Innopeda® introduction

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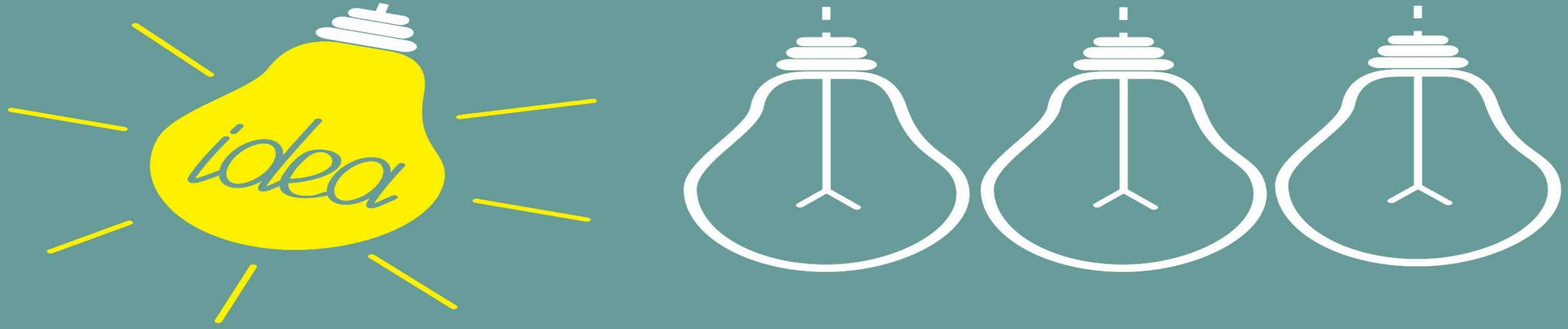

Liisa Kairisto-Mertanen

Dean, Turku University of Applied Sciences, Technology, environment and business

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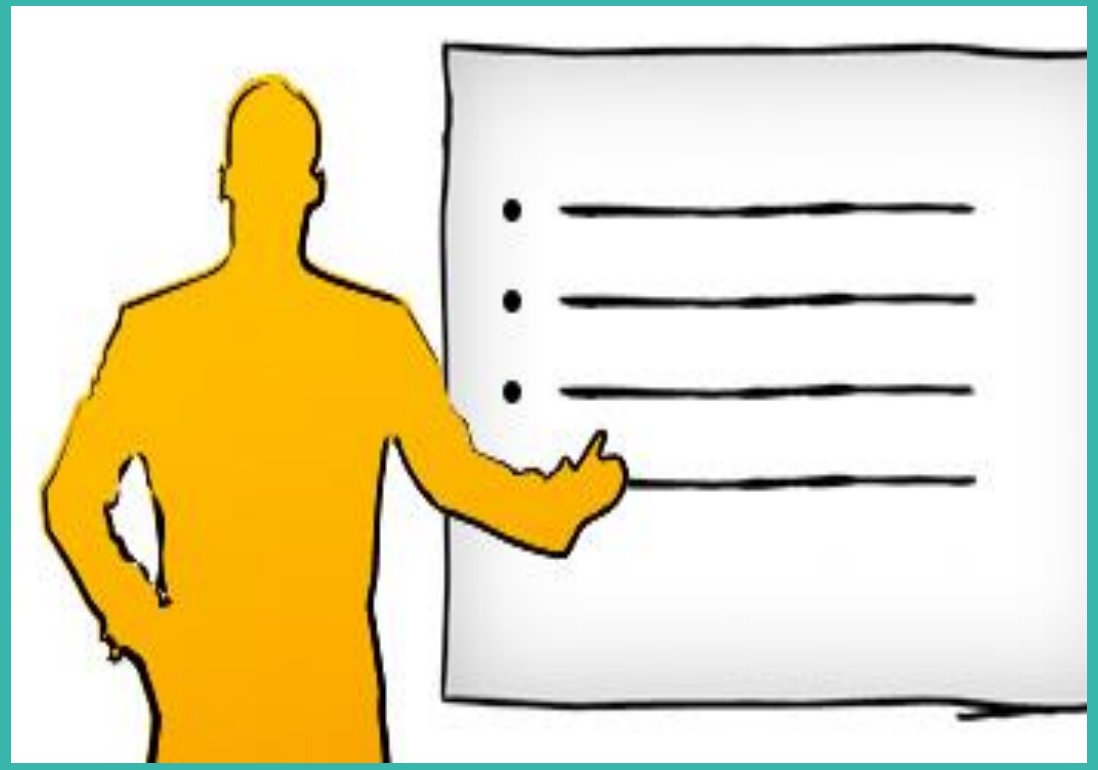
Outline of the presentation



- *Background*
- *Innovation pedagogy*
- *Innovation competencies*
- *Cornerstones*
- *The process of implementation*
- *Discussion*

Suomi on maailman vakain valtio.
The Fund for Peace, Fragile States Index 2016

Suomi on maailman turvallisin maa.
World Economic Forum, Travel and Tourism Competitiveness Report 2015: Finland

Suomessa on maailman paras hallinto.
Legatum Institute, The Legatum Prosperity Index 2016: Finland

Suomessa on maailman vähiten järjestäytynyttä rikollisuutta.
World Economic Forum, The Global Competitiveness Report 2016–2017: Organized crime

Suomessa on maailman riippumattomin oikeuslaitos.
World Economic Forum, The Global Competitiveness Report 2016–2017: Judicial independence

Suomessa on maailman paras lehdistönvapaus.
Reporters Without Borders, 2016 World Press Freedom Index

- Suomessa on eniten maailmassa
- inhimillistä pääomaa.
  World Economic Forum, The Human Capital Report: Human Capital Index 2016
- Suomen peruskoulutus on maailman parasta.
  World Economic Forum, The Global Competitiveness Report 2016-2017: Primary Education
- Suomi on OECD-maiden kärkimaa koulutuksessa.
  OECD, Better Life Index: Education
- Suomi on maailman lukutaitoisin maa.
  J. W. Miller ja M. C. McKenna, World Literacy: How Countries Rank and Why It Matters *(Routledge 2016)*
- Suomi on innovaatiovertailussa maailman kolmas.
  World Economic Forum, The Global Competitiveness Report 2016-2017: Innovation
- Suomessa on maailman toiseksi parhain korkeakouluista valmistuneiden luku- ja kirjoitustaito
  Education at a Glance 2016
- Suomessa juodaan eniten kahvia, *International*

Finland is number 1

The best country for mothers
Save the Children

The world´s strongest state
Fund for Peace

The country with most rally championships
World Rally Championship

**Helsinki –
The most honest city in the world**
Reader's Digest

The world's best junior ice hockey team 2014
International ice hockey federation

Europe's most forested country – about 70% of Finland is covered with trees
Food and Agriculture Organization

World's least failed state 2013
The Fund for Peace

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There are going to be big changes in the way we work.

Are the universities prepared?

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Is higher education producing Competences that really matter?

Future work skills 2020

By Institute for the Future for
the University of Phoenix Research Institute

The report presents:

- 6 drivers of change, disruptive forces that change how work is done in the future
- Based on there 10 skills which are believed to be cricital for success in workplace

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10 skills critical for success in the forkforce by year 2020

1 SENSE-MAKING

DEFINITION: *ability to determine the deeper meaning or significance of what is being expressed*

2 SOCIAL INTELLIGENCE

DEFINITION: *ability to connect to others in a deep and direct way, to sense and stimulate reactions and desired interactions*

3 NOVEL & ADAPTIVE THINKING

DEFINITION: *proficiency at thinking and coming up with solutions and responses beyond that which is rote or rule-based*

4 CROSS-CULTURAL COMPETENCY

DEFINITION: *ability to operate in different cultural settings*

5 COMPUTATIONAL THINKING

DEFINITION: *ability to translate vast amounts of data into abstract concepts and to understand data-based reasoning*

6 NEW-MEDIA LITERACY

DEFINITION: *ability to critically assess and develop content that uses new media forms, and to leverage these media for persuasive communication*

7 TRANSDISCIPLINARITY

DEFINITION: *literacy in and ability to understand concepts across multiple disciplines*

8 DESIGN MINDSET

DEFINITION: *ability to represent and develop tasks and work processes for desired outcomes*

