"Escuela Nueva" in Spain: Origins and Implications in Teacher Professional Development for the 21st Century

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Abstract
During the Spanish Second Republican government (April 1931-July 1939), there was an institutional initiative in the country called "Misiones Pedagógicas", deeply based in the early Deweyan conception of Progressive Education. The aim of this project was bringing access to culture, entertainment and some sort of progress to rural areas by using media artefacts available at the time, though also representing a far-reaching attempt at social and cultural regeneration of the country.

Keywords: progressive education, teacher professional development, *Escuela Nueva,* Spain, *Ana de Austria*, information and computer technology

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"Escuela Nueva" in Spain:
Origins and Implications in Teacher Professional Development for the 21st Century

Progressive Education has had a long tradition in Spain. Its roots can be framed within the educational and philosophical movement promoted by la "Institución libre de Enseñanza" (ILE) in the nineteenth century. ILE was initially born as a free and open University and as a center for second chances in learning as well. It was founded in 1876 by Francisco Giner de los Ríos and a number of university professors —Nicolás Salmerón, Augusto González de Linares, Gumersindo de Azcárate y Laureano Calderón— that were fired from universities and imprisoned for defending their professorial freedom against the dogmatic recommendations of the establishment in religious, politic, scientific and moral issues. ILE put in practice several innovative educational initiatives for the sake of literacy, such as the foundation in 1882 of the "Museo Pedagógico Nacional[1]", a research center in education for the training, social support and development of social outreach activities. This center promoted the "Misiones Pedagógicas" (Educational Missions) (Tapia, 2007), name given to 70 trips accomplished by urban teachers for literacy purposes in rural areas of Spain, during the Spanish Second Republican government (April 1931-July 1939). Their aim was to empower people in rural areas by bringing different ways of culture and entertainment by means of the most advanced media artifacts at the time. This project was born to balance the existing educational inequalities between rural and urban areas in Spain. Therefore, socially committed urban teachers, literate in the use of media (i.e., projectors, radio, gramophones, etc), were in charge of helping and training rural teachers in the implementation of innovative pedagogies.

Paradoxically, 75 years after the first "Misión Pedagógica," we urban education professionals are now the ones going back to rural schools with the aim of finding out the keys for teachers' professional development in the 21st century.

In this article we provide a number of clues to illuminate the aforementioned paradox based on the historical roots of Progressive Education in Spain. In Sections Two and Three we discuss some innovative educational projects regarding PE ideals that have taken place in the country between 1875 and present time. Section Four is devoted to deepening a three-year professional development case study on the integration of ICT in a rural school, as an example of current implications of PE as well as an evidence of the paradox driving the article. We conclude in Section Five with the main findings from the study that help us understand the future of PE in 21st century teachers' professional development.

Progressive Education in Spain: Origins

What World do these people come from? We were so far removed from their World, that it was as if we'd come from another galaxy, from places they couldn't even

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imagine existed. Not to mention how we dressed or what we ate, or the way we talked.

We were different. And we were not like traveling sideshows…

It was a different relationship. It was as if all of a sudden, something that was unbelievable arrived and said to them: "Believe it, we´re here, we´ve come to help you." Unfortunately, it lasted for such a short time, that it wasn´t of much use.

These are the very first words of a documentary[2] produced in Spain in 2006, to celebrate the 75th anniversary of the birth of "Las Misiones Pedagógicas" (Educational Missions) (Tapia, 2007). They were said by an old teacher who participated in one of the 70 Educational Missions that took place in Spain between 1931 and the beginning of the civil war in July of 1936. She recounts the story of her journey to a small and remote village in the poorest Spanish countryside. Even though there was an exodus from rural areas to big cities at that time, much of the Spanish population (40 %) was still concentrated around small villages (Goerlich, Mas, Azagra & Chorén, 2006), far from the urban progress affecting early 20th Century Spain.

For the first time, thanks to these Missions, many Spaniards from rural areas were able to have access to a public library, to watch movies, participate in theatre plays, listen to classical music or gain access to art and literature (See Figure 1). These Missions, whose main objective was the dissemination of cultural access among adults from rural areas, represented a far-reaching attempt at social and cultural regeneration, and they were taken to several of Spain´s most depressed rural areas.

Figure 1. Theatrical play in a "Misión Pedagógica" in Valdeorras[3].

Educational Missions constituted a project developed under the "*Museo Pedagógico Nacional*" deeply inspired in the philosophy of the "*La Institución Libre de Enseñanza*" (ILE)

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[2] The documentary is available at http://www.youtube.com/watch?v=5rmWEc_Iqrg

[3] Taken from "O Blog do Ateneo Republicano de Valdeorras" at http://valdeorrasrepublicana.wordpress.com/

which followed the principles of Progressive Education[4] (Escuela Nueva) International movement (PE/EN). This ambitious project can be seen as a real example of the impact that PE ideas had in Spain in the early thirties of the past century (See Figure 2). These missions took PE principles to rural areas in a number of ways, creating rich educational environments where students had access to a wide range of resources.

