Every Classroom a Future Classroom

Future Classroom Scenarios: a systemic approach to mainstreaming innovation

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Why educate?

Change introduces challenges.

- Transmit "the best that has been thought and said in the world.”
  
  **Matthew Arnold** (British poet, cultural critic and inspector of schools).

- To “prepare the young to educate themselves throughout their lives.”
  
  **Robert Maynard Hutchins** (educational philosopher, dean of Yale Law School and chancellor of the University of Chicago.)
iTEC - disciplined innovation

Delivering a model for innovation in teaching and learning that can be mainstreamed across Europe.
Innovation in iTEC identifies potentially scalable **scenarios** for teaching and learning that provide beneficial pedagogical and technological responses to educational challenges and opportunities. Scenarios allow us "to shape, not predict, the future" (OECD 2006)
A disciplined process

Engage stakeholder

Review where we are

Identify trends

Develop Scenarios
The Eduvista Toolkit

- **Toolset 1**: Involving key stakeholders
- **Toolset 2**: Self-review: Innovation Maturity Model
- **Toolset 3**: Identifying trends
- **Toolset 4**: Writing a Future Classroom Scenario
- **Toolset 5**: Adapting existing Scenarios
- **Toolset 6**: Making effective use of a Future Classroom Scenario
Involving key stakeholders

- Curriculum experts.
- Technology experts.
- Policy and strategy
- Local community
The Innovation Maturity Model

<table>
<thead>
<tr>
<th>Stage</th>
<th>Description</th>
<th>Details</th>
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<tbody>
<tr>
<td>5</td>
<td>Empower</td>
<td>Technology supports new learning services that go beyond institutional boundaries. Mobile and locative technologies support ‘agile’ teaching and learning. Learner as co-designer of the learning journey, supported by intelligent content and analytics.</td>
</tr>
<tr>
<td>4</td>
<td>Extend</td>
<td>Ubiquitous, integrated, seamlessly connected technologies support learner choice and personalisation beyond the classroom. Teaching and learning distributed, connected and organised around the learner. Learners take control of learning using technology to manage their own learning.</td>
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<tr>
<td>3</td>
<td>Enhance</td>
<td>Teaching and learning ‘redesigned’ to incorporate technology, building on research in learning and cognition. Institutionally-embedded technology supports the flow of content and data, providing an integrated approach to teaching, learning and assessment. Learner as ‘producer’ using networked technologies to model and make.</td>
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<td>2</td>
<td>Enrich</td>
<td>Technology used interactively to make differentiated provision within the classroom. Technology supports a variety of routes to learning. Learner as ‘user’ of technology tools and resources.</td>
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<td>1</td>
<td>Exchange</td>
<td>Technology used within current teaching approaches. Learning is teacher-directed and classroom-located. Learner as ‘consumer’ of learning content and resources.</td>
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The stage of the innovation:

Review where we are

Toolset 2 - Self-review: Innovation Maturity Model

futurelab
innovation in education

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Identifying trends

- A shift which can be documented and observed now, in the present, and is expected to continue.
- Trends in the wider environment.
- Trends in the school.
Developing scenarios

- Narrative description of learning and teaching that:
  - provides a vision for innovation and advanced pedagogical practice.
  - takes into account trends and challenges.
  - describes the roles of learners, teachers and other participants;
  - is not limited to the ‘classroom’. 
Using the scenarios

- Action planning.
- Developing specific teaching activities. (Edukata)
- Identifying resources. (Eduteka)
Schools are in the ‘future business’
For further information

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