9 COGNITIVE LOAD MANAGEMENT

10 VIRTUAL COLLABORATION

Source: http://www.iftf.org/futureworkskills/

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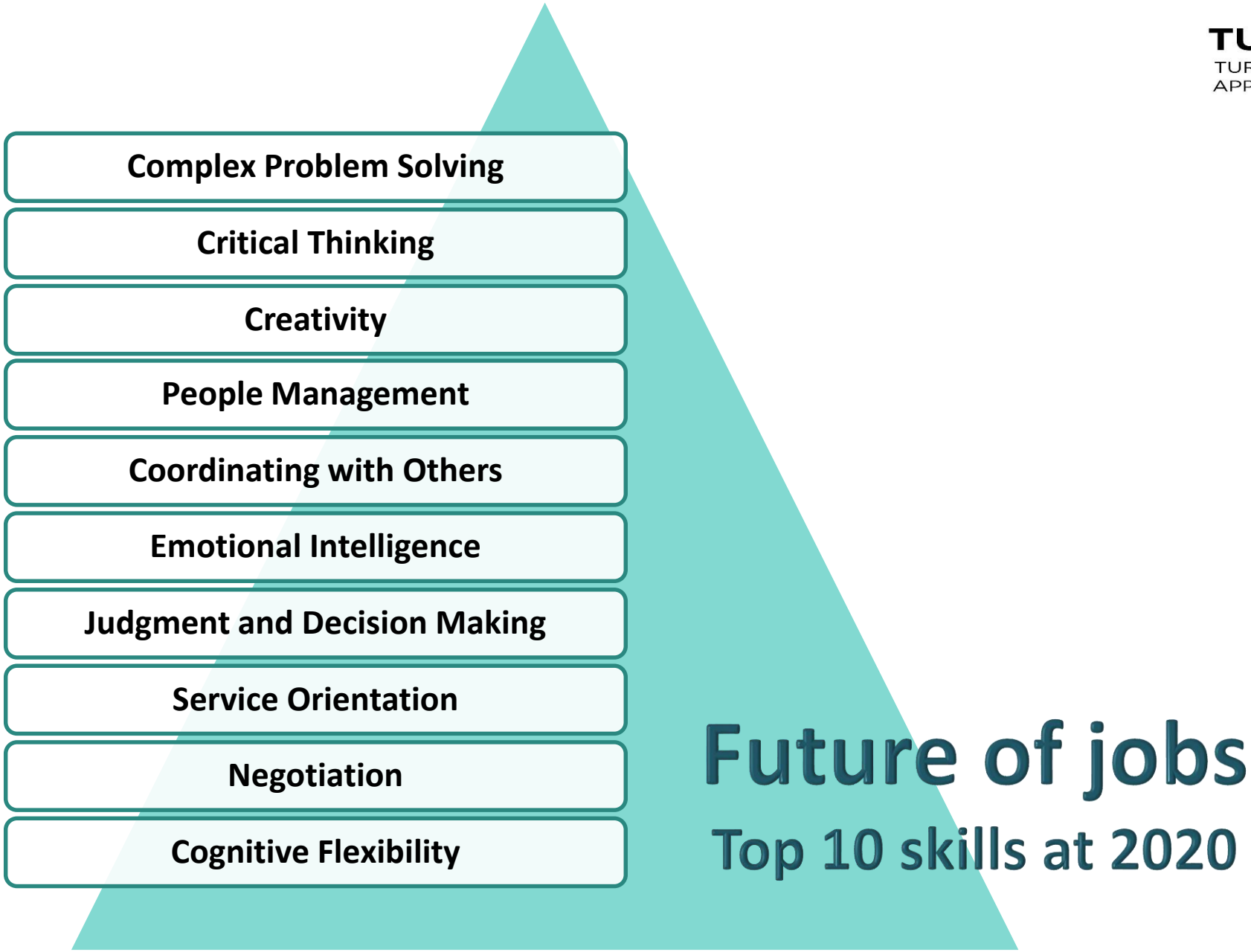

Future of jobs

Top 10 skills at 2020

Source: World Economic Forum (2016)

Innovations wanted!

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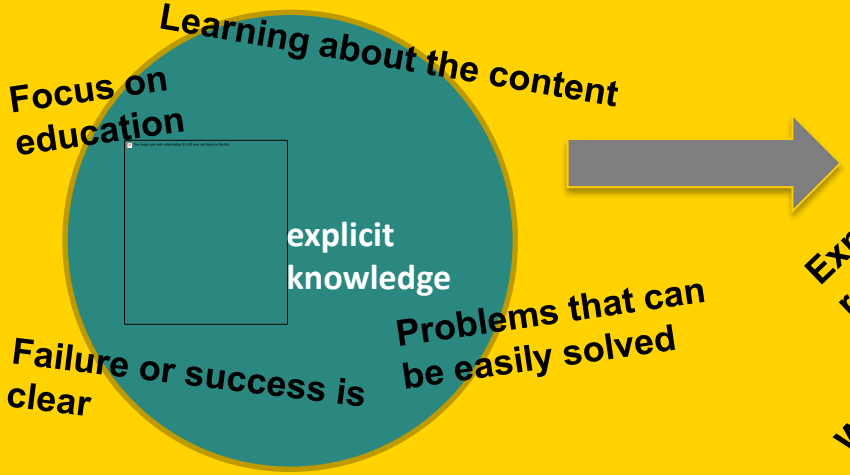
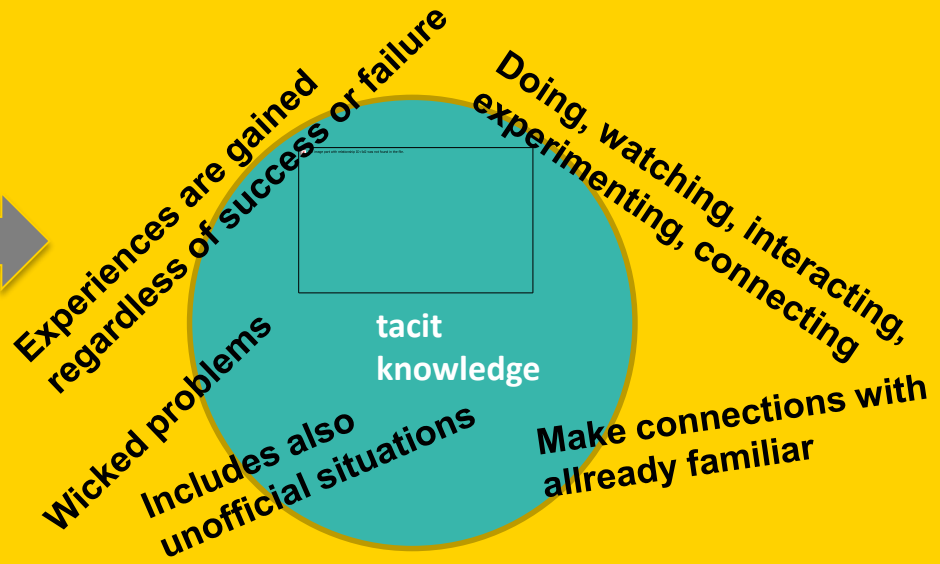
Change in education is a must

Traditional university pedagogy



Stable world

Innovation pedagogy



Constantly changing world

www.turkuamk.fi

Innovation?

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Utilized Competence-based Competitive Advantage

(Finnish Innovation Strategy 2008)

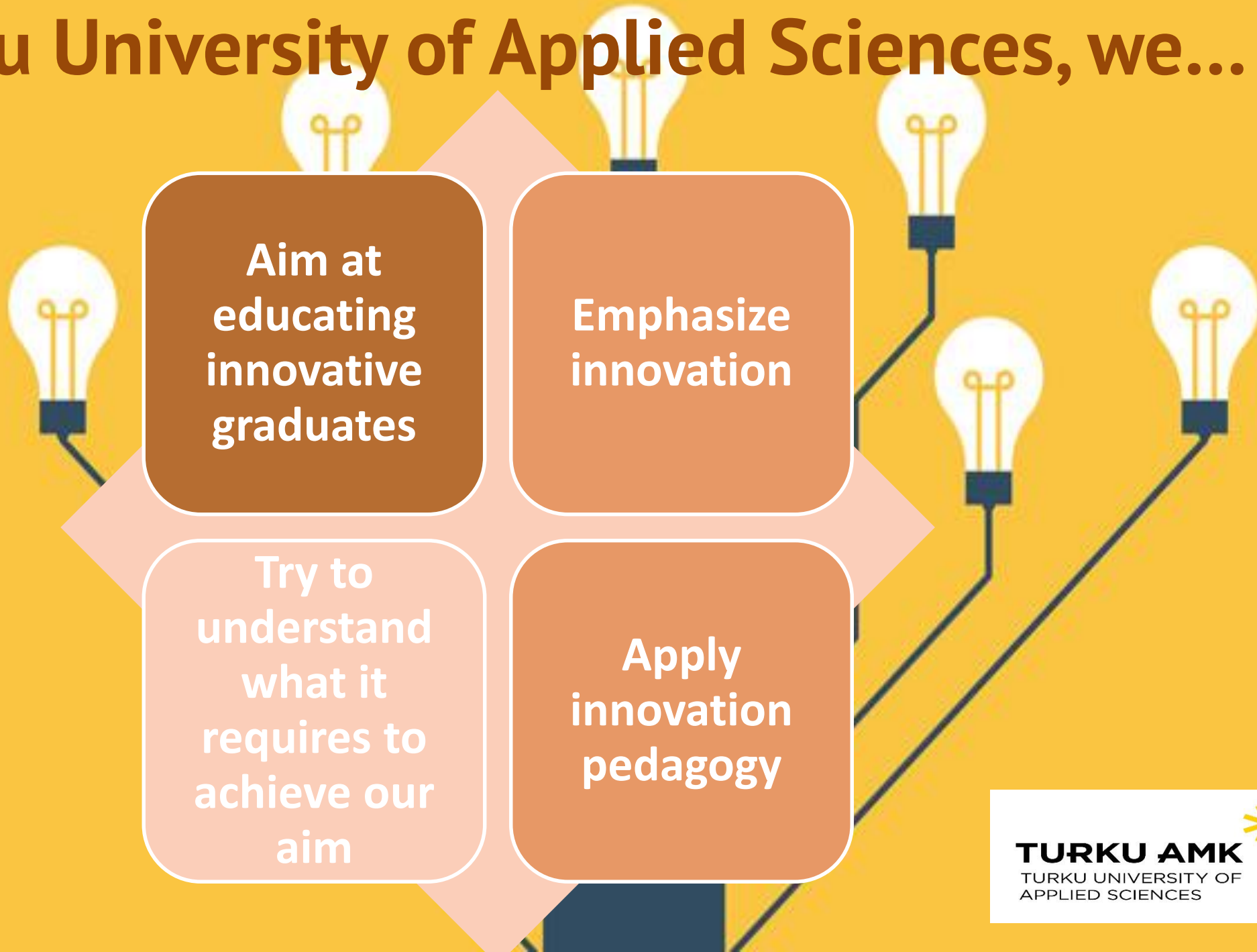
Innovation?

