



Innovation and improvement of inclusive educational practices: impact of the process & changes in the assessment approach

David Martínez-Maireles, PhD Student

david.martinezmaireles@unifi.it; david.martinez2@uvic.cat

BACKGROUND

The introduction of different proposals for innovation in educational practices at schools affects to the **assessment approach**:

- on **teachers** self-perception of competence and use of the assessment
- on different **aspects** that are identified as susceptible to change, at the school level and at the classroom level, both from an organizational and curricular perspective. (Koenen, Dochky & Berghmans, 2015; Naranjo & Jiménez, 2015; Quesada, 2017).

1ST AIM

Identify, understand and offer proposals for improvement in the assessment approach of student learning carried out by teachers in a process of innovation and improvement of inclusive educational practices located in an educational innovation program.

METHOD

Sample:

25 teachers of 7 schools in Catalonia.
134 teachers of 4 schools in Toscana.

Measure:

ActEval questionnaire (Quesada et al. 2017).
Semi-structured in-depth interview.
Collection of evidence of assessment practices.

Data analysis:

Descriptive, mean comparison with SPSS and critic analysis of a contextual contrast between the two regions.

The **contextual contrast** shows that in **Toscana** the political proposals on assessment increases its use and the perception of competence of the teachers, and in **Catalonia** less competence and less use is perceived since the center is who make their own assessment proposals.

The study highlights the need for a reformulation of assessment practice, aligning it with the new teaching and learning process that is being developed.

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It is important to **evaluate** the **educational innovation** in order to introduce improvements for its greater adaptation. It is from the **perception** of the different **agents involved** that a complete vision of the educational innovation can be established and those changes can be introduced. (Armendi & Buján, 2012; Boulay & Goodson, 2018; Chalmers & Gardiner, 2015; Moya et al, 2019; Turra & Moya, 2016).

2ND AIM

Identify and evaluate the impact of the innovations implemented in a process of innovation and improvement of inclusive educational practices located in an educational innovation program by the agents involved (teachers, management teams, students and families).

METHOD

Sample:

116 teachers(T), 155 students(ST), 96 families(F) and 19 management teams(MT) of 7 schools in Catalonia.

Measure:

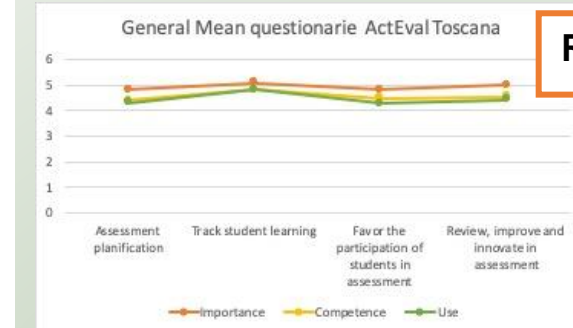
Focus group.
Collection of evidence of innovation practices.

Data analysis:

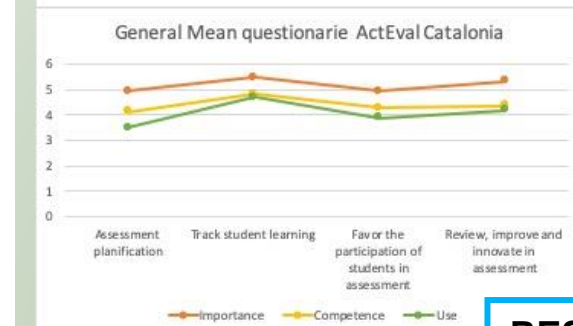
Descriptive, frequencies comparison with SPSS of difficulties(D) and improvements(I) and critic analysis.

It is needed a **monitoring of school policy** in this type of changes, more **cooperative work** of teachers and **time for share** their new practices and a greater use and **students' involvement** in formative assessment.

BACKGROUND



RESULTS 1ST AIM



RESULTS 2ND AIM

OCURRENCE OF DIFICULTIES AND IMPROVEMENTS

DIMENSION		% TOTAL	% T	% ST	% F	% MT
Training and accompaniment	D	11,6	15,8		14,3	14,3
Cooperative learning	I	25,6	31,6	50		
	D	16,3	15,8	20	28,6	
Relational and emotional learning	I	30,2	36,8	50	14,3	
	D	9,3	10,5	20		
Motivating learning	I	4,7	5,3		14,3	
Evaluation within innovation	D	11,6	15,8		14,3	14,3
Teaching teams	I	14	31,6			
	D	14	26,3			14,3
Teaching temporary space	D	32,6	57,9			42,9
Teacher emotional management	I	2,3	5,3			
	D	16,3	21,1			42,9
Space and furniture	I	2,3				14,3
	D	2,3			14,3	
Others	I	7	10,5		14,3	
	D	18,6	15,8		14,3	57,1

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