

Kennisset

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Accelerating Educational Change

Evaluating the development of the ‘ability to innovate’ within teacher training institutes

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Presentation overview



Introduction to 'Learning *from* the Future'

Goal, question & structure of both studies

The 'ability to innovate' model explained

Overview of results and key conclusions

Reflection and some recommendations

Learning *from* the future 3+4

→ Accelerating educational renewal

→ Experimenting with 'new' technology

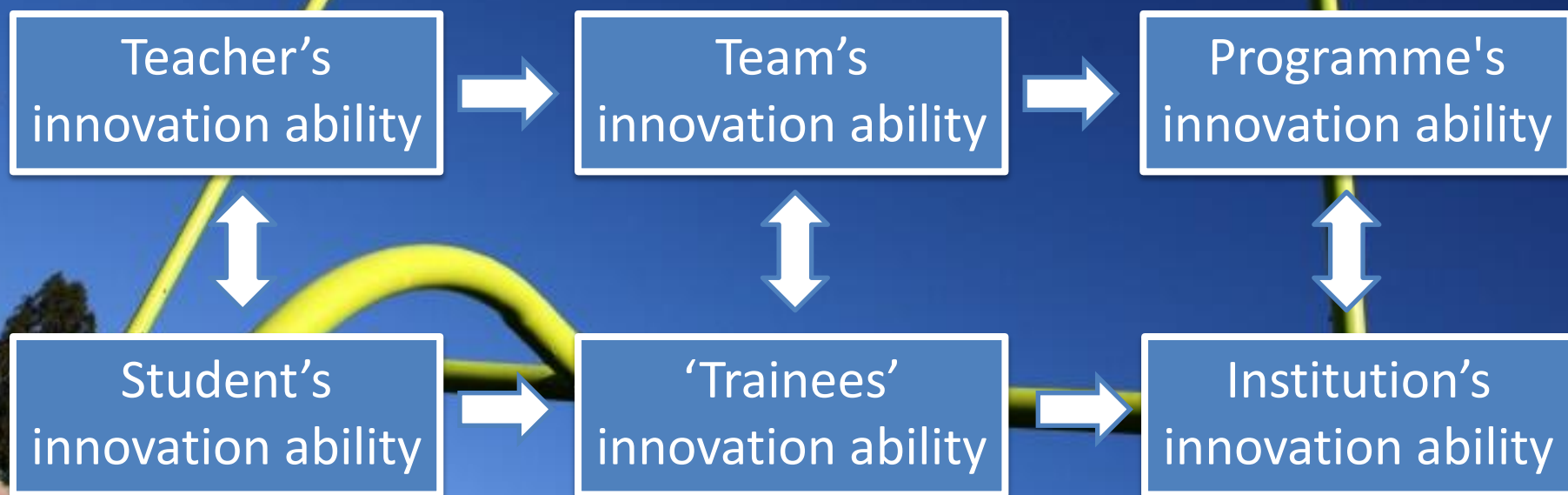
→ Strengthening 'ability to innovate'