Utilized competence based competitive advantage
(Fi Innovation strategy 2008)

The process of constantly improving knowledge, which leads to new sustainable, ideas, products, further knowledge or other practices applicable in working life

Radical innovations create major disruptive changes whereas incremental innovation continuously advance the process of change
(Schumpeter 1942)

At Turku University of Applied Sciences, we...



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The innovation process

- understanding the problem
- ideation

- working together
- finding possible solutions

- testing
- implementing
- assessing

What are the *antecedents* of innovations: the innovation competencies ?

EUROPEAN COMMISSION

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Brussels, 30.5.2017
COM(2017) 247 final

COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS

on a renewed EU agenda for higher education

{SWD(2017) 164 final}

PRIORITIES FOR ACTION

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1. Tackling future skills mismatches and promoting excellence in skills development
2. Building inclusive and connected higher education systems
3. Ensuring higher education institutions contribute to innovation
4. Supporting effective and efficient higher education systems

Source: COM(2017) 247 final

PRIORITIES FOR ACTION

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EUROPEAN
COMMISSION

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CIENCES

Brussels, 30.5.2017
SWD(2017) 164 final

COMMISSION STAFF WORKING DOCUMENT
Accompanying the document

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions

A renewed EU agenda for higher education

{COM(2017) 247 final}

Innope

5.2 Promising approaches

5.2.1 Promoting entrepreneurship, creativity and innovation skills

76. Higher education institutions increasingly recognise that they must afford young minds the opportunity to develop skills that inspire, encourage and enable innovation. Although it is difficult to make explicit links between specific skills and innovation, there is a move towards rethinking education and training programmes to promote the combined skills of creative and critical thinking, entrepreneurship, problem-solving, risk-taking and resilience, management, communication, exploiting the results of research and independent analysis. Promoting, assessing and rewarding these skills sets in higher education, alongside acquisition of detailed subject knowledge, is one of the challenges faced by teaching staff across Europe.

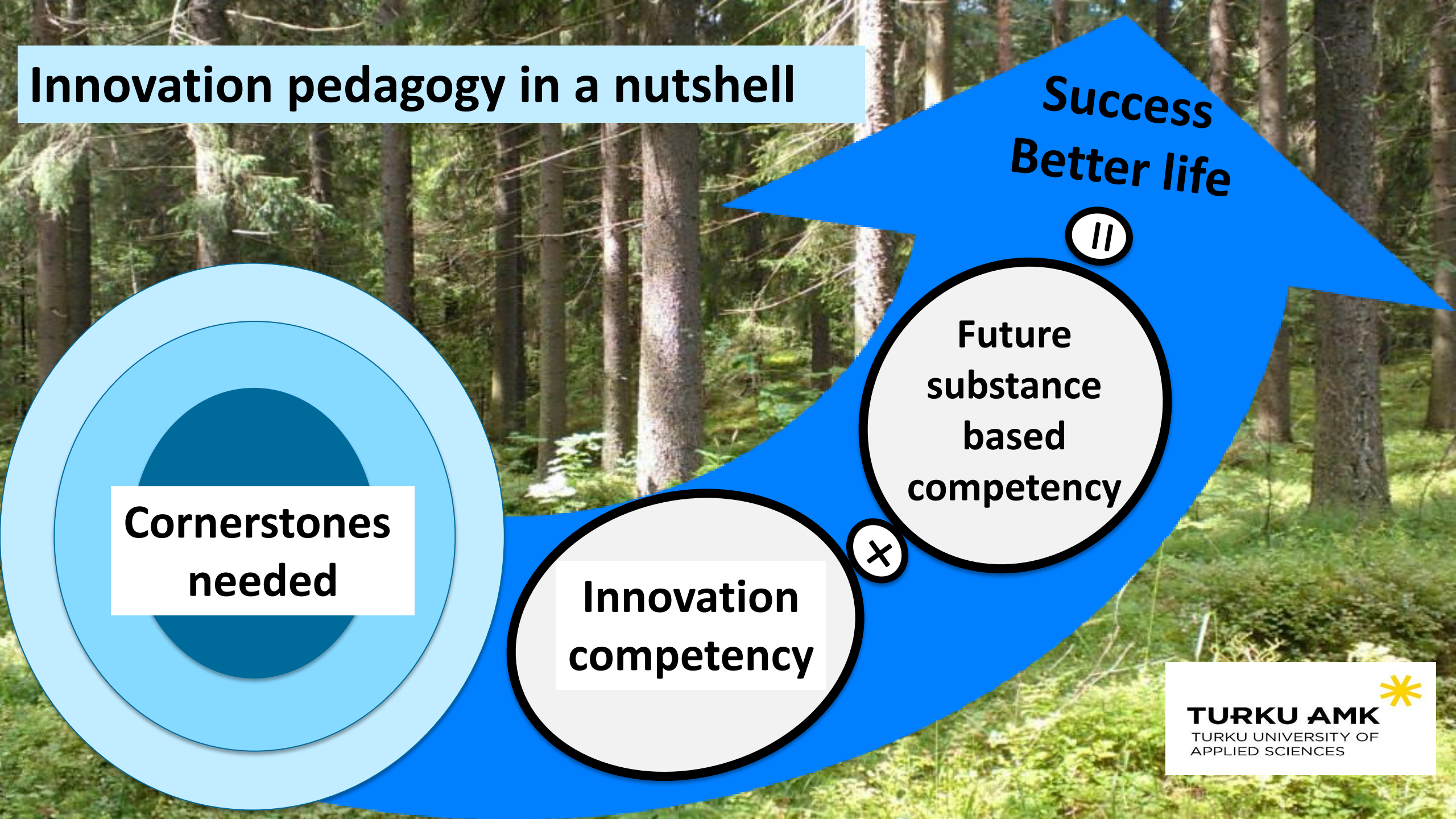
77. A step in this direction is the FINCODA project[77] led by Turku University of Applied Sciences that aims to develop a tool to assess students' 'innovation competences' during their studies and comprises a plan for training teachers to use the criteria. A further extension of FINCODA thinking is an initiative by the European Institute of Innovation and Technology's (EIT) Climate-KIC to develop a framework that defines essential innovation competencies and describes quality standards to develop and measure them respectively. This aims to create a pan-European standard for assessing innovation and entrepreneurship skills, with a focus on the climate change field[78].

FINCODA

At the core of this project is the development of the FINCODA Innovation Barometer Assessment Tool. This is a psychometric tool that measures individuals' capacity for innovation. It breaks innovation into five core areas and assesses the individual's capacity in each of these areas separately. The research underpinning this tool has been conducted by the FINCODA partners who as a whole bring together both the academic and industry innovation expertise from across Europe. The project will develop an online toolkit for behavioural assessment relating to innovation and a massive open online course (MOOC) related to behaviour assessment to disseminate the methods.

Source: FINCODA

Innovation pedagogy in a nutshell



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Hierarchy of pedagogical choices

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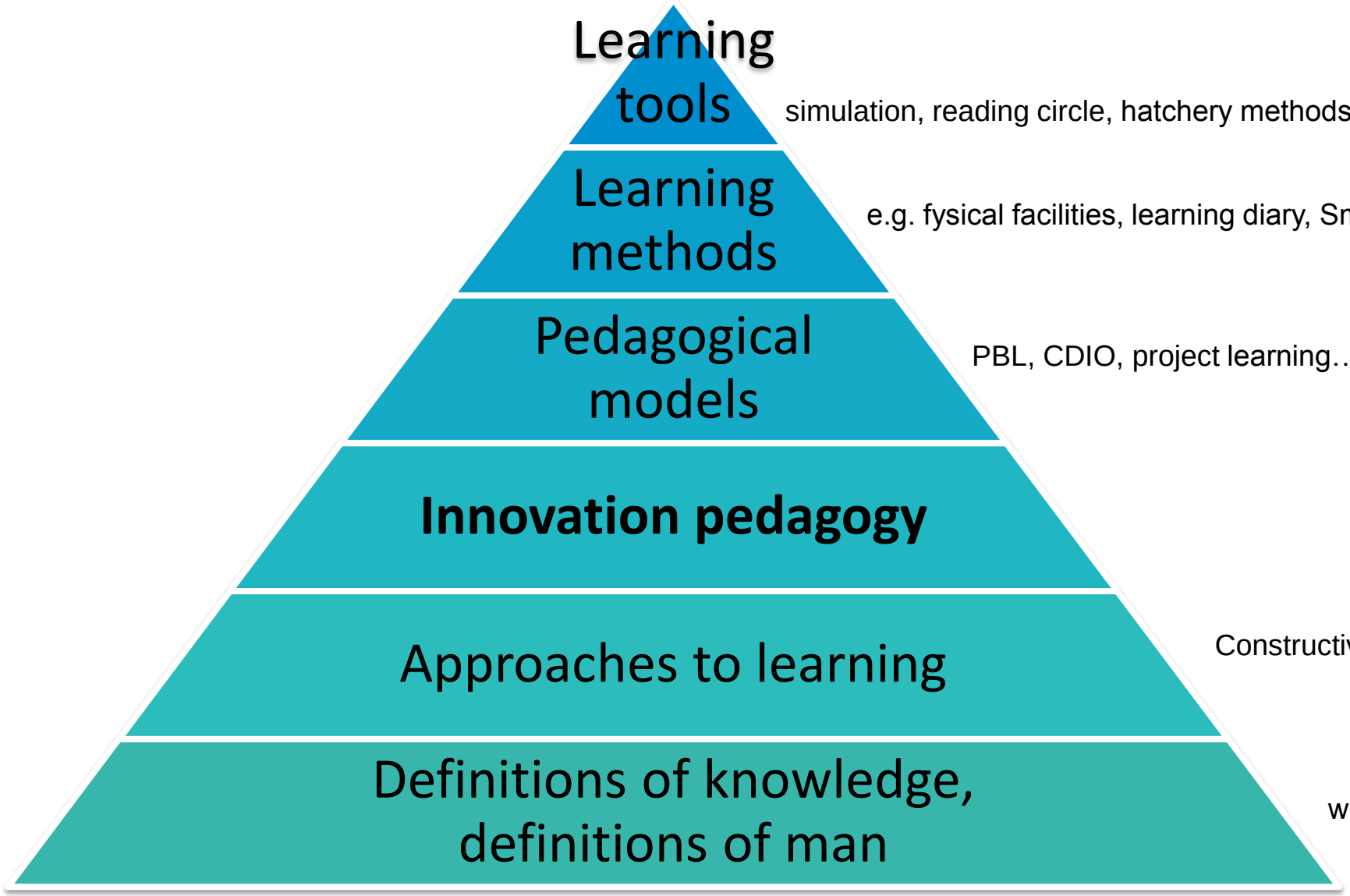