ILE, the promoter of the Missions, defined itself in its foundation statement as an institution alien to any interest and religious spirit, philosophical school and political party, proclaiming only the principle of freedom and science inviolability. Nevertheless, during its first years, ILE was recipient for the European leading scientific and philosophical movements derived from the 18th Century Enlightenment, such as German Krausism[5]. A few years after its creation, the revolutionary ideas of the ILE, in addition to the ones coming from the Progressive Education International movement, had a deep impact in the Second Republic Spanish government (1931-1939).
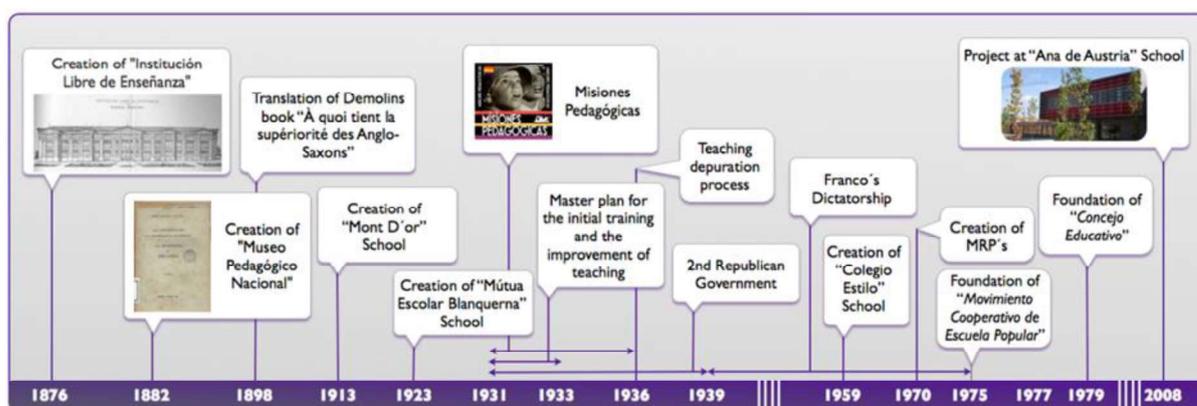

Figure 2. Progressive Education in Spain, a timeline.

We start this article elaborating on the ILE, since this institution was deeply involved in the emergence of Progressive Education in Spain. Del Pozo Andrés (2004) states in her thoughtful chronicle of the Progressive Education movement in Spain that even though ILE members were a little reluctant to admire the first schools following PE in Great Britain, they soon published a couple of articles concerning progressivism: in 1897 a paper on the George Junior Republic, and another one in 1898 related to John Dewey´s theory and his experimental school at the University of Chicago.

In addition to the recognition initially given to Progressive Education by "La Institución Libre de Enseñanza", there were also other influences on its evolution and

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[4] Progressive Education in Spain is called "Escuela Nueva"

[5] Krausism is a doctrine that advocates tolerance and academic freedom against dogmatism. Its creator was the post-Kantian philosopher Karl Christian Friedrich Krause (1781-1832). This philosophy was widespread in Spain thanks to the work of Julián Sanz del Río and the Institución Libre de Eseñanza led by Francisco Giner de los Ríos.

development in our country. After the translation into Spanish in 1898 of Demolins book "À quoi tient la supériorité des Anglo-Saxons?"– just a year after its publication in France– describing the very first Progressive Education schools of Abbotsholme and Bedales, a reaction took place among the socially influential. Paradoxically, two different groups, with almost opposite political thinking, both assumed the principles of PE. On the one hand, right-wing conservative middle classes from Catalonia, a rich region in the North East of the country, understood this new educational movement as a good way to legitimize and build their own Catalonian national identity (Del Pozo Andrés, 2004), as a claim for Catalonia´s independence. On the other, public teacher minorities, most of them enrolled in left-wing and anarchist parties, also understood PE as a chance to change the country´s monarchy into a democratic republic by educating children in a progressive way. This last group understood PE in a more intellectual and reflective manner rather than the more pragmatic view of the Catalonian one. Nevertheless, this last group took advantage of the educational reforming spirit of the Republican government, helping in the development of the so-called "Escuelas de ensayo y reforma" (Innovative schools for the experimentation of new learning methods). These schools were created by Lorenzo Luzuriaga, a professor who translated Dewey´s work into Spanish and who was also the founder in 1922 of "*Revista de Pedagogía*", the journal that most contributed to the dissemination of PE in Spain.

The aforementioned two groups started several innovative educational initiatives all over the country. The Catalonians created, for instance, the unique Spanish school that was a member of the "International Bureau of Progressive Education Schools", the "*Mont d'Or*". It was an exclusive school that reproduced the educational model of British boarding schools of Abbotsholme and Bedales, as well as the emerging active teaching methods in the United States. "*Mont d'Or*" also tested Decroly´s and Montessori´s systems since 1913 (Del Pozo Andrés, 2004). In Catalonia, "La Mutua escolar Blanquerna" was also created in 1923, a school funded by a cooperative of parents eager to have an innovative school for their children. To make it happen, they hired a number of educationists deeply engaged in the PE movement, with the aim of generating a unified school –from preschool to college– following Montessori´s method (Tierno, 1989). The school experienced fast growth in its very first years, becoming a touchstone in Barcelona, until it was closed in 1939 after the advent of Franco´s dictatorship.

Along the way, the movement of public teachers from other regions of the country, mainly from the capital city of Madrid, also started projects according to PE principles. These projects were created under the official protection and funding of the government of the Second Republic (1931-1939). Of special interest were the creation of the "*Cervantes*", "*Príncipe de Asturias*", and "*Alfonso XIII*" schools in Madrid. Even though the three were publicly funded, the Ministry of Public Instruction gave them special treatment, by allowing them to experiment with new and active teaching and learning methods. These schools adopted the basics of Progressive Education: respect for diversity, the development of critical and socially engaged intelligence, emphasis on "hands-on" projects, abolition of punishment, etc... (Miller, 1997, para.1). The model of these schools was soon implemented in several other cities such as Zaragoza, Valencia, Ibiza and Málaga.

