

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)

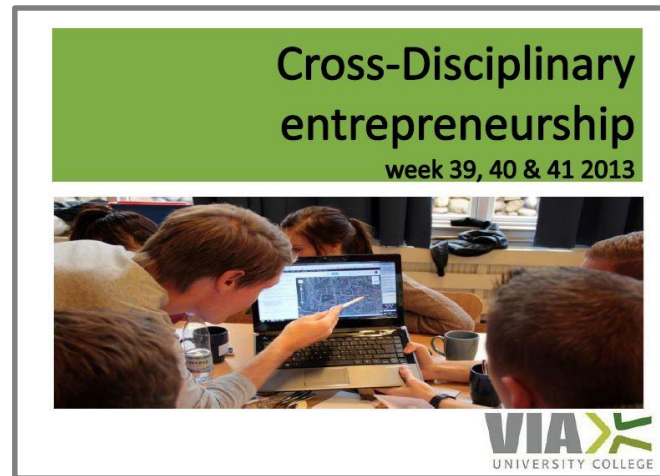
INVOLVEMENT IN A 3-WEEK INNOVATION
COURSE AS FACILITATOR AND PROJECT LEADER

EXPECTING MY THIRD CHILD IN MARCH 😊





3 WEEK INNOVATION COURSE INVOLVES 15 DIFFERENT EDUCATIONS AT VIA HORSENS (500 STUDENTS)



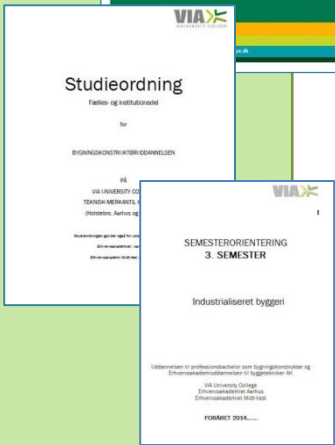
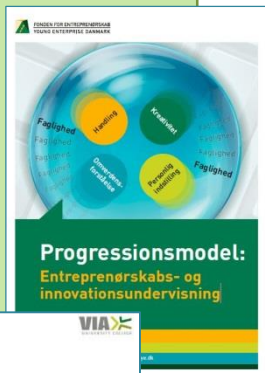
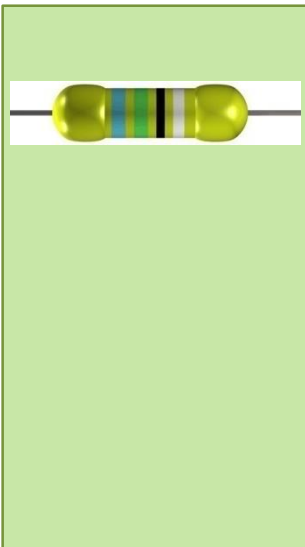
Week 39
Home

Week 40
Out

Week 41
Home

RESISTANCE!





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



RELEVANCE!



TO WHOM?

UNDERSTANDING TERMS???



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

INTERVIEWS



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



FINDING PATTERNS



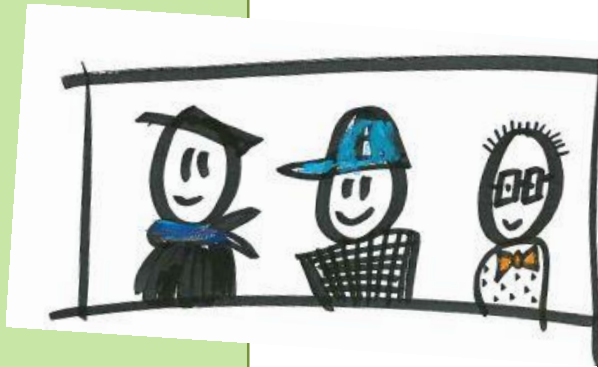
DANISH >< INTERNATIONAL
FIRST SEMESTERS >< LATE SEMESTERS
FACILITATOR >< NO FACILITATOR
EXPERINCE EXPERINCE
JUNIOR LECTURER >< SENIOR LECTURER



FINDINGS:

Expressing understanding, relevance and involvement of concepts:

	High degree	Some degree	Limited degree
Expressing great understanding of concepts	A A A B B	B B B	E E E E
Expressing relevance to own practice (congruence)	A A A	B B B B B	E E E E
Expressing involvement of concepts in own daily practice	A A A B B	B B	E E E E B B