simulation, reading circle, hatchery methods, interactive lecture…

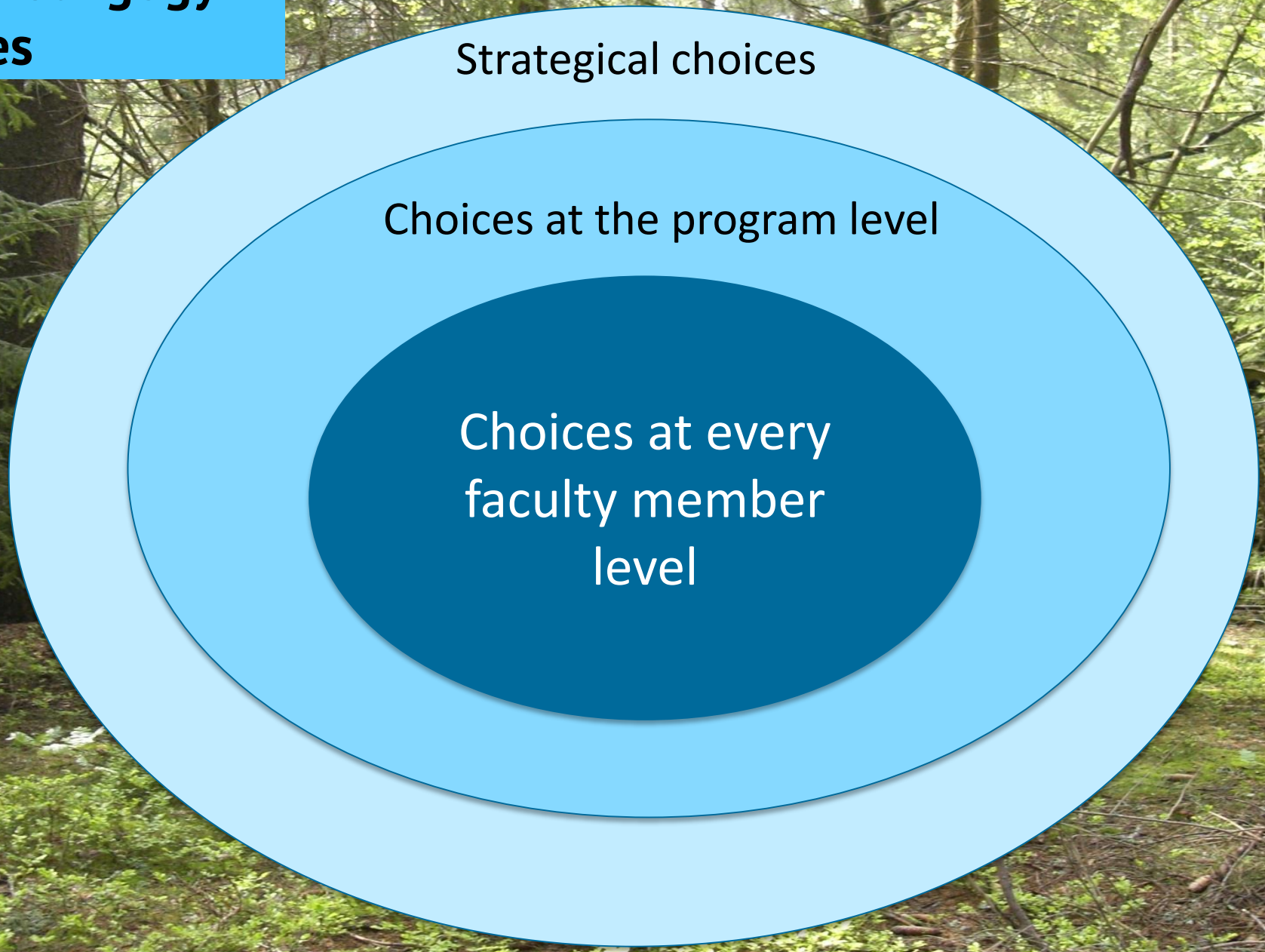
e.g. fysical facilities, learning diary, SmartBoard, labs, blogs, …

PBL, CDIO, project learning….

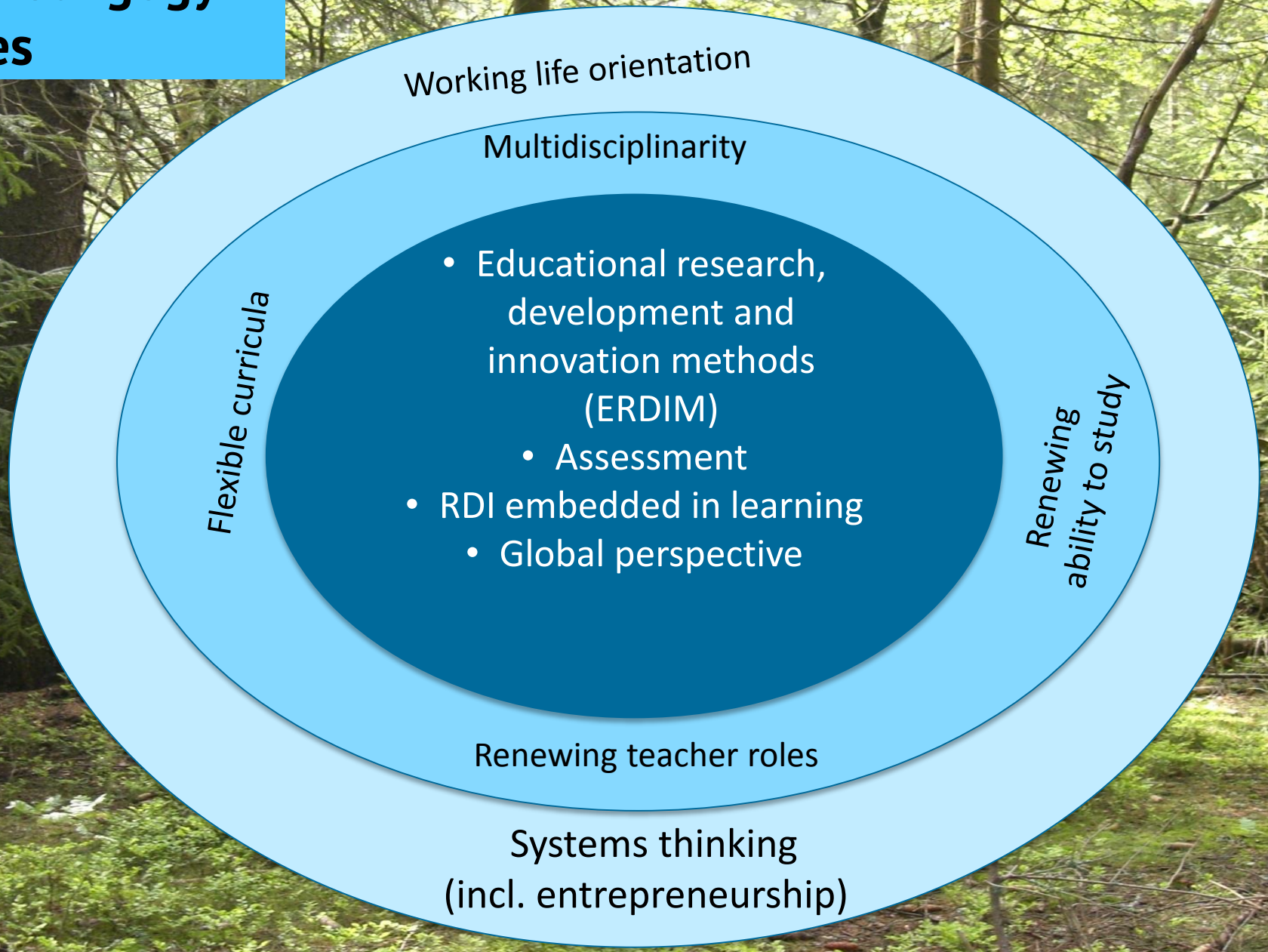
Constructivist, socio-constructivist, sociocultural…

