Accelerating Educational Change

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

Jos Fransen, Pieter Swager, Jeroen Bottema
Inholland Research Centre ‘Teaching, Learning & Technology’
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
Experiences with, and appreciation of, innovative ICT use

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

Teacher’s innovation ability

Team’s innovation ability

Programme’s innovation ability

Student’s innovation ability

‘Trainees’ innovation ability

Institution’s innovation ability
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)

- 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]

Participants → participating teachers/students + non-participating teachers

Transcripts of all voice recordings → analysis and interpretation of the data
The ‘ability to innovate’ model

Potential for innovation

Individual
- Openness to learn
- Educational vision
- ICT skills

Team
- Creativity ICT vision
- Expertise

want

may

can

Organisation
- Degree of commitment
- Education and ICT vision
- Training on the job

Generating ideas

Individual
- Inspiring team
- Sharing expertise
- Coaching colleagues

Team
- Feedback culture
- Collaborative learning
- Communication

Organisation
- Focus on teaching
- ICT infrastructure
- ICT support

Applying ICT
- Appropriateness
- User friendly
- Flexibility

Achieving ideas

Shared practice
- Team-wide acceptance
- Long-term implementation
## Sub conclusions (study 1)

<table>
<thead>
<tr>
<th>Group</th>
<th>Sub conclusions</th>
</tr>
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</table>
| **Teachers**   | - 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  
                  - 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  
                  - 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 |
| **Students**   |                                                                                                                                                  |
| **[active]**   |                                                                                                                                                  |
| **Teachers**   |                                                                                                                                                  |
| **[other]**    |                                                                                                                                                  |
### Final conclusions

<table>
<thead>
<tr>
<th>Factor</th>
<th>Relationship to ‘ability to innovate’</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time to learn</td>
<td>Conditional for a successful innovation process</td>
</tr>
<tr>
<td>ICT vision</td>
<td>No shared vision on the educational use of ICT</td>
</tr>
<tr>
<td>Leadership style</td>
<td>Committed to innovation + investment focused</td>
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<tr>
<td>ICT characteristics</td>
<td>ICT must contribute to achieve educational goals</td>
</tr>
<tr>
<td>Infrastructure</td>
<td>Pedagogical - and technical support are needed</td>
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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’

Innovation potential

- Individual
  - Openness to learn
  - Educational vision
  - ICT skills
- Team
  - Creativity
  - ICT vision
  - Expertise

Idea generation

- Individual
  - Inspiring team
  - Sharing expertise
  - Coaching colleagues
- Team
  - Feedback culture
  - Collaborative learning
  - Communication
- Organisation
  - Attention to learning
  - ICT infrastructure
  - ICT support
- ICT application
  - Appropriateness
  - User friendliness
  - Flexibility

Idea realisation

- Shared practice
  - Team-wide acceptance
  - and long-term implementation

Want, May, Can

- Organisation
  - Commitment
  - ICT + education vision
  - Training
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
→ 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’.

jos.fransen@inholland.nl