A Project for the Education
Of the century: ACM 3.0

The Padre Piquer Training Center is one of the pioneering centers in educational innovation in the classroom in Spain. To combat some of the problems of today's education such as school absenteeism or early school leaving, the school has embarked for some years on a deep process of digitalization of its classrooms. In the training center, 100% of the students from secondary, high and Vocational Educational Training Programmes have an electronic device (iPAD or Hp) to work in the classroom.

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Since course 2003/2004 we are developing an inclusive Project for Middle School named Multitask Collaborative Classroom (ACM in Spanish). This project is the response to our student´s needs. This model places the focus on all and each other of them. The space in the classroom, the curriculum, selection of teachers, timetable, methodology, working material (learning guides), etc. were aligned with this new way of Education at Padre Piquer. Students with different abilities and intelligences with more than 30 nationalities, interests, motivations are filling our classrooms.

Brake down walls, replace student books, work in collaborative mode, write students guides for learning, change timetables, multiple teachers at the same time in the classroom… a dream that little by little was becoming real.

And, after some years, we have verified that:

- We have open new horizons to students who in the traditional mode would drop up
- Large portion of the students are motivated back to come to School and to learn. We have maintained, and even improved, the academic performance. On top of this, we have improved the competence of our students on new KPI´s that are beyond the traditional KPI´s. Specially in what has to do with social and civic competences, personal initiative and learning to learn.
- Students and family satisfaction is great, and we have continuous positive feedback. Parents share the progress that they see on their sons (not only "academics").
- Teachers have succeeded the initial crisis. At the beginning of it, it was hard to face such a difficult challenge.
- A new innovative culture has been created, but always putting the students and the learning in the center of all the activities.

The takeaway, after all this time is that we have gotten enough evidence of the goodness of this methodology. We firmly believe that we have a great opportunity in continuing this path and going deeper.

The challenge

Today, more than 300s students work in our classrooms in this way. We are in a good time to take a new challenge: a digital terminal per student (iPAD)

Why?

- This is a tool that allows transforming the educational material that, after many years, teachers have prepared, and get all the interactive power of the IT.

- Initiate the next years' challenge: draw personalized itinerary of learning
- Develop digital competences for students
- Minimize or avoid the digital gap that, predictably, will be created in future years.

The new project

The name of the project: ACM 3.0, refers to the desire of creating a new educational framework where IT (web2.0, web 3.0) are the cornerstone for the access to the knowledge. IT, together with the experience of the collaborative methodology in the classroom, will bring an innovative response, inclusive, integral, and significant to the process of teaching – learning. The specific objectives of the Project were:

- Implement a methodology more motivating that uses IT as an access tool to the information and knowledge.
- Satisfy the need of a large group of teachers and families that, after years, miss in the classroom: motivation, creativity, and teamwork.
- Help the self-regulation of the students learning
- Take advantage of the design of the new Educational Law (LOMCE). This law sponsors a more orientated work for the students that will continue education on High School or VET.
- Strength personal relations between students and teachers. Change an individualist and base on competition system to a collaborative system where knowledge is built in a common way.
- Enhance an environment for reflection to improve the process of decision taking of the student.
- Enhance spaces and timings for discussion and creation. Use the work in classroom on a more efficient way.

We count with a team of more than 30 teachers that will be pilot on this experience- In this team, on top of the teachers that will be directly involved, we will have the Head of Department as supervisors and other stakeholders of the Board Director like the project sponsors (and all stakeholders that want to bring ideas).

How?

A training plan is essential for a Project of this characteristic. This training will be for collaborative methodology, multitask, multiple intelligence, work by project, evaluation and specific IT training for iPADs. The training started when all the human and material resources were guaranteed:

- iPADs for each student and teacher
- IT equipment in the classroom
- Furniture and material for the classroom
- Projectors
- Training and consulting OTB INNOVA

We have realized that teacher´s training is key for this Project. For this, we counted with the coaching of OTB-INNOVA, a consultancy firm that is a leader for the assistance and training of the teaching staff team.

This teaching plan took place around three action lines:

1. Coaching for the adoption of the tablets.
2. Development and adaptation of the educational material
3. Design and "commissioning" of the training part in the school.

It is initiatives such as these that perfectly define the concept of digitalization in the classroom, a learning environment designed to redefine the concept of teaching. Technological evolution continues to advance to change the educational landscape at an incredible speed, and it is a challenge for all educational actors to be able to take advantage of this circumstance. We must

continue to deepen the training and use of new technologies in the classroom, but the Padre Piquer Training Center is willing to do so because what we do have clear is that we must prepare for the possibility that a new education is knocking on our doors, and that we will have to readapt our thinking and our methodologies to these circumstances.