widened knowledge concept, humanism…

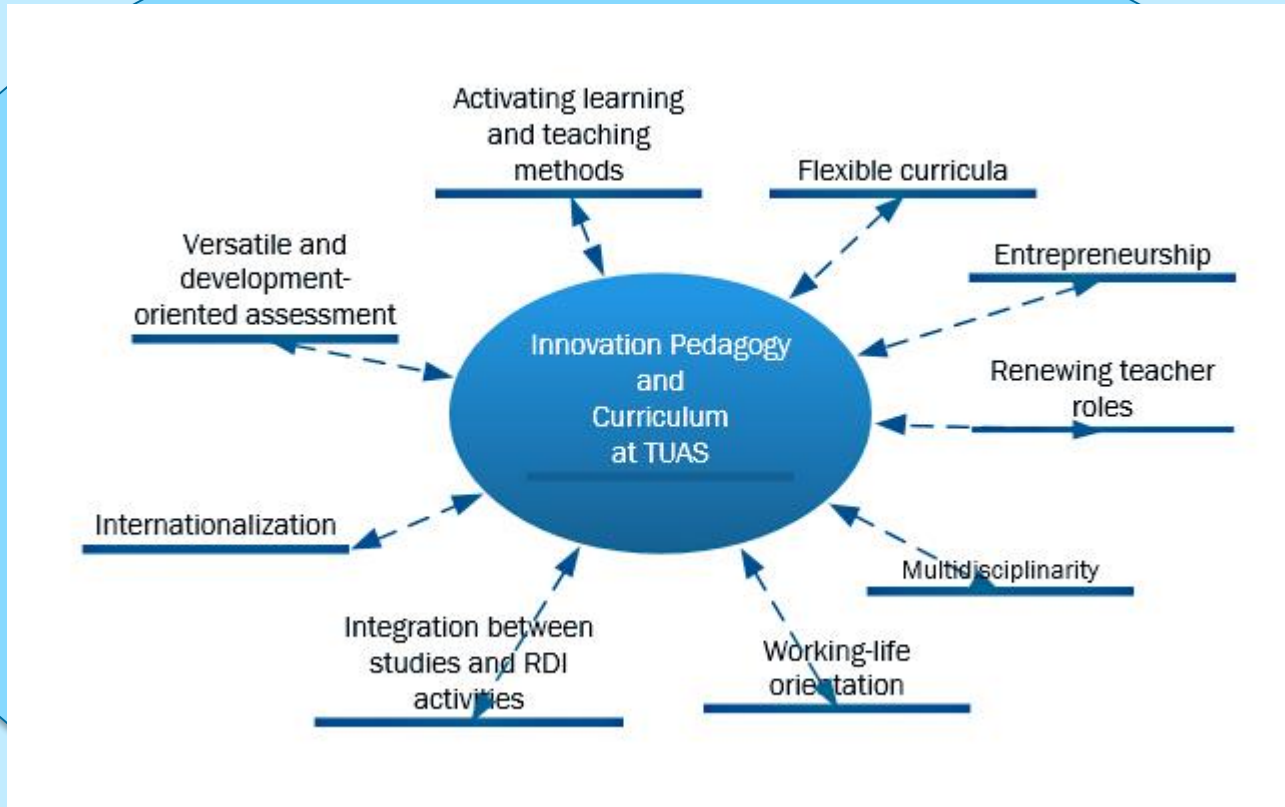
Innovation Pedagogy Cornerstones



Innovation Pedagogy Cornerstones



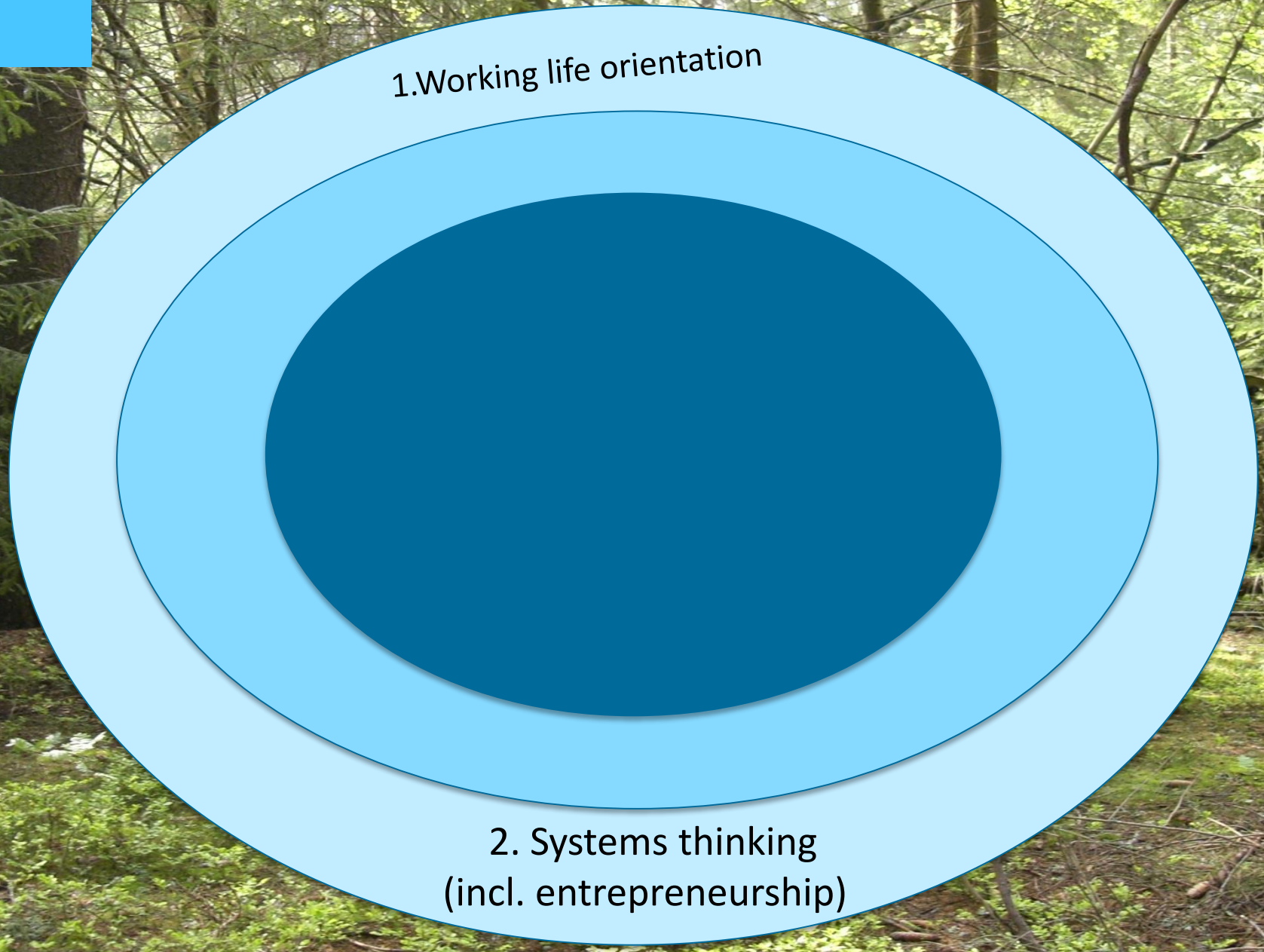
Cornerstones used at TUAS



Implementing necessary requirements

The whole education must be planned so that both innovation competencies and subject based competencies are reached

Cornerstones at strategy level



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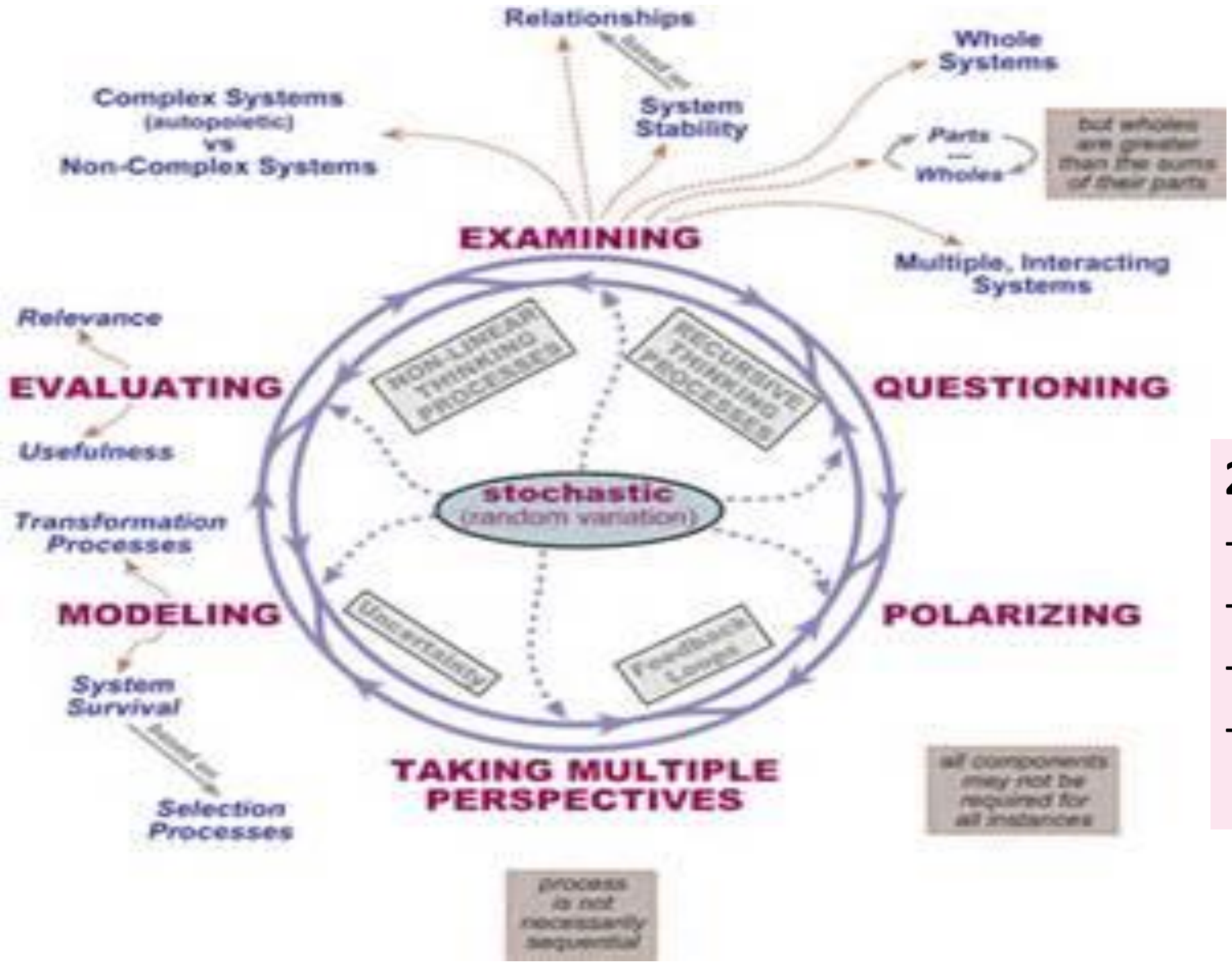
1.Working life orientation



