

## Finnish partners and funding

The Finnish partners of the InnoSchool project include:

- » **MUNICIPALITIES DEVELOPING THEIR SCHOOLS**  
City of Espoo (*Opinmäki Learning Campus*), City of Helsinki (*Kuminkaantie schools and Arabia school*) and City of Rovaniemi (*Kauko, Nivavaara, Muurola, Teacher Training and Rantavitikka Schools*)
- » **COMPANIES ENGAGING IN BUSINESS DEVELOPMENT WITHIN THE FUTURE SCHOOL CONCEPT**  
*Cramo Instant, Elisa Oyj, Lappset Group Ltd, Martela Oy and Microsoft Finland*
- » **DISSEMINATION PARTNERS**  
*The National Board of Education, The Finnish Forest Industries Federation*

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# InnoSchool

## The Innovative School Concept for the Future

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## Organization and resources

The InnoSchool consortium project is coordinated by D.Sc. (Tech.) Riitta Smeds, Professor of Business and Service Processes in Digital Networks, and director of SimLab, Helsinki University of Technology (TKK). The four co-projects and their leaders are the following:

### **InnoArch: Places and Spaces for Learning**

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### **InnoEdu: Education with Innovation**

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### **InnoPlay: Innovative Playful Learning Environments**

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### **InnoServe: Service Innovations for the Future School**

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<http://innoschool.tkk.fi>

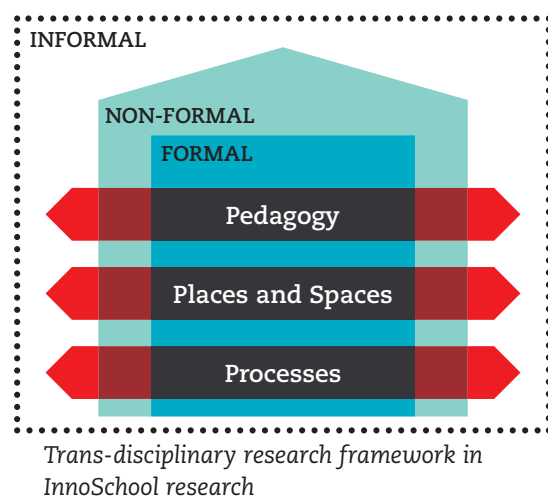


## InnoSchool consortium

The InnoSchool consortium project researches and develops schools, with the goal to develop the **Future School Concept**. The two overarching research questions of the project are:

- » *What are the innovative concepts, i.e. the practices, processes, models and principles that should be followed in planning, designing and implementing the Future School so that it becomes a boundary-permeating systemic innovation?*
- » *Specifically, we want to define the concepts that concern architecture, pedagogy, playful learning, and service processes, and especially their trans-disciplinary combinations that support educational innovations in the Future School.*

## Research framework



Learning, as a social co-construction of knowledge, takes place in mutually created interactive social situations in space and time, in an interactive process of teaching, studying and learning. Traditional formal education should utilize the informal everyday learning of students. A high innovation potential for schools exists in the field of non-formal mediators that enable informal learning in the framework of a formal educational system.

New spatial, pedagogical and process solutions, often enabled by ICT, can mediate boundaries between formal education and informal learning in the Future School, and create educational innovations. To achieve systemic, value adding innovations, the places and spaces, pedagogy, and operational processes should be designed in trans-disciplinary collaboration, and the design principles should be merged together into the **Future School Concept**.

## Focal themes

The four co-projects **InnoArch**, **InnoEdu**, **InnoPlay**, and **InnoServe** research the schools from their own scientific areas. The synergy between the different co-projects is achieved through theoretical dialogue, and especially through empirical case and action research on selected pilot schools. The trans-disciplinary collaboration is guided by four focal themes:

- » *School as Platforms of Services and Well-being in their Communities*
- » *Schools as Multifaceted Learning Environments*
- » *Schools as Integrators for Learning Resources and Networks*
- » *Schools as Platforms for Lifewide and Lifelong Learning*

## Expected research results

Since the beginning of 2007, the four co-projects have conducted empirical research on selected pilot schools, in intensive interaction with the partner municipalities and companies.

The results are analyzed and complemented with international comparisons, conducted in collaboration with the following universities and schools: University of California Santa Barbara, Faculty of Education, and the Mesa School; and Stanford University, Faculty of Education and Stanford Center for Innovations in Learning, SCIL, and the Stanford Elementary School. The international comparisons help the Finnish school system to see its strengths but also its weaknesses in the multicultural world, and to develop into a trend-setter of the Future School.

The pilot schools with their networks will gain concrete support for their pedagogical, architectural, and service and management process development. The partner companies will have the possibilities to innovate new public-private service models in a truly customer- and user-centric way, in collaboration with the complex and international network of potential future customers.

The Handbook of the Innovative School for the Future will disseminate the **Future School Concept** to professionals and developers of the Finnish education system, on the levels of schools, municipalities, and national bodies.

The scientific results will be published in articles of the different disciplines of the four co-projects, as well as in joint trans-disciplinary articles. The InnoSchool project, as the pilot project of CICERO Learning Network, ([www.cicero.fi](http://www.cicero.fi)), will contribute importantly to the emerging multidisciplinary research on learning.