Even though there was an official support for these innovations, the real agents of the educational reform were the teachers involved in each of the projects. The government realized this situation and started to give relevance to its initial training. For instance, during the first two years of the Second Republic (1931-1933), the Ministry of Public Instruction developed the "Plan de formación y perfeccionamiento del Magisterio" (Master Plan for the initial training and the improvement of teaching) (Eced, 1988) (See Figure 2). This was an ambitious proposal to overcome the poor training teachers were having at that time in the use of active pedagogies. In addition to this plan, the government also put in practice a second initiative based on a number of workshops and courses on the main PE methods, destined for rural school teachers. Dolores Medio, a rural teacher at the time, describes in detail one of these workshops she attended, in her book "Diario de una maestra" (Diary of a teacher) (Medio, 1993). She mentions that it was the very first time she heard about the Dalton[6] and Winnetka[7] Plans and Cousinet[8] methods, as well as her immediate desire to start putting in practice these methods in her school.

As it has been described so far, Progressive Education had a huge impact in Spanish schooling system between 1898 and 1939. From the "Misiones Pedagógicas" to the "Plan de formación y perfeccionamiento del Magisterio" and the creation of PE schools such as "Mont d'Or", "La Mutua escolar Blanquerna", "Cervantes", "Príncipe de Asturias", and "Alfonso XIII" a number of examples show that Spain was a key site in the beginning of PE movement. Nonetheless, the country has never been recognized as a place where PE ideas were born and developed. In 1939 after a bloody civil war, major general Franco established a 40-year dictatorship that eliminated any sign of the Progressive Education initiatives accomplished in the previous period of 50 years, thus contributing to the Spanish educational isolation.

Middle Seventies and Current Movement

During the 36 years (1939-1975) in which Spain lived under the oppression of the dictatorial regime (See Figure 2), not many innovative projects were developed in the country according to PE methods. Teachers were forced to follow conservative teaching principles based on old-fashioned teaching methods. In November of 1936, a few months after the beginning of the civil war, Franco´s unlawful government established under a decree, what it called "Depuración del Magisterio" (teaching depuration process). It was a "witch hunt" in

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[6] The Dalton School, originally called the Children's University School, was founded by Helen Parkhurst in 1919, following Montessori and Dewey´s progressive ideals.

[7] Winnetka is an elementary school district based in Winnetka, Cook County, Illinois, a suburb of Chicago. In 1919, Carleton Washburne was hired as Superintendent. He was a product of a Chicago elementary school founded by Francis Parker, who together with John Dewey were early practitioners of progressive education. Winnetka's education program was transformed during Washburne's 24-year tenure and came to be known as the Winnetka Plan

[8] Roger Cousinet is a French pedagogue (1881-1973) and pioneer of the of the Progressive Education movement in France. He proposed in 1945 a method of free labor groups for better learning.

which teachers who didn´t follow the regime´s rules in education were judged, imprisoned and even executed (Crespo Redondo, Sainz Casado, & Pérez Manríque, 1987). In this risky and paralyzing atmosphere, it is easy to understand why few innovations were developed. Therefore, only a few examples of teaching innovation can be found in the literature. Probably one of the most significant was the opening of the "Colegio Estilo[9]" (Style School) in Madrid, in 1959, by Josefina Aldecoa. In her book "Historia de una maestra" (story of a female teacher) (Rodríguez Aldecoa, 1996), she elaborates on the creation of this school under such adverse conditions, following ILE ideas and the principles of Krausism.

It was not until the seventies when groups of enterprising teachers, tired of the regime´s restrictions, started the "Movimientos de Renovación Pedagógica" (Movements of Pedagogic Renovation, or MRP). These groups emerged as a revival of Progressive Education ideas tried in the country during the Second Republic. Initially, they created summer schools for teachers to be able to get trained in alternative teaching methods (e.g., Freinet[10], Milani, Freire, and Neill) rather than the National Socialists ones advocated by Franco. Rogero (2010) defines them as "autonomous and self-organized groups of teachers of diverse educational stages, born to give answer to teachers needs of permanent training and to work for a model of public school, able to respond to the urgency of making real the civil right to education of all human beings […]." These groups rely on Freinet´s understanding of teacher education (Clanché, Debarieux, & Testanière, 1994), considering teachers as the power houses of school reform. Moreover, MRPs have currently assumed, with other social groups, the commitment of society transformation by means of education. As mentioned in Rogero's definition, their main objective is to claim the sense of education as a public service that has to be warranted by governments, and the school as a place where culture is created (Llorente, 2003).

Nowadays, there are a number of active MRPs working in Spain, such as the "Movimiento Cooperativo de Escuela Popular[11]" created in 1977, and "Concejo Educativo[12]" created in 1979 (See Figure 2). Both of them are not just single groups, but a confederation of groups working all over the country[13]. In addition, there are several other initiatives of greater or lesser size that, though not exactly MRPs, share the common roots of Progressive Education. For instance, there are currently more than a hundred schools working as "Learning Communities[14]" (Sánchez, 1999), following a Dialogic Learning[15] approach (Flecha[16], 2000), where learning occurs as a result of horizontal dialogues.

