ANCHORING INNOVATION AND ENTREPRENEURSHIP IN THE PRACTICE OF HIGHER EDUCATION

A single case study from the BATCoM education at VIA

Ready To Rock Conference, January 2015, Karen HH Andersen, Architect, Senior Lecturer, VIA Horsens.
WHO AM I?

ARCHITECT TEACHING AT THE BATCoM EDUCATION SINCE 2009
VIA – CAMPUS HORSENS
(Bachelor of Architectural Technology, Communication and Management)

INVolVEMENT IN A 3-WEEK INNOVATION COURSE AS FACILITATOR AND PROJECT LEADER

EXPECTING MY THIRD CHILD IN MARCH 😊
3 WEEK INNOVATION COURSE INVOLVES 15 DIFFERENT EDUCATIONS AT VIA HORSENS (500 STUDENTS)
RESISTANCE!

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THE PROMOTING EDUCATOR STANDS ALONE

DESPITE ENCOURAGED BY POLITICAL AGENDAS, MODELS TO FOLLOW, CURRICULUM DESCRIPTIONS, YEARS OF EXPERIENCE

Okt. 2005
Dec. 2011
Okt. 2012
Maj 2013

Første tværprofessionelle Innovationsforløb
"Fleksible uddannelsesmuligheder i VIA"
"Rammepapir" om tværmoduler på VIA
Første afvikling af 3-ugers tværmodul

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RELEVANCE!

TO WHOM?

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UNDERSTANDING TERMS???
INTERVIEWS

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WHICH FACTORS INFLUENCE THE DEGREE OF IMPLEMENTATION OF INNOVATION AND ENTREPRENEURSHIP IN THE INDIVIDUAL LECTURERS’ DAILY TEACHING?

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FINDING PATTERNS

DANISH ≫ INTERNATIONAL
FIRST SEMESTERS ≫ LATE SEMESTERS
FACILITATOR ≫ NO FACILITATOR
EXPERINCE EXPERINCE
JUNIOR LECTURER ≫ SENIOR LECTURER

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FINDINGS:

Expressing understanding, relevance and involvement of concepts:

<table>
<thead>
<tr>
<th></th>
<th>High degree</th>
<th>Some degree</th>
<th>Limited degree</th>
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<tr>
<td>Expressing great understanding of concepts</td>
<td>AAA BB</td>
<td>BBB</td>
<td>EEEE</td>
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<tr>
<td>Expressing relevance to own practice (congruence)</td>
<td>AAA</td>
<td>BBB BBB B B</td>
<td>EEEE</td>
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<tr>
<td>Expressing involvement of concepts in own daily practice</td>
<td>AAA BB</td>
<td>BB</td>
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A  ARCHITECT
B  CONSTRUCTION ARCHITECT
C  ENGINEER

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FINDINGS

ARCHITECT >> CONSTRUCTION ARCHITECT >> ENGINEER

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CONGRUENCE BETWEEN PROFESSION AND TERMS

LEAD TO AN EXPERIENCE OF GREATER RELEVANCE FOR THE INDIVIDUAL EDUCATOR

AND THESE EDUCATORS NATURALLY INTEGRATE THE TERMS IN DAILY TEACHING

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TEACHER CHANGE – CHANGE CONTENT IN TEACHING

REQUIRES STAFF DEVELOPMENT

Model from T.R Guskey 1989

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GUIDING PRINCIPLES FOR ACHIEVING IMPROVEMENT:

1) Staff developers must see change as gradual, difficult, risky for the individual teacher and must therefore be approached incrementally – “think big and start small”

2) Teachers must see the effects of these changes on student learning to get direct evidence of the results of their efforts

3) Continued support and follow-up after initial training is essential

Model from T.R Guskey 1989

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MASTERY LEARNING IS SUGGESTED:

“Mastery learning may be the key that opens up to work strategically with learning and training - so the organization is able to adapt to changing conditions and challenges”

(Tanggaard and Juelsbo, 2014)
CONCLUSION

- TEACHING INNOVATION AND ENTREPRENEURSHIP IN SEPERATE COURSES IS NOT SUFFICIENT

- EDUCATORS NEED INFORMATION AND TRAINING TO WORK WITH THE TERMS

- EDUCATORS WHO EXPERIENCE CONGRUENCE AND RELEVANCE TO OWN PRACTICE CAN (EASILY) IMPLEMENT I&E

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IMPLICATIONS:

MANAGERS OF HIGHER EDUCATION MUST BE CONFRONTED WITH THE PARADOX OF EDUCATORS HAVING TO DEAL WITH CHANGE OF OUTCOME (TEACH I&E) WITHOUT GETTING TRAINING TO DO SO

THANKYOU FOR LISTENING 😊