



## **Innovation through College Classroom Teacher: an Analysis of Experience**

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If we make a balance on the training received by the university professors to exercise its teaching skills we can find in Spain institutions, like Institute of Education Sciences (ICE), that have more than 40 years of existence, have been developing this role with great success and have data from this experience.

It is true that only a few universities have created and promoted these institutions mostly from 70 Law and even today continue to develop training, modernized and adapted to the current needs of each university. Even some of them have created new ones, changed the name to Centers of Excellence or Innovation although not their functions, others such as the Universidad Politécnica de Madrid (UPM), have incorporated these features of quality, innovation to their current actions. Despite this training in some universities, it is a voluntary and individual fact that every teacher, either by joining teaching for the first time or when want to upgrade, renovate or simply as a form of share experiences with other fellow teachers of other grades and may have the same problems. Looking at the same university context, in other countries, we see something similar in regards to common joint rules for access to the teaching profession as in other types of training, and also differences occurs in the recognition that training is done, unlike that resolves research and innovation taking place in the university.

From a teacher training institution as the ICE at UPM, with a long experience in this training, we have managed to consolidate the organization and actions. In addition, we have learned to capture teachers attention, trying to find an appreciation for " the value of training " by the need to upgrade and the fact of knowing innovative methods and techniques to help them improve their teaching by, first, that students learn more and better themselves and, second, that teachers, mastering techniques, feel increasingly confident in the classroom and to the satisfaction of what they do is well done. Although this statement can be seen truncated as in the current moment research has higher priority versus teaching and scientific publications address the training and even mobility management or come to have more value than the training itself and learning along the life, although this phrase is used a lot from Bologna called Treaty.

In these circumstances it is very difficult to practicing teachers, their training and educational needs updating, because what they are going to value professional development is, first, their research experience, giving the highest score at CV than to your educational background, teaching experience, also valued more educational management and administration.

In this work we will provide objective data on the results regarding the university teachers training and different learning models that we have developed, as well as the achievements on the level of participation in the last ten years, the level of satisfaction and the innovation performance in the classroom, after receiving training. In addition, we would like to raise a discussion forum on the future of university faculty training for the profession of teaching and provoke interest here some questions for discussion and possible solutions:

- Where should we focus on the university teachers training?
- What is the status of university teacher Centers training in other EU countries?
- What are the training models in other countries of the European Union?
- What is the value and who appreciates the teacher training?
- Should be mandatory or would be detrimental and would not be interested?

A teacher should be an expert, brushing or reaching the excellence of their own knowledge, not to mention minimum-pedagogical training bases. Otherwise he will be an excellent researcher, something that is always needed, but mediocre or bad teacher that can cause irreparable damage to some students that fall in his class.