Evaluating the perception of teachers to the propensity for change and the promotion of Problem Solving: the IDEAL Project

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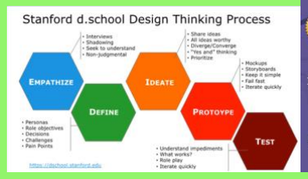
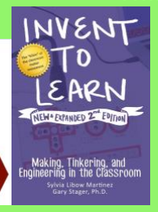
Introduction

The research intends to investigate the perception that teachers have on *Problem Solving* as a competence that promotes innovation in terms of renewal of teaching methodologies, transformation of learning environments, use of time and assessment tools. The sample is made up of a group of teachers who participate in the Ideal project (Iterative Design for Active Learning), a project that aims to promote transversal skills including problem solving through two training approaches such as:

Design Thinking and *Think Making Improve*





Sample

35 Teachers belonging to the IDEAL project

35 Teachers who do not participate in the project

Hypothesis

Teachers who are enrolled in IDEAL project have positive attitude regarding the impact that the competence of PS has in the promotion of didactic innovation compared those teacher who do not participate in the ideal project and adopt traditional teaching models

Research questions

1) What is the opinion of teachers on PS intended as a competence capable of promoting didactic innovation
2) To what extent do the teachers participating in the Ideal project consider the PS as a skill capable of impacting on educational innovation (construction of learning environments, transformation of teaching methodologies, use of school time, use of technologies didactics and assessment of learning)
3) Is the development of Problem Solving competence perceived differently by teachers in the scientific field compared to those in the humanities one?

Methodology

The methodology uses mixed methods and includes a quantitative phase, through the administration of a questionnaire and subsequently a qualitative phase, developed through the creation of a focus group. A first statistical analysis will be carried out on a group of teachers with the aim of evaluating the internal measures of the questionnaire. The results will be discussed with methodological and innovation experts. This will allow you to make appropriate changes to the questionnaire

Quanitative phase: Questionary → **Qualitative phase: Focus group**

State of art:

A preliminay analysis on a teacher's casual sample shows a positive correlation beetwen

Perception Problem Solving	Use of educational tecnologies

$r = 0{,}403$; $p = 0{,}046$

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