→ Initial Teacher Training Institutes

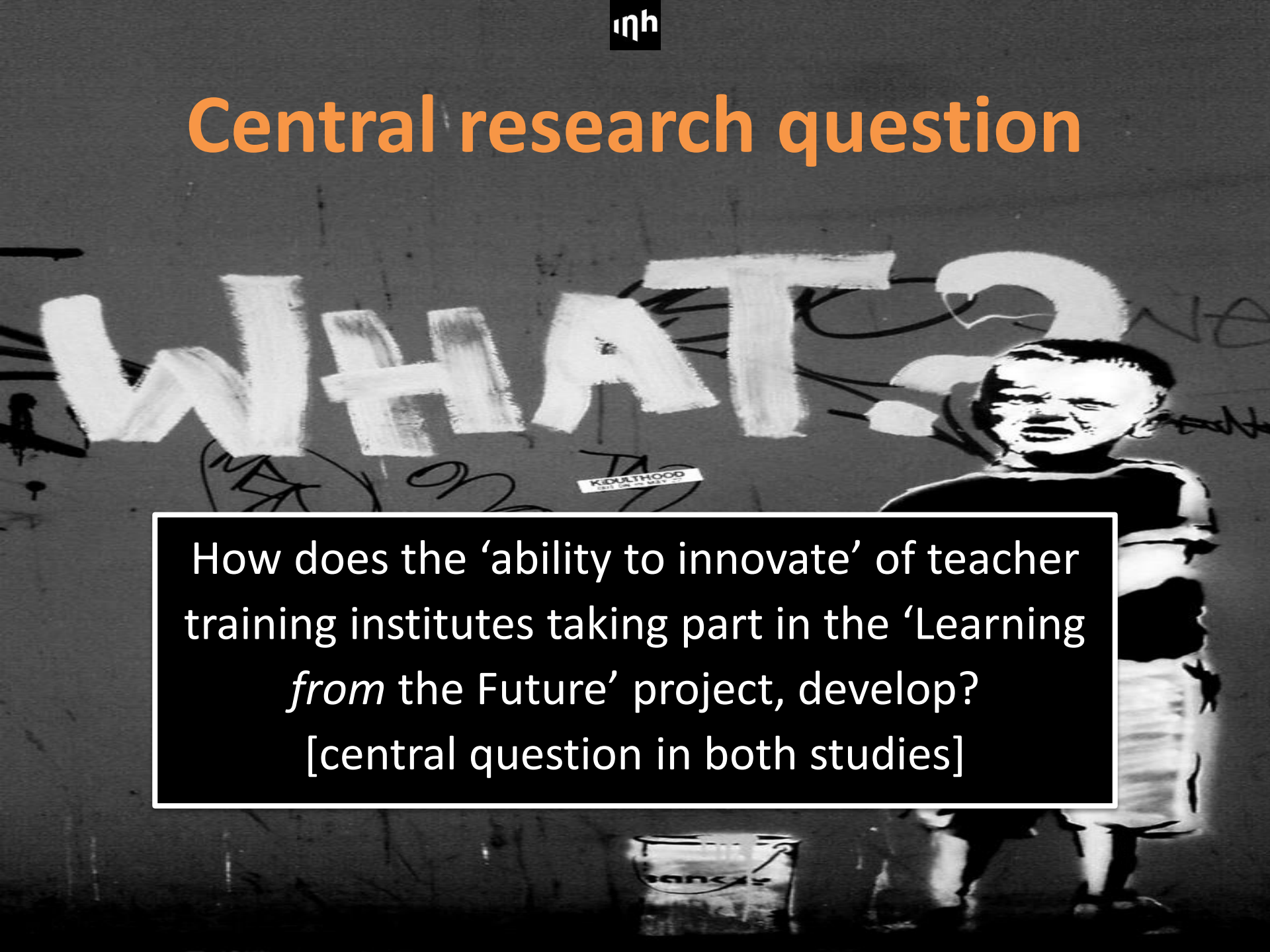
Goal of the evaluation research

Experiences with, and appreciation of, innovative ICT use

The project's effect on the programme's ability to innovate



Central research question



How does the 'ability to innovate' of teacher training institutes taking part in the 'Learning *from the Future*' project, develop?
[central question in both studies]

Design of the evaluation (study 1)

Developing the 'ability to innovate' model based on theory → research tools

Participants → participating teachers/students + non-participating teachers

**Participating
teachers**

**Individual
interviews [8]**

**Participating
students**

**Focus group
[4 participants]**

**Non-participating
teachers**

**Focus group
[5 participants]**

Transcripts of all voice recordings → analysis and interpretation of the data

Design of the evaluation (study 2)