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[9]This school still remains open. More information can be found in http://www.colegioestilo.com/nuevaweb/historia-del-colegio-estilo

[10] Freinet created the teachers' trade union C.E.L. (Coopérative de l'Enseignement Laïc) in 1924, from which arose the French teacher movement-Modern School Movement (Mouvement de l'École Moderne). The goal of the C.E.L was to change public education from the inside with the co-operation of teachers.

[11] http://www.mcep.es

[12] http://www.concejoeducativo.org/

[13] http://cmrp.pangea.org

[14] http://www.comunidadesdeaprendizaje.net

Previous projects and initiatives can be understood as the ground for the experience we describe in section four. There we elaborate on the project developed in a rural school, showing some of the current effects of PE in Spain. The narrated experience deeply relies in the work accomplished by the school principal, who has been engaged in the "Concejo Educativo" Movement of Pedagogic Renovation for the last years.

Professional Development Experience in a Rural School

In previous sections we have elaborated on the way professionals of education, that were trained in the ILE and Progressive Education methods, used to visit rural areas with the aim of developing literacy campaigns among rural population and school teachers. This happened both during "Misiones Pedagógicas", and the Movements of Pedagogic Renovation in the middle seventies. However, according to the paradox posed at the beginning of this article, we educators and education professionals are currently the ones seeking inspiration in rural schools.

An initial explanation of this fact can be found in the official support and huge amount of governmental resources given to rural schools in the middle and late 1990s to shorten the digital divide still existing at that time between rural and urban areas (Plan Avanza, 2006). This sort of positive discrimination included for instance the connection of every rural school to the Internet and the set up of special virtual learning environments to connect every rural school with each other. This situation, in addition to the very special characteristics of rural schools (e.g., one-room schools, low student-teacher ratio, one or two teachers per school, and young teachers), helped inspire multiple pedagogical innovations.

Other social agents such as trade unions, parents associations and the Movements of Pedagogic Renovation also helped the promotion of rural schools (Gelis & Sureda 1999). These social agents facilitated the creation of rural school networks able to collaborate in the implementation of active teaching and learning methods and professional development courses as well.

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[15] Dialogic learning is the result of egalitarian dialogue, the consequence of a dialogue in which different people provide arguments based on validity and experiential claims, not on status. The concept of dialogic learning is not a new one, and is based on Habermas' and Freire´s theories. It is frequently linked to the Socratic dialogues and sometimes considered a Western tradition.

[16] In 1991 Ramón Flecha founded the Center of Research on Theories and Practices which Overcome Inequalities, at the University of Barcelona. In 1995 Flecha founded the Learning Communities Project and, since then, has directly collaborated in most of the 100 schools that have engaged in a process of socio-cultural and educational transformation through this program. The Learning Communities project has extended to Brazil and Chile, has gained governmental support in Spain, and is being studied as a successful educational practice for strengthening social cohesion in Europe. More information can be found at http://en.wikipedia.org/wiki/Ramon_Flecha.

The experience we present in this section is an example of the ways in which rural schools have been permeable enough to integrate a number of innovations and technological novelties, to overcome the weaker starting point of these schools compared to urban ones (as it happened in early 20th century). It is also an attempt to illustrate current implications of Progressive Education principles in 21st century Spain, and finally, a way to deepen the paradox driving this article.

Research Project at "Ana de Austria" School

In 2008 we began a three-year research project[17] in the "Ana de Austria[18]" public school. The school is situated in a rural area close to Valladolid[19] (Spain), the capital city of the Autonomous Region[20] of "Castilla-León". It presents a number of peculiarities in comparison with other schools (rural and urban) in the region, since it received an accreditation[21] in 2010 for its excellence in the use of Information and Communication Technologies (ICT). Hence, the school has infrastructure and technological resources to support innovations (smart boards, tablet PC´s, educational software, Virtual Learning environments, etc). Their current fortune comes as a result of the effort put forth by the school board in the last ten years[22]. Specifically, it is worth noticing the role assumed by the school principal, an active member of the "Concejo Educativo" Pedagogic Renovation Movement in our region, as well as a committed individual with the educational development of the community in which the school is located, Cigales[23]. The following excerpt from an interview with the school principal illustrates his involvement:

> When we started to provide the school with technologies, which happened at least ten years ago, I remember we walked a long way; we had to convince and provide training and support to all the teachers. It was hard. (...). At this moment we have a lot of ICT in the school, but we still have the dream of rethinking our teaching and learning practices by means of incorporating innovative strategies, which give meaning to the effort we have made the last years. (Ana de Austria school principal interview. 2009-04-01)

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[17] This work has been partially funded by the Spanish Ministry of Education and Science project TIN2008- 03023/TSI and Autonomous Government of Castilla and Leon, Spain, project (VA107A08)

[18] http://www.colegioanadeaustria.es/

[19] More information on the city can be found at http://en.wikipedia.org/wiki/Valladolid

[20] Spain is divided into 17 different Autonomous Regions called "Comunidades Autónomas". More information can be found at http://en.wikipedia.org/wiki/Political_divisions_of_Spain

[21] The regional administration of education has established a 5-level system to determine the quality of the integration of ICT at schools. With this regard every school is given with an accreditation to evaluate their excellence in the use of ICT according to the resources available, the quality of the didactic proposals put in practice, and the permanent teacher training proposals accomplished.

[22] This public school has been funded by the Autonomous Region as well as by research teams and companies collaborating with them.

[23] A rural area mainly dedicated to produce wine, with around 4,000 inhabitants.

