Chapter 14
Educational Innovation Techniques Based on Assessment and Development of Student Potential

Silvia Andrea Sanchez-Herrero
Complutense University of Madrid, Spain

Miguel A. Alonso-García
Complutense University of Madrid, Spain

Gloria Castaño-Collado
Complutense University of Madrid, Spain

Francisca Berrocal-Berrocal
Complutense University of Madrid, Spain

ABSTRACT

How do we wish to structure the universities of tomorrow? There is probably no single response to this question, but it is possible to make a contribution from the work psychology perspective that offers ways and mean to achieve higher quality in university teaching. The aim of this chapter is to describe various educational innovation activities, based on models and applications developed in the field of human resources, that make it possible to meet the needs and challenges that universities will have to face in the immediate future. The proposed activities arise from personal and career development assessments and place the student at the center of the process, since the commitment of universities is to develop student potential as far as possible in order to ensure that in their professional lives former students have the knowledge and competencies required of them by society.

INTRODUCTION

One of the goals of university is to prepare students to effectively practice a profession, and for the knowledge and competencies acquired to therefore benefit society. Others are to generate knowledge, to find solutions to problems that arise and to contribute to improvements in people's quality of life and wellbeing. Whether these aims are achieved depends to a large degree on the members of the university community (Alonso, Berrocal and Calles, 2012).

University teaching as we know it is on the verge of disappearing. The main strength of the university system is probably the social recognition of the qualifications it certifies, which have for many years offered a guarantee allowing assumptions to be made as to the knowledge and competencies of those graduating from any higher education centre.

However, the current opportunities in terms of access to information allow sufficiently motivated individuals to acquire knowledge of a particular professional area by themselves. If this is the case, how long will it take businesses to implement tests that enable them to assess the caliber of individuals regardless of what they have studied and which qualifications they have acquired?

This all becomes particularly relevant if one considers that many students continue to attend on-site classes in order to take notes of what the teacher says – information that they could obtain via other means. Moreover, study programmes are closed and slow to change when advances in society and the labour market require them to do so; they do not always fit the access profiles of a proportion of students.

What aspects is it necessary to change in terms of the training of university students? What would have to happen for universities to continue to train the most highly qualified professionals in the country? How do we wish to structure the universities of tomorrow?

The aim of this chapter, then, is to describe various educational innovation activities that make it possible to meet the needs and challenges that universities will have to face in the immediate future.

All the proposed activities place the student at their centre, since the commitment of universities is to develop their potential as far as possible in order to ensure that in their professional lives, former students have the knowledge and competencies required of them by society.

For this purpose, the subject-matter will be addressed from the perspective of personal assessment and development, with specific examples that provide evidence of how the new challenges of on-site university teaching can be met. Though there are many advantages to distance learning, being present in person is and will continue to be irreplaceable for the achievement of certain objectives and development of certain competencies.

We will examine three different proposals from the area of assessment: a model to identify needs in terms of transversal competencies, open space technology, and the "what you want to happen" technique. In terms of development and intervention, we will discuss three actions: flipped learning, gamification and peer learning in mentoring programmes. All the proposals are aimed at ensuring that universities prepare their students for new jobs, new ways of working and new forms of interaction with society and the environment.

ASSESSMENT PROPOSALS

From the perspective of assessment, when students are assigned to each centre of studies (based on their interests, their average academic scores and the average of a knowledge-based entry examination), these centres assume that the students have the same initial level of knowledge and apply standard programmes

20 more pages are available in the full version of this document, which may
be purchased using the "Add to Cart" button on the publisher's webpage:
www.igi-global.com/chapter/educational-innovation-techniques-based-on-
assessment-and-development-of-student-potential/216585

Related Content

The Brand NHS: Undue Use and Its Consequences
Ana Maria Reisand Bárbara Soares (2021). *New Techniques for Brand Management in the Healthcare Sector (pp. 142-160).*
www.irma-international.org/chapter/the-brand-nhs/269540

E-News Brand Trust: An Empirical Study on Selected Newspapers in Indonesia
Elia Ardyanand Vincent Didiek Wiet Aryanto (2014). *International Journal of Online Marketing (pp. 36-51).*
www.irma-international.org/article/e-news-brand-trust/127060

The Impact of Social Media Marketing on Brand Trust and Brand Loyalty: An Arab Perspective
M. Sadiq Sohail, Mehedi Hasanand Azlin Fathima Sohail (2020). *International Journal of Online Marketing (pp. 15-31).*
www.irma-international.org/article/the-impact-of-social-media-marketing-on-brand-trust-and-brand-loyalty/243466

Managing Social Innovation Through CSR 2.0 and the Quadruple Helix: A Socially Inclusive Business Strategy for the Industry 4.0
José Manuel Saiz-Alvarez (2019). *Organizational Transformation and Managing Innovation in the Fourth Industrial Revolution (pp. 228-244).*
www.irma-international.org/chapter/managing-social-innovation-through-csr-20-and-the-quadruple-helix/216582

Golden Medals: The Impact of Individual Social Responsibility on Sports Corporate Reputation
Veronica Baenaand Marina Mattera (2019). *Integrated Marketing Communications, Strategies, and Tactical Operations in Sports Organizations (pp. 25-46).*
www.irma-international.org/chapter/golden-medals/222588