participants → participating teachers/students + non-participating teachers

**Participating
teachers**

**Focus group
[8 participants]**

**Participating
students**

**Focus group
[4 participants]**

**Non-participating
teachers**

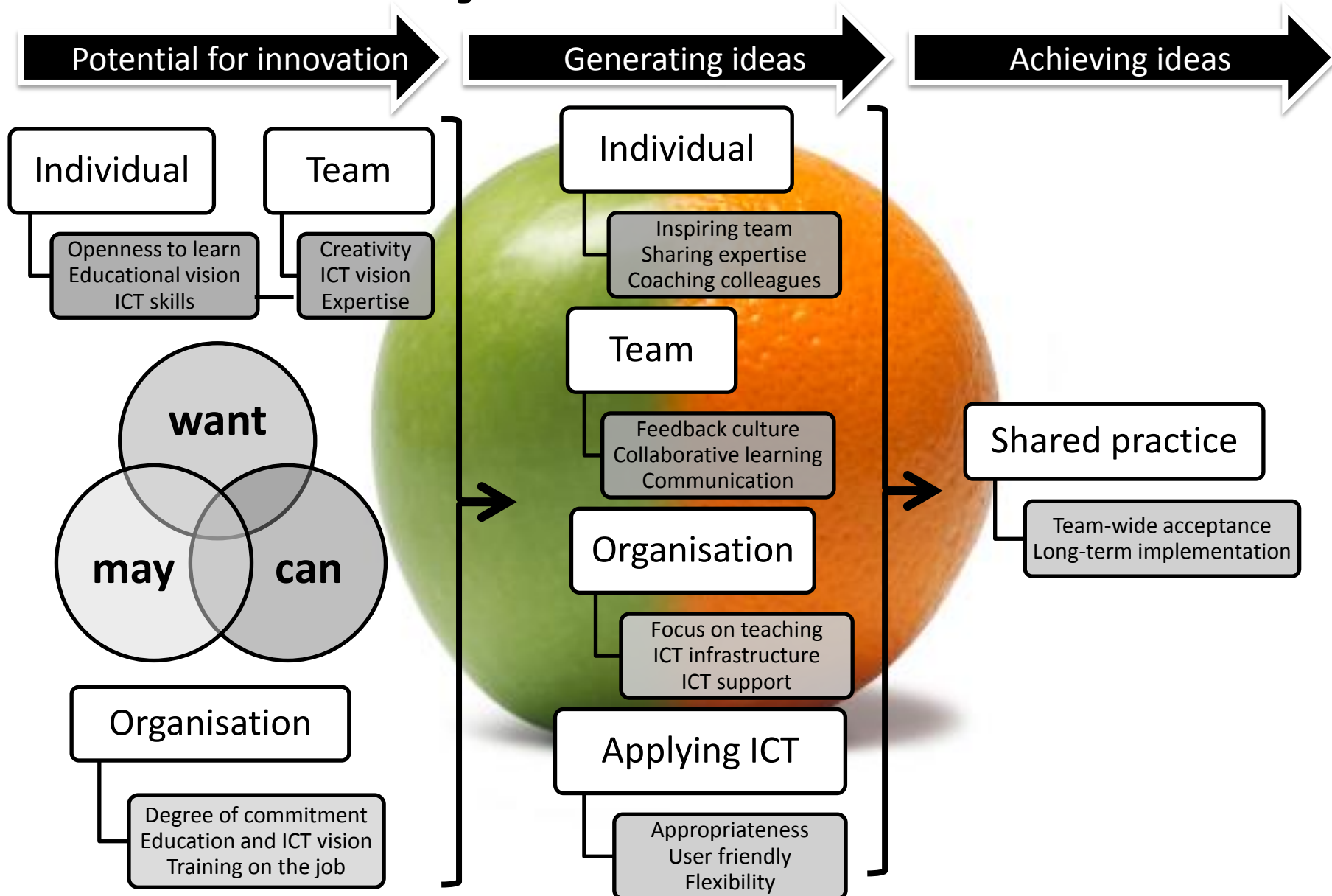
**Focus group
[4 participants]**

**Manager and
board members**

**interview
[individual]**

Transcripts of all voice recordings → analysis and interpretation of the data

The 'ability to innovate' model



Sub conclusions (study 1)

Group

Sub conclusions

Teachers [active]

- The project is a powerful instrument to strengthen one's development
- Transfer only possible when based on shared vision and strong guidance
- Time available to experiment with ICT is a deciding factor for success
- Support from Kennisnet important, but they should not be in the lead

Students [active]

- Project contributed to gaining insight into one's innovation potential
- Effect of project is visible mainly in those who were actively involved
- Management needs to encourage teachers to experiment with ICT
- Involve the primary schools since they are an important target group

Teachers [other]

- Need for a shared educational vision on focused ICT implementation
- Limited ICT skills and minimal trust is a potential risk for dropping out
- Specific support from Kennisnet is also necessary for the follow up
- ICT innovation preferably in small steps within a small scale context