2. Systems thinking

- positioning oneself
- global perspective
- entrepreneurship
- understanding the customer

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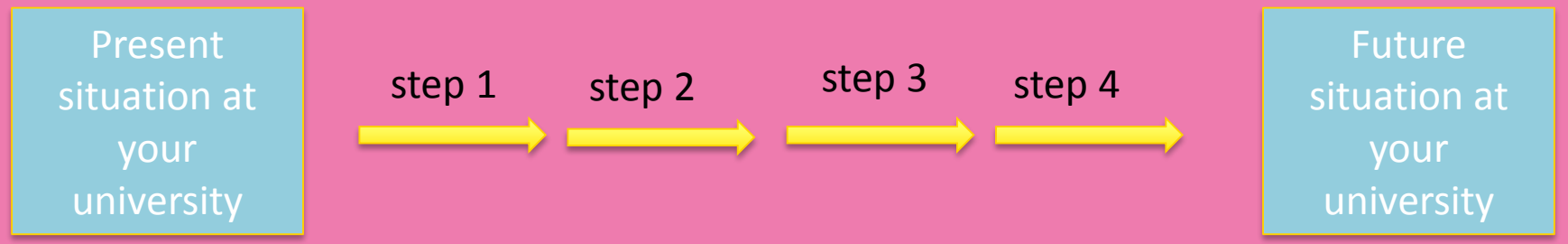
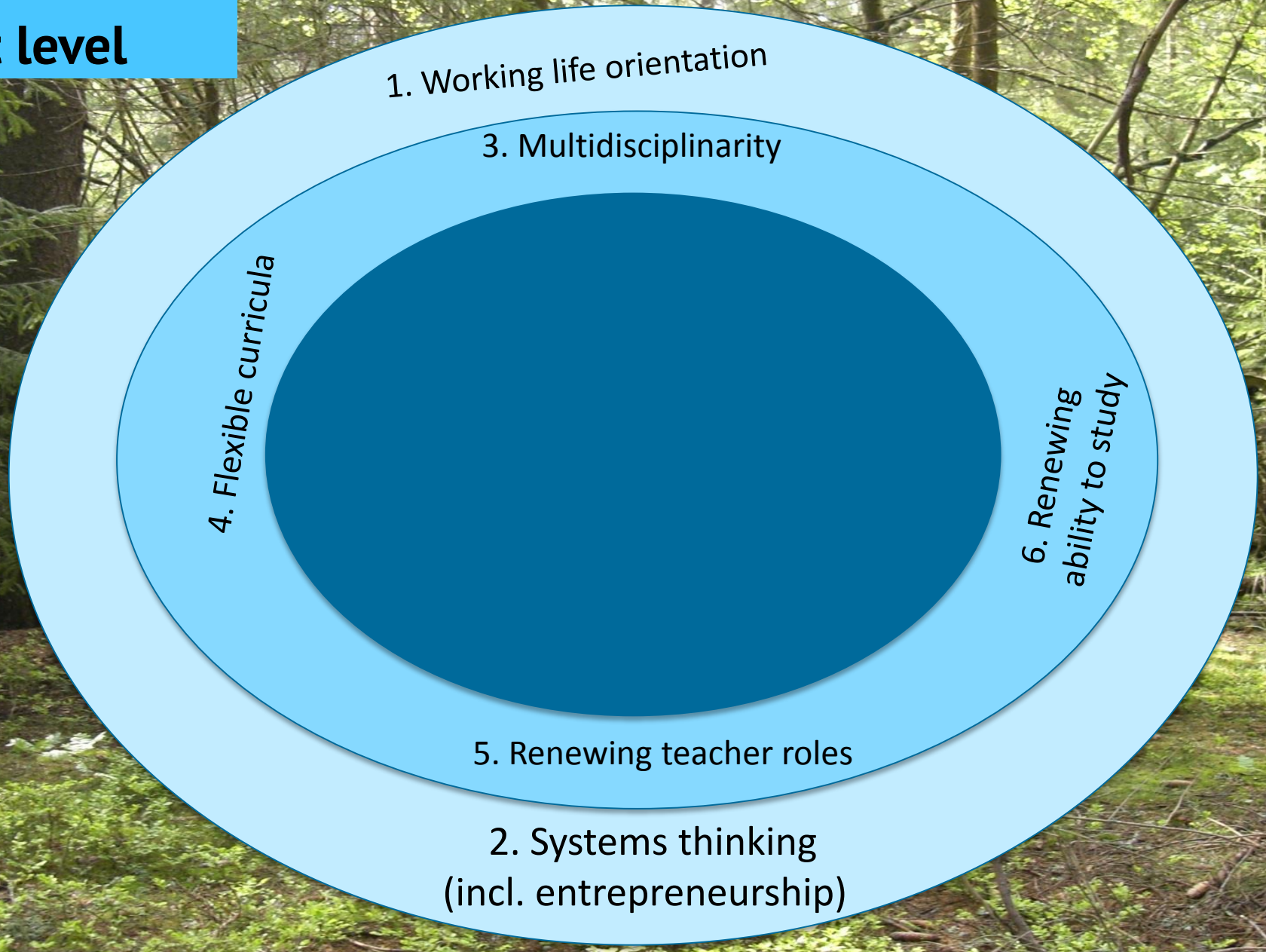
Group task, making the change 1

Working life orientation and systems thinking:

- **Current situation in your university? Is there a need for a change?**
- **How would you like to see the future?**
- **What kind of changes are needed?**
- **List first steps to take in your university?**



Cornerstones at department level



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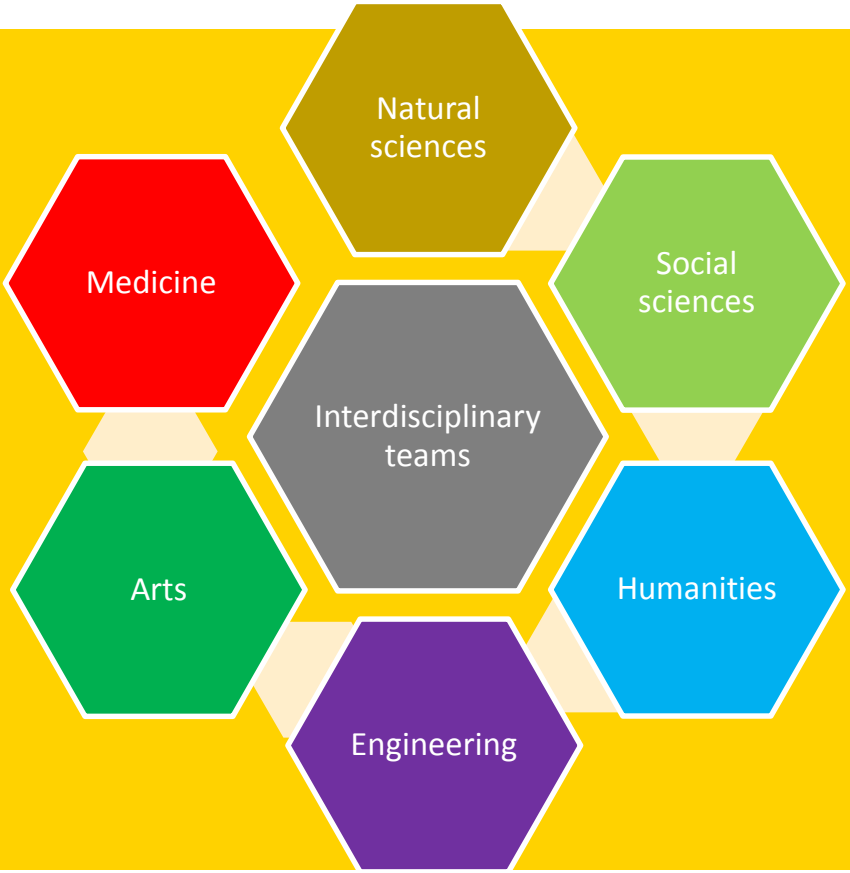
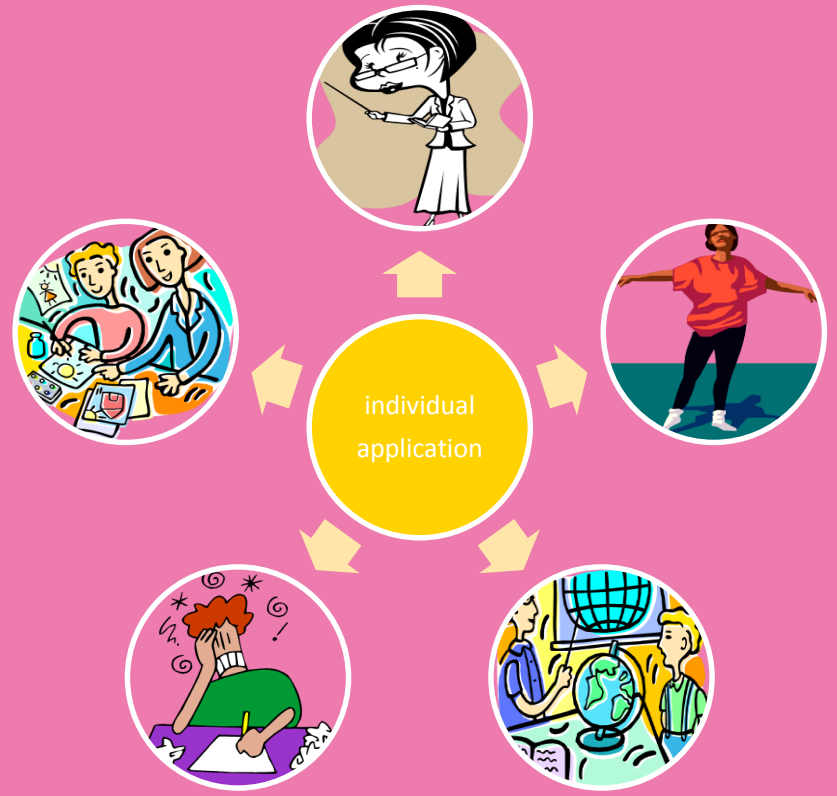
3. Multidisciplinarity

