

INITIATIVE, COOPERATION, AND CREATIVITY IN CONTEMPORARY SOCIETY

25.- 26.11.2011 Belgrade

HOW CAN WE MEASURE INNOVATIVENESS IN THE CLASSROOM?

Workshop Notes

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This paper summarizes the workshop discussion and group work presentations of the workshop held on 26.11. 2011 in Belgrade.

Definition by the workshop members

Innovativeness is a new way of finding solutions to problems, new products and teaching aids, alternative solutions, production of hypothesis.

Whose innovativeness is assessed? Students' or teachers'?

Group work

Three groups were established to discuss which indicators can be used to assess teacher's innovativeness during three phases of (i) Planning for lessons, (ii) Implementing a lesson and (iii) Monitoring and assessment of lesson implementation and learning outcomes

The following indicators were identified:

1. Innovations in preparation

- Organization of the room (classroom arrangement)
- Resources, materials prepared and used
- Social organization (groups, individual work, etc)
- Who helps in the class
- Didactic methods used
- Time management
- Pupil engagement in planning of the class
- Planning how would students use their knowledge

All of these indicators can be sought through classroom observation, interviews, teachers' reflection of the class, peer observation.

2. Implementation

- Effective introduction (class objective, key concepts, new techniques)

- Variety (materials, methods, tasks, experiments, group work...)
- Asking questions and actively involving students (teacher does not provide ready-made answers)
- Emotional and social aspects of teaching (types of interactions, number of interactions, attentive and responsive to pupils)
- Homework (projects, investigations, etc.)

3. Evaluation

- Generating hypothesis based on observation of experiments
- Elaborating topics in more detail
- Assessing group work/projects
- Self-evaluation and evaluation from peers (students)
- Encouragement for production of ideas
- Not insisting on uniform way of problem solving

Conclusion:

The facilitator concluded that engaging teachers in classroom observation and peer assessment would be an effective approach to Professional Development of teachers. The teachers need a framework to do these observation and guidance for reflection. The products of this workshop could be used as a basis to develop such framework.

References (can be found by Googling by title of the document):

- Organisational factors affecting IT innovation adoption in the Finnish early childhood Education by Vahtera, Annukka, Turku School of Economics, Rehtorinpellonkatu 3, 20500 Turku, Finland. annukka.vahtera@tse.fi
- OECD STUDY ON DIGITAL LEARNING RESOURCES AS SYSTEMIC INNOVATION COUNTRY CASE STUDY REPORT ON FINLAND. 30 DECEMBER. 2008.
- ASSESSMENT AND INNOVATION IN EDUCATION. OECD Education Working Paper No. 24. By Janet Looney
- Creative Learning Assessment (CLA): A framework for developing and assessing children's creative learning by Sue Ellis (*Center for Literacy in Primary Education (CLPE)*)
- Assessing Learning in Creative Contexts An action research project, led by the Centre for Literacy in Primary Education with Lambeth City Learning Centre and CfBT Action Zone Funded

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