Final conclusions

Factor	Relationship to 'ability to innovate'
Time to learn	Conditional for a successful innovation process
ICT vision	No shared vision on the educational use of ICT
Leadership style	Committed to innovation + investment focused
ICT characteristics	ICT must contribute to achieve educational goals
Infrastructure	Pedagogical - and technical support are needed

Reflection on research results

Project approach created a distance between both groups

Can/want/may plays important role at the individual level

If applying ICT is voluntary, 'ability to innovate' is reduced

Lack of feedback culture limits the team's learning process

Collaborative learning will make innovation more likely

The management needs to guide the innovation process

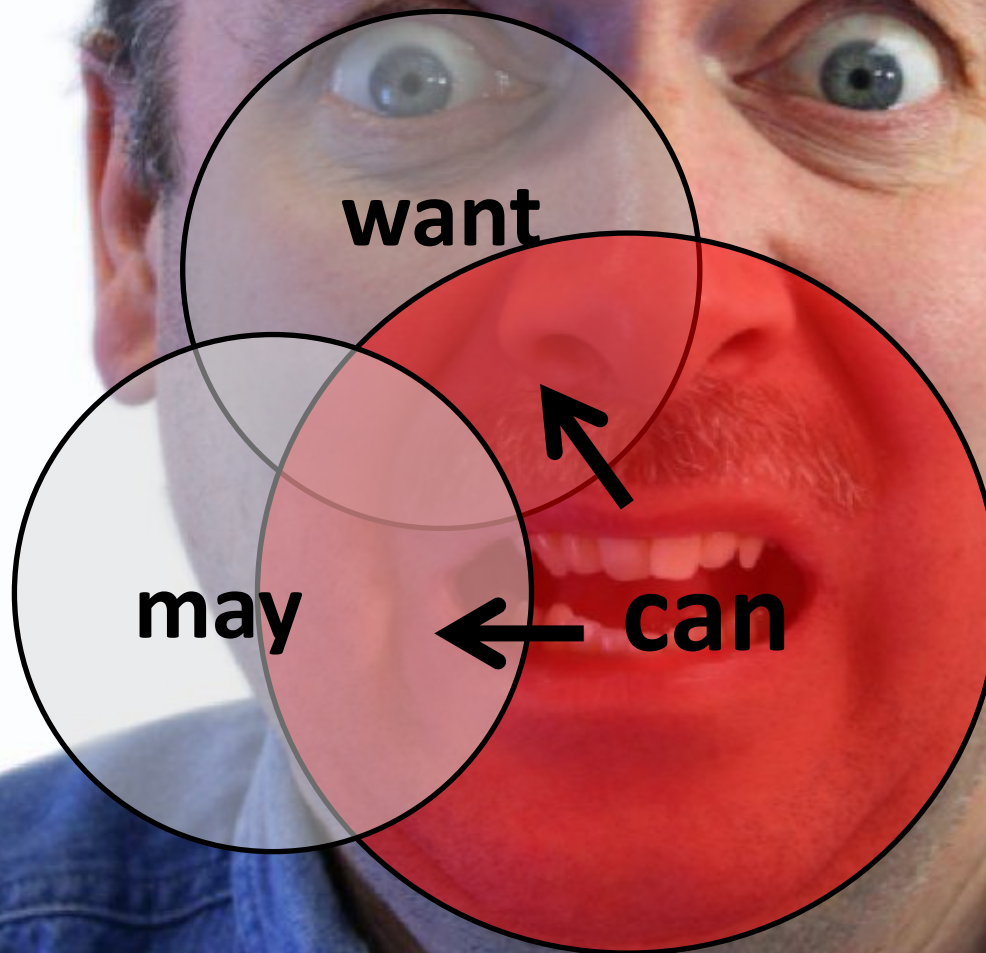
Characteristics of front-runners

→ 'want' more important than 'can' and 'may'