A

ARCHITECT

B

CONSTRUCTION ARCHITECT

C

ENGINEER



FINDINGS



ARCHITECT >< CONSTRUCTION ARCHITECT >< ENGINEER

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

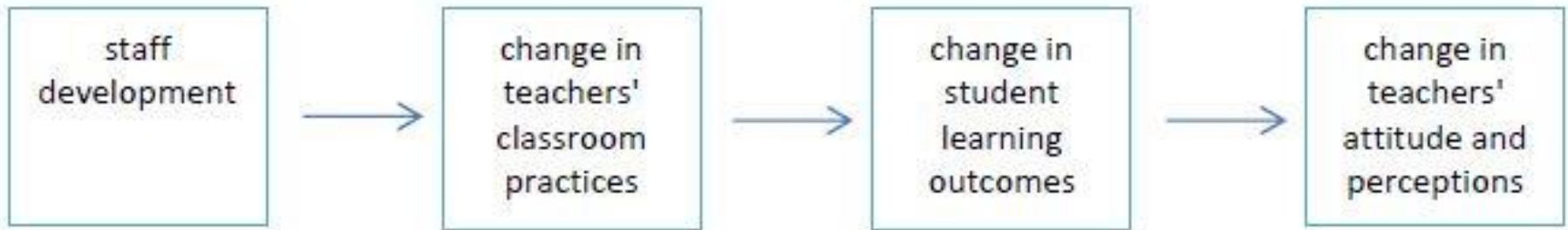
Congruence

Inside & outside must mirror each other



TEACHER CHANGE – CHANGE CONTENT IN TEACHING

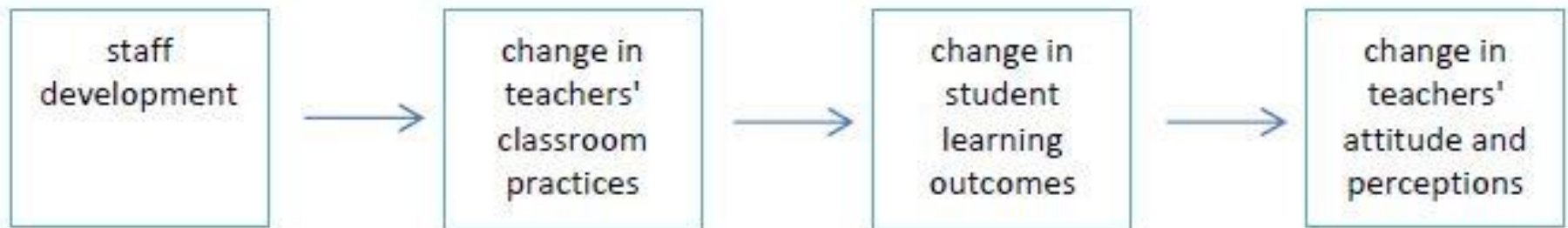
REQUIRES STAFF DEVELOPMENT



Model from T.R Guskey 1989

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

MASTERY LEARNING IS SUGGESTED:

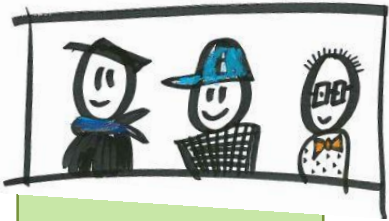
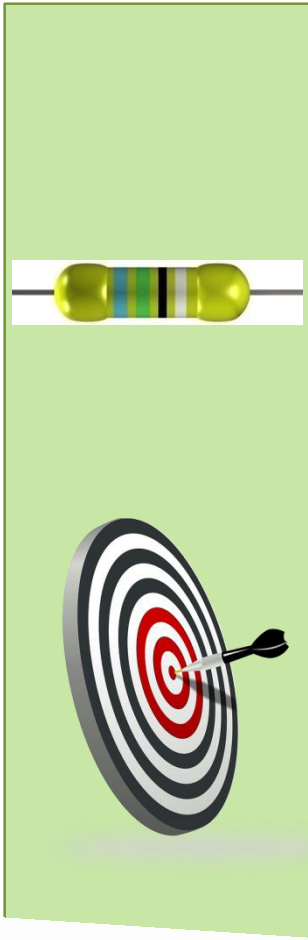
“Mastery learning may be the key that opens up to work strategically with learning and training - so the organization is able to adapt to changing conditions and challenges”

(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



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 😊