Nowadays Ana de Austria School is a good example of an institution deeply integrated in its community with a teaching staff eager to promote contextualized student-centered active learning methods. Moreover, the whole school system relies on John Dewey´s "School as Social Center" experiment, initiated in Chicago in 1896. The Ana de Austria school stands for learning in the community, with the community and for the community. Furthermore, the school also functions as a community, which has been built in the last years through the following:

1. A stable annual teacher-training plan, democratically agreed, in which teachers are trained in a myriad of issues in accordance to their contextual and individual needs (e.g., methods and strategies of teaching and learning, such as project- based learning, collaborative learning, inquiry-based learning, and classroom-based assessment techniques). The school also promotes the discovery and the curricular integration of cutting-edge Web 2.0 tools and technologies such as augmented reality, e-portfolios, blogs, wikis, social networks, and podcasts[24]

2. Several educational projects that are designed around a single central issue (e.g., the science year or knowing Roald Dahl). Teachers in all grades (K-12) are asked to design and put in practice several hands-on projects. Furthermore, teachers in early childhood education, are encouraged to design project-based learning activities following students' interests (Freinet, 1993). This innovation works so well that the school is trying to implement this initiative in all grades.

3. Regularly developed events with the aim of empowering the rural community around the school. They usually ask for participation during the enactment of the activities. An example of this is the annual activity called "Cigales Read" in which children and families are together for the reading of different excerpts of books in the main square of the village.

The aforementioned special characteristics of the school led us to believe that an in-depth study could provide a good chance to better understand current practical implications of PE. In this regard, we decided to focus on a particular issue within the complexity of the school—the specific way teachers put in practice active methods while designing and orchestrating technology-mediated activities in their classrooms. To do so we developed a three-year (2008-2011) research process based on an intrinsic case study[25] (Stake, 2005). The election of this particular interpretative method was due to our previous experience in case

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[24]Training on these issues is usually provided by advisors from Teacher Training and Educative Innovation Centers (CFIEs), University of Valladolid Faculty members and even by teachers of the school.

[25] Following the terminology of Stake's case study research (2005), we can say that ours is an intrinsic case study since we are interested in investigating the particular and specific designs and enactments of teachers at Ana de Austria school for its own sake.

studies (Jorrín Abellán, 2006; Ruiz Requies, 2009) and also because it constitutes a perfect way to deepen the tensions and particularities affecting specific contexts.

The research process was divided into three different stages: a) The proposal and development of co-design workshops for teachers to generate learning designs and enactments, b) An in-depth analysis of the designs and enactments developed in stage one, and 3) The implementation of professional development workshops to test the findings in Stage 2.

In the first stage of the process (2008-2009) we developed a set of co-designed workshops with the teachers at school in order to generate activities using Group Scribbles[26] (GS) (SRI, 2008) in conjunction with the technological resources available in the classrooms. At this time we were functioning as a community of practice. We learned from them how real practice works, while they were asking for some strategies to better incorporate ICT in their activities. In parallel, we interviewed participating teachers with the aim of understanding their previous and initial training in the use of ICT, their beliefs and issues in the use of ICT, and their personal involvement in the educational projects taking place at the school.

In the second stage of the process (2009-2011), we analyzed every single design and enactment generated in Stage 1. As was expected, most of the designs proposed by the teachers incorporated a collaboration component as well as a number of tasks to promote students' autonomous learning. Moreover, the designs emphasized active inquiry and investigation, favouring students decision-making. Other designs allowed students´ engagement in active learning and problem solving, which constitute good examples of progressive methods. This initial analysis drove us to a more fine-grained description of the designs, giving us the opportunity to identify a series of pedagogical recurrent routines[27] (DeBarger, Penuel, Harris, & Schank, 2011; Prieto, Villagrá-Sobrino, Jorrín-Abellán, Dimitriadis, & Martínez-Monés, 2011) teachers were using while designing and enacting their activities, even when improvising. In addition, we were able to make up a catalogue of these design and enactment routines[28] (Prieto, Villagrá-Sobrino, Dimitriadis, Jorrín-Abellán, Martínez-Monés, & Anguita-Martínez, 2010) that emerged from the comparison of the analyzed designs and enactments.

Another relevant aspect we looked at was what teachers used to include additional tasks in order to complete and adapt the design according to the class needs (e.g., the teacher includes a new task if the previously designed one is too easy for the students). On the other

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[26] Group Scribbles offers instructors and students a powerful metaphor for thinking about and realizing collaborative learning activities. This metaphor is based on common physical artifacts from the classroom or office: adhesive notes, bulletin boards, whiteboards, stickers, pens, and markers. More information on Group Scribbles can be found at its official site http://groupscribbles.sri.com/

[27] Understood as recurrent elements present in the teachers practice.

[28]The complete catalogue of design and enactment routines can be downloaded from http://gsic.tel.uva.es/%7Elprisan/20100718RoutineCatalog.zip (Last visit: 10 May 2013)

hand, we also came to know that they were including another set of emergent tasks to solve problems or take advantage of particular situations occurring in class. (e.g., during the assessment of an activity it was the teacher who usually led the flow, but other times she asked the students to do peer assessment on the fly). Thus, according to Sawyer (2011), teachers' practices are based on discipline improvisations in which small innovations sometimes happen although the teachers do not realize it. This way, we came to know that these routines can be used as "analytic lenses" for teachers to reflect on their own practices as well as to be aware of the different paths in which active learning methods can be implemented. Figure 3, shows an example of these routines.

