
- Documental: the centre’s educational project as regards ICTs, classroom programming and project and school activities design, students works, etc.

> **Technical:** documental analysis, centre and ICT co-ordination questionnaire.

> **Participants:** regional educational and education centre administration (head, ICT co-ordinator, teaching staff, etc.).
03. Case studies

3.3 Direct observation

> **Usefulness:**
- To describe the practice in its context, environment and real circumstances of application.
- To extract data for their analysis and interpretation and evaluation of the factors for improvement in the teaching-learning processes and role exchange.
- To identify the elements that may be transferred to other educational environments as examples of best practices and guidance for their specific application.

> **Data collected:**
- Regarding the **action** and the activity of the practice itself.
- Regarding the **agents** taking part in the practice.
- Regarding the **time** (duration and other variations and related aspects) and **space** in which the practice is carried out.
- Regarding the **integration** of the practice in the centre and educational scope in which it is carried out.
- ...etc.

> **Technical: non-participative direct observation** with observation tests on general aspects and templates on specific aspects; an audio-visual record was kept of these to facilitate analysis and documentation of the practice.

> **Participants:** observer, teaching staff and students involved in the innovative practice.
03. Case studies

3.4 Interviews

> Usefulness:
- To collect information regarding the practice that completes and complements the data obtained using the rest of the evaluation tools.
- To collect interpretations, perceptions and other related subjective elements, for their interpretation and evaluation of the factors for improvement in the teaching-learning processes and role exchange.
- To introduce valid data for contrasting and triangulation with those obtained using other evaluation tools.

> Data collected:
- Teaching staff's opinion on background and context, technological aspects and innovation factors.
- Information on teaching strategy, student performance and interactions between the participants in the practice.
- Information on the changes, consequences, specificity or transfers, perspectives and sustainable development of the practice.

> Technical: open or exhaustive interview; audio-visual record of the interview for documentation and subsequent analyses.

> Participants: interviewer-evaluator and teacher involved in the practice.
03. Case studies

3.5 Legal framework

> Information subject to regulation and related participants:
  - Initial record on the practice (autonomous region authority).
  - Education centre questionnaire (head).
  - ICT co-ordination questionnaire (ICT co-ordinator).
  - Direct observation (observer/evaluator/professor and students).
  - Interview (interviewer and teacher involved in the practice).
  - Content and documentation generated by the analysis (evaluating team).
  - Textual and multimedia content generated for training and dissemination (training and communication team).

> Processing of all this information is governed by the following rights, pursuant to prevailing national and regional legislation:
  - Protection of the right to personal honour, privacy and image (adults and minors).
  - Intellectual property.
  - Confidentiality.

> Regulation instruments: documents signed before the responsible authorities (permits, authorisations, etc.)
03. Case studies

3.6 Evaluation team

> Co-ordination:
Francisco García García, Professor of Audio-visual Communications and Publicity II (UCM) and former director of the National Educational Research and Communications Centre, Ministry for Education, Social Policy and Sports.

> Evaluation design, analysis and results interpretation:
- Concepción Domínguez, Professor of Didactics and School Organisation (UNED).
- Antonio Medina, Professor of Didactics and School Organisation (UNED).
- Isidoro Arroyo, lecturer at Rey Juan Carlos University in Madrid and co-ordinator of the Ciceros ICT educational resource (basic education level Spanish Language and Literature).
- Felipe Gértrudix, secondary education teacher and professor at Castilla-La Mancha University, as well as expert in experimentation with ICTs in the classroom.
- Sergio Álvarez García, Professor of Multimedia Technologies at Rey Juan Carlos University.

> Observation and interviews:
Observers and expert interviewers, trained and provided with specific guidelines on this evaluation in general and on the specific innovative practice being evaluated.
04 Content and dissemination

4. 1. Content

4. 2. Communication and dissemination plan

4. 3. Dissemination media

4. 4. Technological dissemination platform
Content and dissemination

4.1 Content

> **Purpose:** to disseminate examples of ICT best practices among the educational community, providing guidance and criteria, contrasting experiences and actions and demonstrating advantages and educational process improvement factors.

> **Types:**
  - Training
  - Documental

> **Characteristics:**
  - Accessible.
  - Translated to Spanish and English.
  - On different media and in different formats: documentation on hardcopy and digital media, multimedia training modules, audio-visual documentation, web content and multimedia, Web 2.0, etc.

> **Regulation** of confidentiality, intellectual property rights and protection of the participants' privacy, honour and image, through permits, authorisations and legal documents.
04 Content and dissemination

4.2 Communication and dissemination plan

> Purpose:

- To provide efficiency to the dissemination of examples of ICT best practices among the educational community.
- To build a participative, collaborative network for exchanging experiences and knowledge related to ICT best practices in education.

> Instrument:

- Strategic communication programme.
- Plan for dissemination throughout the educational community and the general public.
- Content on different communication and dissemination media.
- Communication and dissemination actions.
04 Content and dissemination

4.3 Dissemination media

> Multimedia presentations.

> Information leaflets

> Discs (CD or DVD)

> Technological dissemination platform
4.4 Technological dissemination platform

> **Purpose:** to provide support for universal, open and free of charge access to the content generated and the services for the construction of a participative, collaborative network for exchanging experiences and knowledge related to ICT best practices in education.

> **Media:** web (progressive publication of the structure, in accordance with the content generation and information and documentation goals achieved).

> **Structure:**

  - **Corporate** area: documentation and information on the initiative.
  - **Training** area: training modules on ICT best practices in education.
  - **Audio-visual** area: audio-visual documentation on the practices studied.
  - **Searches:** podcasting type (audio-visual) and textual (by metadata)
  - **Web 2.0** area: virtual communities (blogs, forums, wiki, podcast, etc.)
Innovative ICT practices in education

Internet in the Classroom

Prácticas INNOVADORAS