”We are not students of some subject matter but students of problems. And problems may cut right across the borders of any subject matter or discipline ”
Karl Popper



Multidisciplinarity is about boundary crossing

- **Boundary crossing theory focusses on the possibilities for making connections between different practices of which the boundaries are perceived as problematic (Engeström, 2014; Engeström et al.,1995).**
- **Boundaries are perceived to be socio-cultural differences leading to discontinuity in action or interaction (Akkerman & Bakker, 2011).**
- **Boundary crossing refers to a person's transitions and interactions across different positions and to efforts to accomplish or restore continuity in action or interaction between practices (Akkerman & Bakker, 2011; Suchman, 1993).**



Experiencing multidisciplinarity

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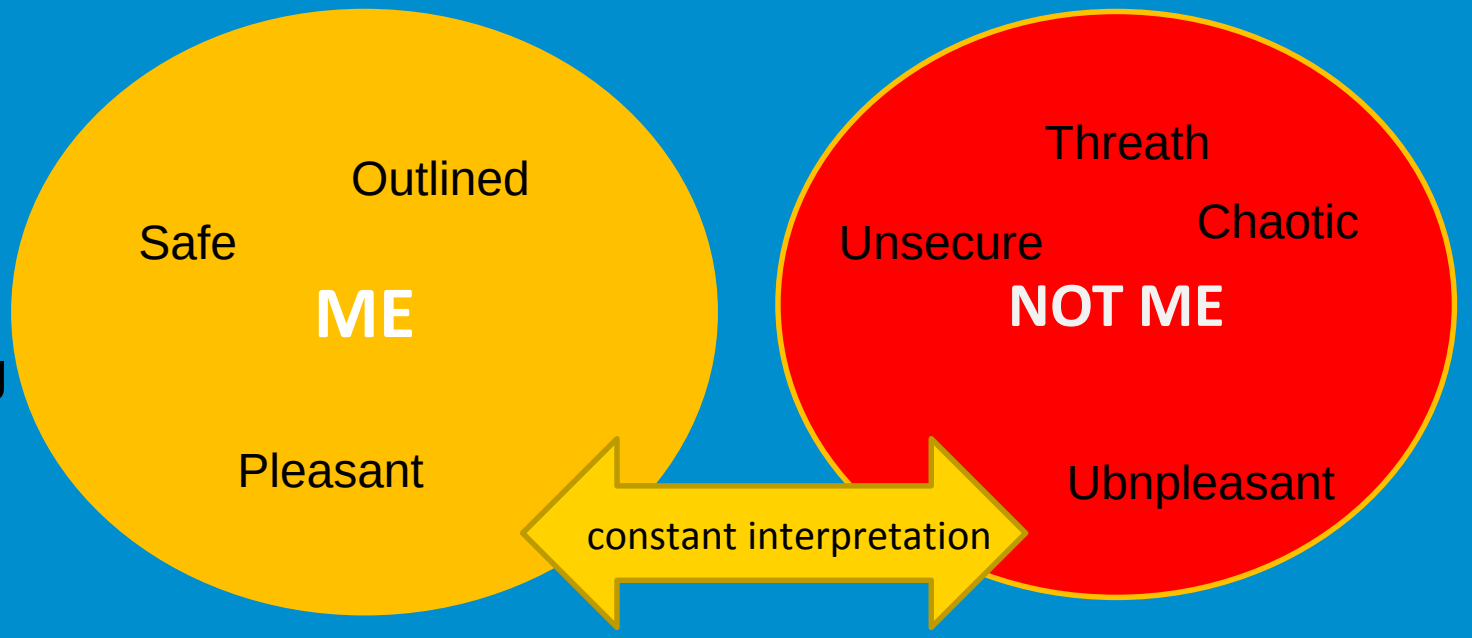
Stapley, Lionel (2005) Individuals, Groups, and Organizations Beneath the Surface : An Introduction

- We shape our world constantly to make it understandable and comprehensive
- It is done by categorizing
- We define ourselves by drawing boundaries
- Everything we understand as describing ourselves stays inside the boundaries



In our case we aimed to place our multidisciplinarity inside ME

4. Flexible curricula

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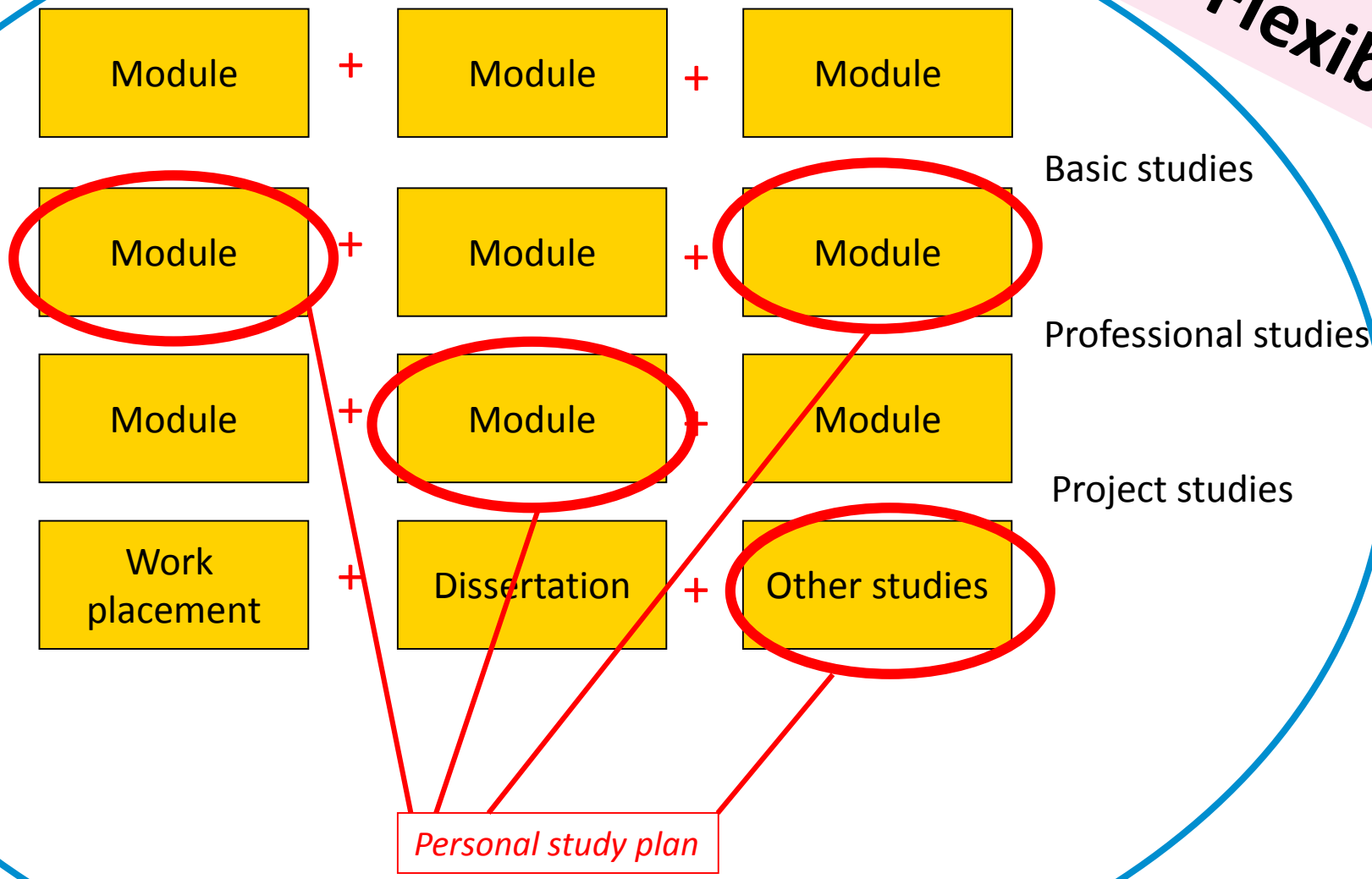

Degree 210 cr r 240 cr

5. Renewing teacher roles

“I am not a teacher, but an awakener”

Robert Frost

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6.Renewing ability to study

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Group questions

How do you support the student´s renewing ability to study?