Figure 3. Design (on the left) and enactment routines (on the right) are presented, in the form of paper cards that included their name, a short description and 1-2 examples of use in the classroom context.

As a result of the second stage, we identified the main tension that would lead the inquiry process hereinafter: How can we use these recurrent routines as particular strategies to promote teachers' professional development?

We then conducted several research activities to answer the question above. Nevertheless, for the sake of brevity, we will not describe all of them here[29]. We will just focus on an illustrative 2-hour teacher workshop where participants were asked to share information about their educational designs using ICT, and to experiment with alternative ways of designing and enacting (orchestrating) technology-enriched activities.

Professional development workshop and findings

The session was audio and video recorded, and observed by two researchers. In the first hour teachers were asked to reflect on the main problems they have when designing activities involving ICT in general, and Group Scribbles in particular. With the aim of noticing if the recurrent routines would help them to overcome these issues, we asked them to generate in groups an activity using ICT. To do so, the name of a didactic unit was given to them, The Solar System. Teachers were also asked to generate a design including contents of at least two subjects (math, language, science, English, etc). Once the designs were created and shared

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[29] See Villagrá Sobrino (2012) for more information about this research process

among the different groups, a second stage was conducted. We gave each group a set of cards with the recurrent routines identified in phase one of the research, and asked them to enrich their design. Each card had the name of the routine, a brief explanation, and a couple of examples of its possible uses. The left side of Figure 4 shows one of the initial designs generated by a group of teachers, consisting of an initial brainstorming (1) regarding the elements of the solar system, a classification (2) of its main elements according to their number of syllables, and (3) a classification of the planets in alphabetical order. The right side of Figure 1 shows the same design, but this time enriched with the recurrent routines. In this way teachers decided to incorporate an initial task before the brainstorming to search for information on the solar system in a few sites on the Internet. They also included a matching routine (B), a voting routine (C) and a summary one (E) by the end of the design.
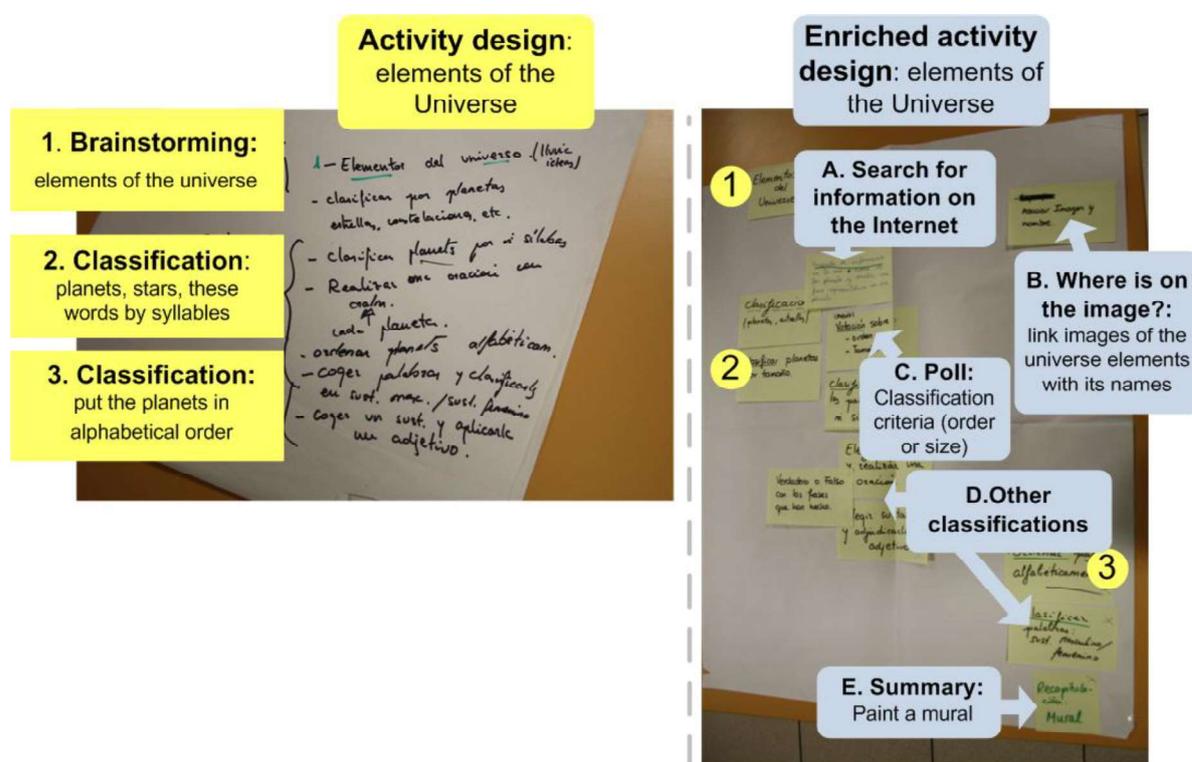

Figure 4. Example of the initial activity design (left side) and its enrichment with routines (right side)

After the very first part of the workshop, teachers were asked to perform a role play enacting one of the previously enriched activities. To do so they selected one of the designs generated in the initial groups. One of the teachers that proposed the design acted as "the teacher" while the rest of the teachers were asked to assume the role of different conflictive students (e.g., one student that copies the solution from another classmate).