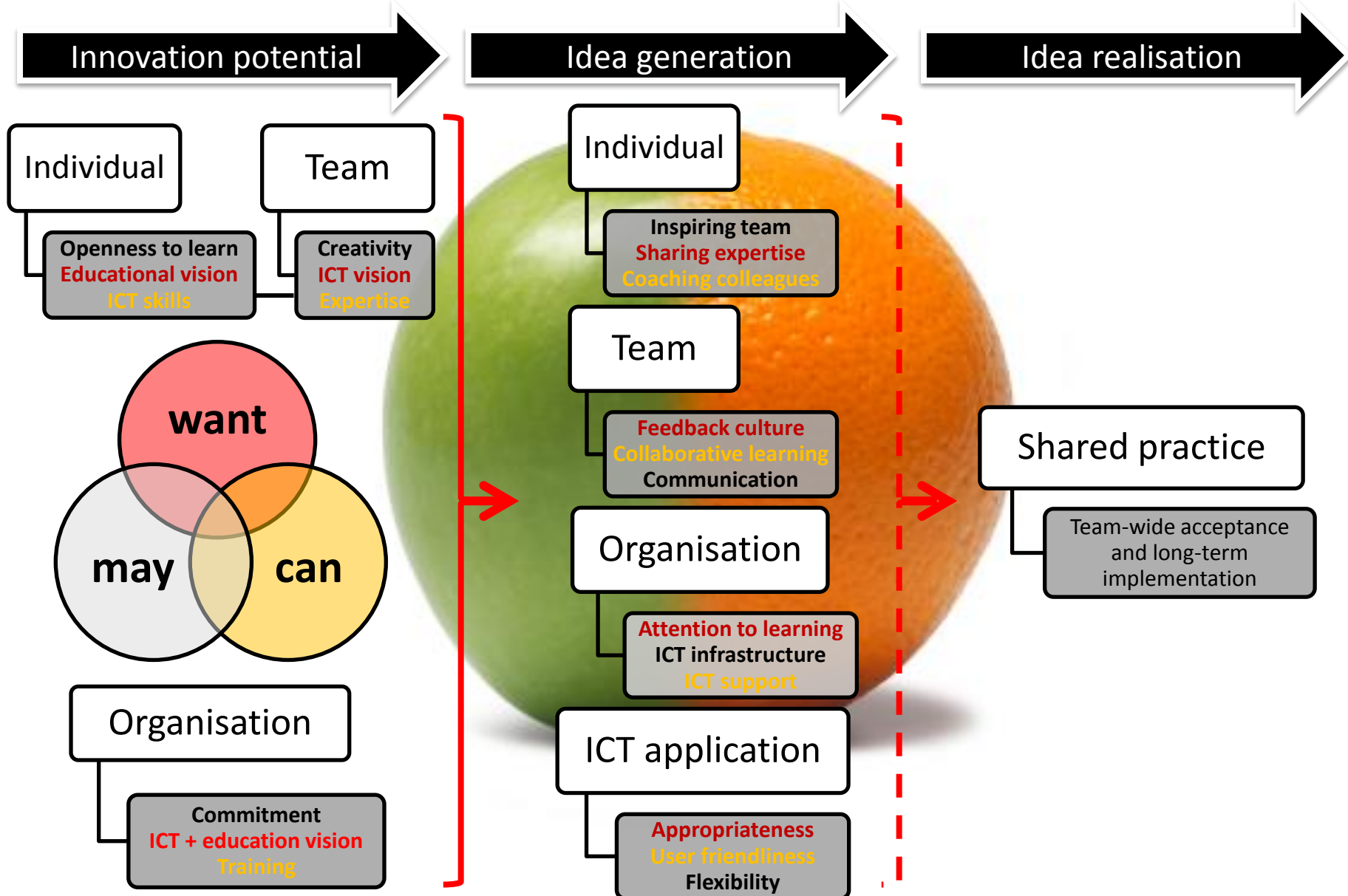


Characteristics of [later] followers

→ 'can' more important than 'want' and 'may'



Reflection on 'ability to innovate'



Recommendations (studies 1 & 2)

- Bridge the gap between front-runners and followers
- Encourage experimenting and sharing experiences
- Strengthen vision development through learning
- Make development of ICT-competence compulsory
- Connect bottom-up approach with top-down policy

Discussion

→ A shared educational vision [and vision on the role of technology in teaching and learning] is conditional for developing and implementing 'innovative' practices.

→ Combining a bottom-up approach and a top-down approach [training/accountability] is conditional for developing the organization's 'ability to innovate'.

→ Followers [late adopters] can only be successfully linked to front-runners [early adopters] in teams with characteristics of 'professional learning communities'.