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INNOVATION OF LEARNING IN THE EUROPEAN FRAMEWORK OF EDUCATION AT UNIVERSITIES

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Summary

It is unquestionable that we have a process of change and innovation in the Spanish University system. The new European Framework of Education at Universities (EEES), will have important changes. Not only changes in the formative itinerary of university degrees, but also in the establishment of teaching-learning methodologies with the purpose to develop key competences in future Spanish professionals.

From that perspective, the introduction of participative methodologies in classrooms is going to deal with relevant learnings; basic abilities for the learning are going to be developed. It allows new possibilities to develop teaching, as well as overcome the traditional concept of classroom. This report gets the opinions and aspects of the students in the case of teachers' degrees: Speciality of Childhood Education, related to the application of innovative teaching-learning strategies in their formation, facing the incorporation of the EEES.

Introduction

In the context of the classrooms, the relationship and the cooperation among students are seen as relevant aspects for the learning. The exchange of knowledge, the elaboration of learning projects, the sharing for the administration and the deconstruction of the knowledge are key items for the learning and the improvement of academic results. It is shown in different studies (Clay and Carden, 1989; Damon and Phelps, 1989; Forman and Carden, 1984; Jonson and Jonson, 1979; Jonson and otros, 1999; Lindown and Cols., 1985; Roselli, Gimelli and Hechén, 1995; Tudge and Rogoff, 1995, quoted by Conde and Shum, 2008).

When students work in groups, they take decisions together. They share ideas, opinions and feelings. Also, they solve problems. The learning is more motivating, dynamic and enriching. We achieve higher goals and higher knowledge. (Gillies, 2004, quoted by Conde and Shum, 2008). From this information, some educative, social and constructivist approaches defend that the social learning can be considered as an active process to build knowledge (Perret Clemont y Nicolet, 1992) from the resources of the experience, the information and the social interaction. Far away from the accumulation of knowledge, the social learning makes possible the capacity to create new strategic answers which are more adaptative (Carretero, 1994). This does not mean to forget about the individual nature of the learning. On the contrary, the observation and the reflection are supplemented about the experience with the reading of other person's projects, conversations, work in groups, debates, etc.

Nowadays, learning to learn is important, because in a society like it, which we are permanently given information, it is necessary to know how to order the information, to select the most important one, to make it important and, to know how to use it later. Not only is it to acquire information, but also promote an attitude of looking for meanings in the person who guide to build new performances of what is surrounded, knowing how to accede to valid information, how to process it and to generate new information, dealing with a process of relation to their cognitive resources and interaction with other and its context.

The EEES proposes look for other formulas and different options to the unidirectional transmission of the knowledge, to transform the role of the passive

students into active, participative and collaborative, protagonist of its own learning process. Teachers assume the guide, facilitator and designer roles in new scenarios for the learning and the acquisition of knowledge, which do not imply that teachers have a less important role. On the contrary, they are responsible for running the "scenario" to transform teaching into a shared action.

Although we know that the university classrooms have too many students, we have to think about factible alternatives which allow, with a guided practice, to mount the subjects' contents, to adjust the ways of transmission of the knowledge and to change, when it is necessary, the teaching methods and the activities for learning. If what we want is students to be able to built their knowledge by themselves. (Ibernon and Medina, 2008).

Those tasks require a group of assimilated strategies and they are put into practice. In this way, the participative methodologies promote the redefinition of the experience in the case of people who interact with other. Thus, the learning is contextualized in its daily reality and is adapted to the peculiarities of its development process. They can be defined as the group of methods, techniques and strategies which foster the cognitive resources, improve the abilities of learning to learn and promote cooperation attitudes, collaboration and participation.

This methodological approach increases the intrinsic motivation of students, promote the creative reflection of the knowledge thing, improve the self-esteem for getting directly involved with the learning activities, etc.

We are in this situation, together with the improvement of studies based on this kind of methodology, which defend the way to pass knowledge, widening and generalization of the New Technologies of Information and Communication (TICs), add new sceneries for the learning. To use participative methodologies together with the TICs offer new possibilities to build knowledge.

Objectives

Our investigation has as objective to know the perceptions and opinions related to the application of innovative teaching-learning strategies for students who have the

New Technologies in Education subject, of the teacher's degree: speciality of Childhood Education.

Method

The report has been developed in two different parts. The first one, we have given the students function cases to foster the initiative, the creativity and the work in group. For this reason, we have used different participative strategies, such as: elaboration of projects, group workshops, brainstorming and debate.

The groups of practices have been divided into teams with 3 and 4 members. For it, firstly we have used a diagnosis technique (Community of learning) in order to obtain the expectations, the fears and the commitment of the groups with the subject, with the objective of creating a confidence atmosphere, familiarity and appropriation of the knowledge to acquire during the four-month period.

During the four-month period, each group has developed projects of learning using different strategies: webquest, relic hunters, interactive games in power point and blog, all with a holistic and integration approach of learning. At the end of each project, the students took the discussions of them. The partners in class told opinions about the projects and the teacher reinforced the assessment.

At the end of the four-month period the practices finish, once the methodology has been used, we have taken information from students in the third course of the before- mentioned degree. For it, the adhoc questionnaire with opened questions has been elaborated. Those questions deal with the following categories: assessment of the learning strategies, level of acquired knowledge and usefulness for the teacher formation.

To analyse the questionnaires' answers, we have chosen to make an analysis of content with the purpose of deconstruct the most relevant categories. The analysis of content is one of the traditionally used techniques for the human communication analysis to decode the evident, latent and hidden messages in different documents, which reflect the attitudes and beliefs of people and institutions that produce them, as well as the attitudes and beliefs of the receivers.

Results

From the students´opinions, the used teaching-learning strategies have been dynamic, motivating and interesting. Here, the most relevant opinions are shown:

- *"I think it is a good methodology and a new way to be adapted to changes that society and teaching demand nowadays"*.

- *"I think it is a motivating and funny methodology, I believe it is the best"*.

- *"This application is interesting; because it complements the classic method of transmission…it makes funnier classrooms"*.

- *"The traditional methodology is more boring. It allows little participation and imagination from the students"*.

- *"It is a methodology that focuses on computers, getting out textbooks"*.

- *"I think that it favours the teaching-learning process, because the TICs help to increase contents and they are ways to transmit knowledge"*.

- *"In this methodology, we gain access to information in easy and quick way, and traditionally to look for some information, we had to find it through different forms"*.

Regarding the usefulness, students express that, learn to use the TICs in a pedagogic approach is a tool to teach as future teachers and to teach personally:

- *"It has served me to advance, acquire a new vision of learning and to increase the current knowledge"*.

- *"To be a better teacher when I work, so I will be prepared to face the changes in new technologies"*.

- *"To complement the ordinary classrooms and learn together with students the new technologies of learning"*.

- *"It has served to order my knowledge and to apply for students in an innovative and recreational way".*

- *"It has served me to be a better teacher when I work, so I will be prepared to face the changes in new technologies".*

Conclusions

The participative methodology helps students to transform into independent, autonomous, critical and reflexive people.

Each time it is more necessary information for future Teachers in teaching-learning strategies with an innovative approach.

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