When the initial role-playing was finished, we gave participants a new set of cards with a number of recurrent enactment routines to enrich if possible. These cards also had the

name of the routine, a brief explanation and a few examples on how they could be used. After the two sessions we asked teachers to answer a questionnaire in order to see if the design recurrent routines were close to their practice, and if they could help to enrich the designs. We also asked them if the enactment recurrent routines were showing problems of their real practice and if they could help to overcome them in some way. Some of the examples gathered with this regard are shown in Table 1.

Table 1. Some evidence gathered from teachers' questionnaires about the design and enactment routines. "Ana de Austria Primary School". 2009-2011

About design routines	About enactment routines
To the question: Have you ever used these design routines? Which ones? L: Many of them are close to my daily teacher practice. Some of them, that are different and less utilized, I think that I could use them in the immediate future E: Not all the design routines are known to me but most of them, yes.	To the question: Could any of the enactment routines be applied to the simulated activity? B: Yes because I could harmonize the differences among students and achieve the activity's objective L: It was very complicated, because we were few people and everything was going very fast. In any case, yes, the situations are common in the classrooms. I think that we can assess its success in the short or medium terms. .
To the question: Did the design routines help you in enriching the design? Why? L: Yes, at least to gain awareness that its use improves not only the design or the planning of any educative task. I think that its use guarantee the success of the process and obtaining the desired results.	To the question: Do you think these routines are useful for your practice during the enactment of ICT activities? L: Yes, because ICT is very attractive for students. For me, it is a challenge, but in any case try to apply ICT in the classroom imply a change in the way of we normally do the things. Is an opportunity to improve our practice. E: The technology is part of our daily teacher practice. I find more possibilities as I used it more. I think that practice is a set of routines that each teacher applies to his daily practice. Thus, I think that the catalogue is useful.

As can be seen, feedback given by teachers was positive. Nevertheless, further research is needed in the identification and abstraction of these recurrent elements, and also in the way they could help teachers to share, recognize and make connections between the ICT pedagogical knowledge and particular educational contents (Mishra & Koheler, 2006).

The overall research process as well as the identified catalogue of routines can be seen as an attempt to particularize teachers' pedagogical innovations and also as a way of transferring their practical knowledge to other schools and communities of teachers. In addition, it can also be understood as a practical tool for the training of teachers in student-centered teaching methods that are inquiry-driven and organized around problem-solving and investigation.

An additional finding of the study was the proposal of a method to represent and analyze teacher orchestration. Figure 5 shows a representation of the flow in the "solar system" activity generated by teachers in the workshop. This diagram not only shows the complexity of technology-enhanced designs, but also the enactment and flow of the routines. As can be seen in the figure, this representation pays special attention to the social dimensions in which activities occurred (i.e., whole-class activity, individual work, or small group work) and the routines that were associated to each phase of the activity for the students and for the teacher.

This method for the representation of the orchestration teachers perform, the proposed catalogue of routines, as well as the teacher training experiences we promoted, like the one previously narrated, constitute illustrative practices that are aligned with current implications of progressive education in teachers´professional development in rural schools. All of them understand teachers as the basis for progress and innovation, encouraging their training and aknowledgement of their central role.
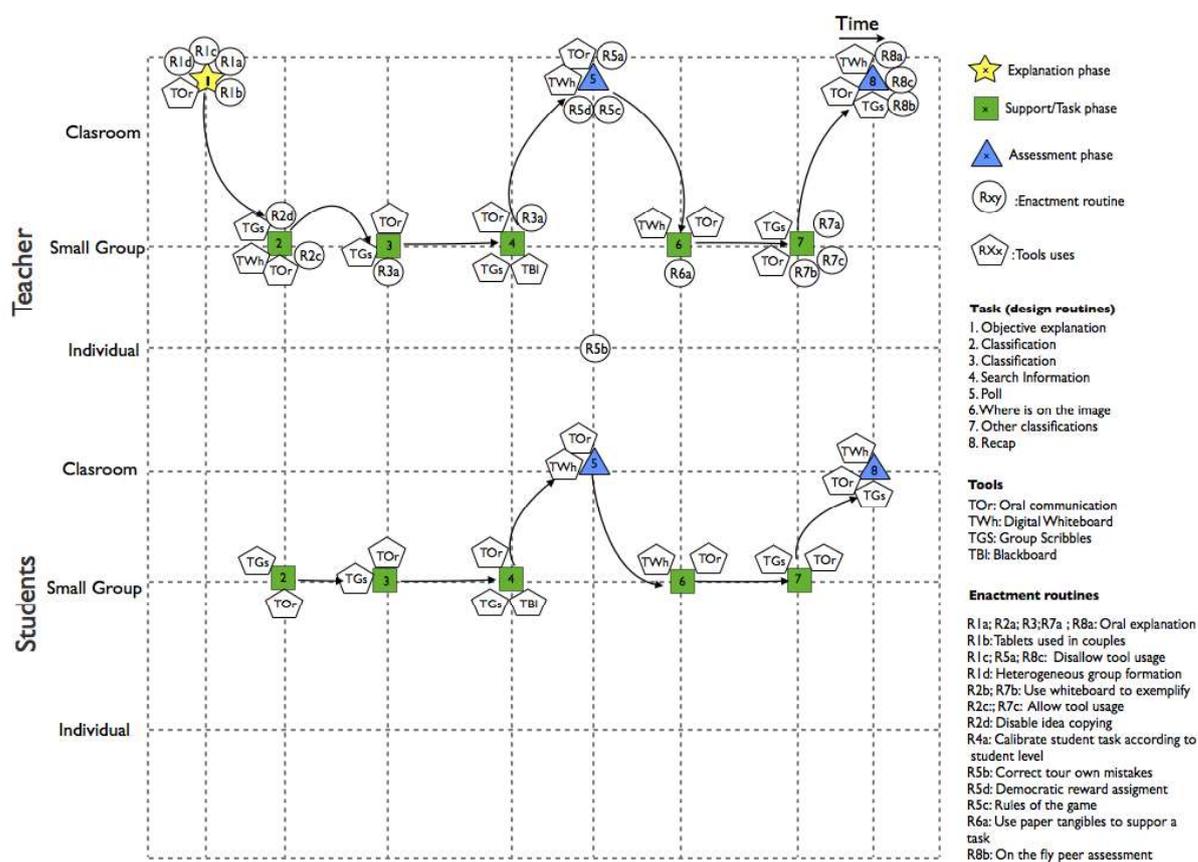

