

INNOVATION IN EDUCATION: WHAT IT IS AND WHAT IT IS NOT

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Innovation in education is a current hit in today's teaching arena. For too many occasions, the department has been making calls toward an innovative approach of teaching, and hence of learning. Such is the clamor that many proposals were born in order to pitch in to the latest trend. However, though such is the movement in today's world, few remain reluctant to heed, living in the content acceptance that innovation is something that is beyond their reach.

Yet, what really is innovation in education?

Making new technologies is one of the key claims of innovation. Others see innovators as something so focused in technology that one has to be a tech nerd in order to make one.

This, of course, is wrong. Innovation is not all about technology as it is just a part of the overall dimension of what innovation really is. Mykhailyshyn, H., Kondur, O., & Serman, L. (2018) conclude in their journal of Vasyl Stefanyk Precarpathian National University that innovations are understood as a procedure or method of educational activity that differs significantly from established practice and is utilized to increase the level of effectiveness in competitive workplace. A teacher does not have to create new technology in order to be innovative; he or she becomes innovative by working on the existing technology at hand, by making it more interesting for the learners, and by making it more useful for teaching and learning process. Innovation is a source, motivation for development and self-development according to V. Pyrus.

Some teachers even believe that they have to make something new and exclusive to become innovative. Of course, this is not true. An innovative educator does not have to start from scratch. A look-around on the daily procedures of teaching and learning is a

good start to kick start an innovative project. The question that teachers should be asking is, “How can I make this real, interesting and relevant to my students?”

Another thing which makes innovation seem a burden to some, is that they try to make things on their own. Innovation should not be seen as a one-man rodeo. The saying “two heads are better than one” may sound old and boring, but this applies in many of men’s great efforts to better themselves and their way of living. Innovation involves constant collaboration with colleagues and it can start from a simple and normal conversation between peers looking at a certain thing.

Observation is the primary key in successful innovation. It is through observation where teachers see the existing conditions. One should not look far as those that need to be changed in the everyday stuff such as classroom management, lesson planning, and assessment. The focus is on which of these could be improved. The next step is to reflect. It is through reflection where the teacher considers the condition independently and in relation to all other nuances that affect the condition. This time, the focus is on how the condition can be improved. When all these two are met, the next stage is to plan toward the realization of the main objective.

There really is not much educational innovation that should stress out teachers. There is no need for high technology. There is no need for intensive research, though research could really be a good consideration in the innovation cycle. There is no need for high resources. Innovation comes and goes, hence it is an integral part of the teaching process that comes naturally in our daily pursuit to become better teachers and in order to produce better students.

Innovation has been a topic of interest in the sector of education. Teachers have been called to innovate toward a higher quality of learning outcomes. Of course, innovation depends on creativity, skills, talent, and knowledge. A teacher, however, doesn’t miss

even one of these qualities. The only challenge is, how our teachers can better cultivate these capacities in order for them to develop the capacity to innovate.

References:

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