Figure 5. Enactment flow and routines detected in the "Solar System" activity during the role playing with teachers. (Prieto et al, 2010)

We have shown some evidence underscoring the fact that after almost a hundred and forty years from the beginning of Progressive Education movement in Spain, its principles

and ideas still remain active. In our particular case, they help to overcome some of the challenges posed by the digital era to our current schools and teachers (Pérez-Cavana, 2009).

The "*Ana de Austria*" rural school constitutes an endless source of knowledge for us urban educators, since it is a place where Progressive Education happens in some sort of organic way. For instance:

1) The school promotes the education of students as engaged citizens that involves at least two essential elements, respect for diversity (meaning that each individual should be recognized for his or her own abilities, interests, ideas, needs, and cultural identity), and the development of critical, socially engaged intelligence (Miller, 1997, para.1), which enables individuals to understand and participate effectively in the affairs of their community in a collaborative effort to achieve a common good.

2) The school works as a social center that has an important role within the town of Cigales. It also promotes the collaboration with the families to better meet the needs of child-life.

3) Children are at the center of the learning process and constitute the main reason why the school promotes teacher training.

4) The school principal is an engaged member of an active Movement of Pedagogic Renovation (MRP) that believes in PE methods and tries to put them in practice.

As shown in this section, active and reflective methods in teachers professional development can help renew teaching methods according to progressive prinicples. Moreover, the democratization of education promoted by the advent of Information and Communication Technologies, or ICT (Solomon & Schrum, 2007), has put some rural schools in Spain on the cutting-edge of pedagogical innovation. Nonetheless, we educators and educational researchers still need to cope with the challenges posed by Dewey to make education a more reflective process, and to promote the social participation of individuals in the exchange and use of knowledge.

Conclusion

We have elaborated on the historical roots of Progressive Education in Spain by showing a number of initiatives developed between 1875 and today. In this long trip, initial work accomplished by the "Institución Libre de Enseñanza" was crucial for the evolution of innovative educational methods in our country. In between ILE foundation (1876) and the current time, several schools have been following PE ideals. That is the case of "Mont d'Or", "La Mutua escolar Blanquerna", "Cervantes", "Príncipe de Asturias", and "Alfonso XIII" schools in the middle thirties, and the case of the "Colegio Estilo" in the sixties. We have also discussed the role played by the "Movements of Pedagogic Renovation" since their foundation in the seventies. Besides these few examples of the work done by Spanish educators in the last two centuries, we can now say that they constituted the seed of projects

like the one presented in the "Ana de Austria" rural school. This three-year project has given us the chance to learn from current innovative practices that take place in rural schools. Moreover, we have identified a set of recurrent elements (design and enactment ones) that could be easily integrated in pre-service teachers initial training, and in professional development courses for in-services as well. This research project has also given us the possibility of developing a method for the analysis and representation of the ways teachers orchestrate the enactment of technology-enhanced activities.

These findings could be of interest to professional development for 21st century teachers. We have come to believe that teachers´ initial training and life-long professional development should be deeply grounded in reflective collaborative processes where practice, experience, inquiry, innovation and discussion are paramount.

In addition to the findings achieved in the process, and also as an emerging result of the community of practice created among school teachers, doctoral students and faculty members around the "Ana de Austria" school, we have created a web-tool called "CReA-TIC[30]". This wiki site was designed following a participatory approach, and helps the creation and sharing of innovative designs for practice that incorporates ICT. The web is open to the community and is currently growing.

Even though Progressive Education has a long history in our country, we have tried to show in this paper its need to be continually recreated in new situations. Furthermore, the promotion of reflective communities of practice (Lave & Wenger, 1991), like the one described in Section Three, brings back Sprague Mitchell´s (1931) ideas on the importance of teacher education as a key to educational reform and innovation. It also gives some hints about the role we researchers could play for the evolution and betterment of Progressive Education. Training teachers to incorporate ICT into their practice in an innovative fashion implies providing them with meaningful experiences to reflect on their own practices. Studying and understanding the differences between learning designs and their enactments (i.e., in the form of routines) in authentic daily practice, has the potential to highlight the affordances of technology and foster practices inspired by/in PE methods.

Futhermore, we live in a world where online learning has become a challenging reality for traditional teaching and learning practices. This new paradigm relies deeply on digital media and Web 2.0, making necessary the rethinking of teacher professional development. Now more than ever, we need to incorporate PE methods in the training of teachers. This article is an example of the different places where innovative practices can be found, and a stimulus to keep on searching for new paths for 21st Century Progressive Education.

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[30] The web tool is available at http://www.gsic.uva.es/CReA-TIC

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