What obstacles do you see in your country?

How could these obstacles be overcome, give practical examples.

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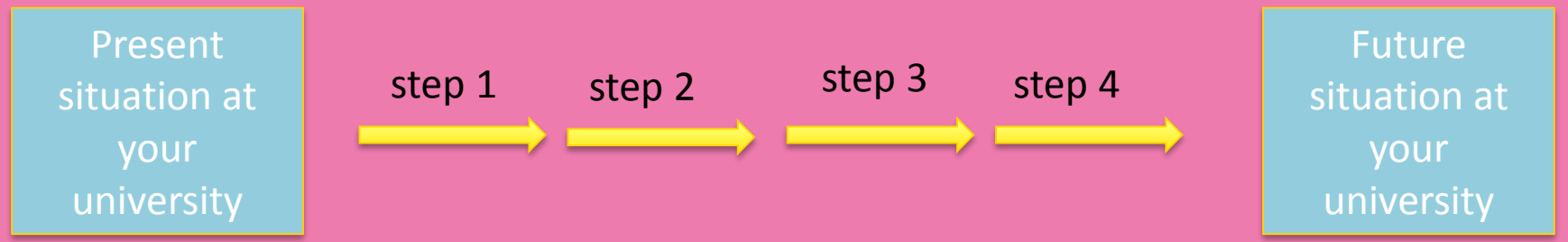
Group task, making the change 2

Flexible curricula, multidisciplinarity, renewing teacher and student roles:

- **Current situation in your university? Is there a need for a change?**
- **How would you like to see the future?**
- **What kind of changes are needed?**
- **List first steps to take in your university?**



Cornerstones at faculty level

7. ERDIM: In the university …

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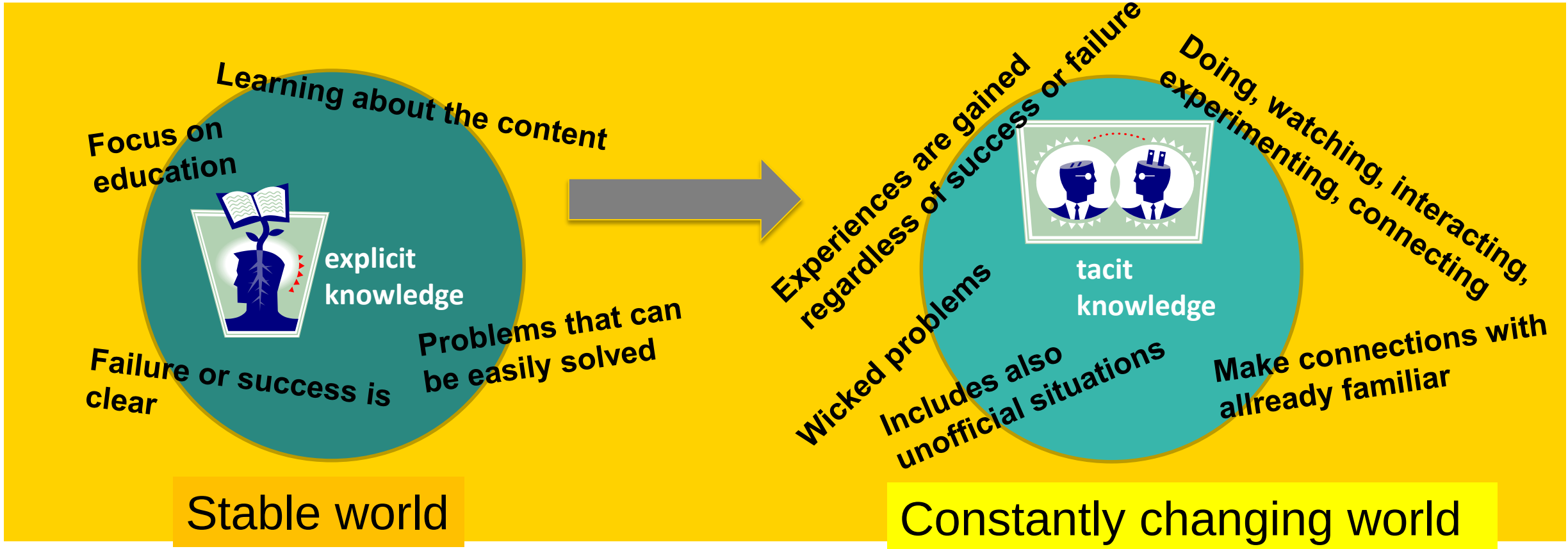
Traditional university pedagogy

Innovation pedagogy



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Group questions

How do you support the the renewing teacher roles?

What obstacles do you see in your country?

How could these obstacles be overcome, give practical examples.

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Exercise
Six thinking hats

Every hat denotes a different way of thinking

Participants adopt the role and thinking process relating to the hat they have been assigned

Expressing a variety of opinions and ideas is usually easier throught a character

White		Neutral Objective fact	What information is available? What information is needed?
Red		Emotion, intuition, hunches Can express opinions without factual basis	How do I feel about this?
Black		Critically-minded and cautious Attempts to identify risks and problems No emotional arguments	What are benefits and drawbacks of this proposal? What do I need to take into consideration?
Yellow		Positive and constructive attitude Considers the benefits to each solution No emotional arguments	What are the benefits? How can we achieve our goals?
Green		Brainstorming hat Creative and innovative Puts forward new ideas and possibilities	What other options and ideas are there? Could we do this differently?
Blue		Usually a leader Observes and forward plans the group's activities Provides summaries and conclusions	How do we approach this?

EXAMPLE SCENARIO 1

Brainstorming ideas for an event, possibly with a recycling theme: The aim is to generate ideas for campaigns, performances and other activities. Even the most off-the-wall ideas are welcome.

1. The instructor introduces the topic and the objectives. The instructor then provides the instructions and introduces the hats.
2. The group choose a secretary who will make a note of all ideas and comments.
3. The participants form a circle to ensure that everyone can see and hear each other.
4. The hats are passed around the group one colour at a time to ensure that everyone has time to contribute.
   - The white hat begins: What are the practicalities? *When, where, etc?*
   - The red hat: What kinds of responses or expectations does this event evoke? *Beardy weirdies, chilled out day...*
   - The green hat: brainstorming – the wilder the better. What could the event look like? *Concerts, arts workshops*... It is a good idea to dedicate more time to the green hat round than the others.
   - The black hat: critical evaluation of the ideas put forward and the event as a whole. *Not everyone enjoys loud background music, what if it rains...*
   - The yellow hat: a positive approach to all the ideas put forward and the event as a whole. What are the benefits of this? *You inspire people, the arts workshops are a great way to...*
5. Now, all the ideas are done trough and observations written down by the secretary. People responsible for organising the event analyse the results and use them to guide the event planning process.

Group work: Implementing ERDIM at your university

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Make six groups

Every group gets one hat

Work accordingly to the idea of the hat you represent

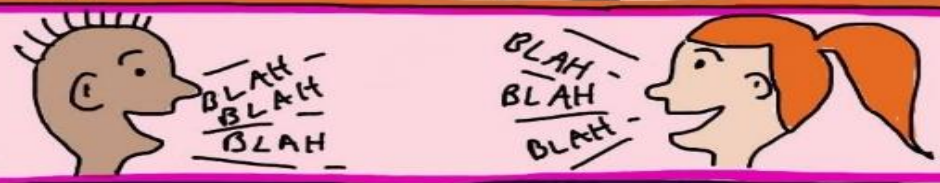
Write down the most important and interesting results of your group

Choose one person to present the results of the work in the group to the whole audience

What We Remember

We remember 90% of what we SAY and DO e.g. Doing a dramatic presentation, making a video, creating an animation, building a robot.

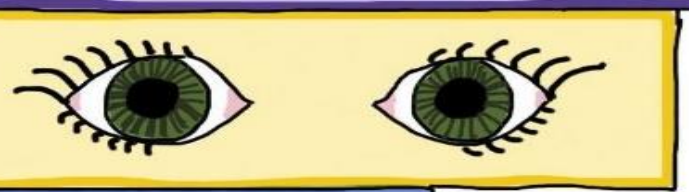
90% SAY + DO



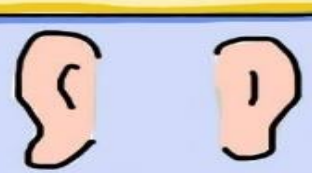
e.g. Participating in a discussion, creating a podcast.

We remember 70% of what we SAY.

We remember 50% of what we HEAR and SEE.
e.g. Watching a video, a presentation, a demonstration.



We remember 30% of what we SEE.
e.g. Looking at images in a book, a magazine, a website.



We remember 20% of what we HEAR.
e.g. Listening to a lecture, a podcast, a radio interview

We remember 10% of what we READ.
e.g. Reading a book, an article, a blogpost.

10% 20% 30% 50% 70% 90%

Based on the work of Edgar Dale

@sylviaduckworth

Study units: project hatchery and leading a team

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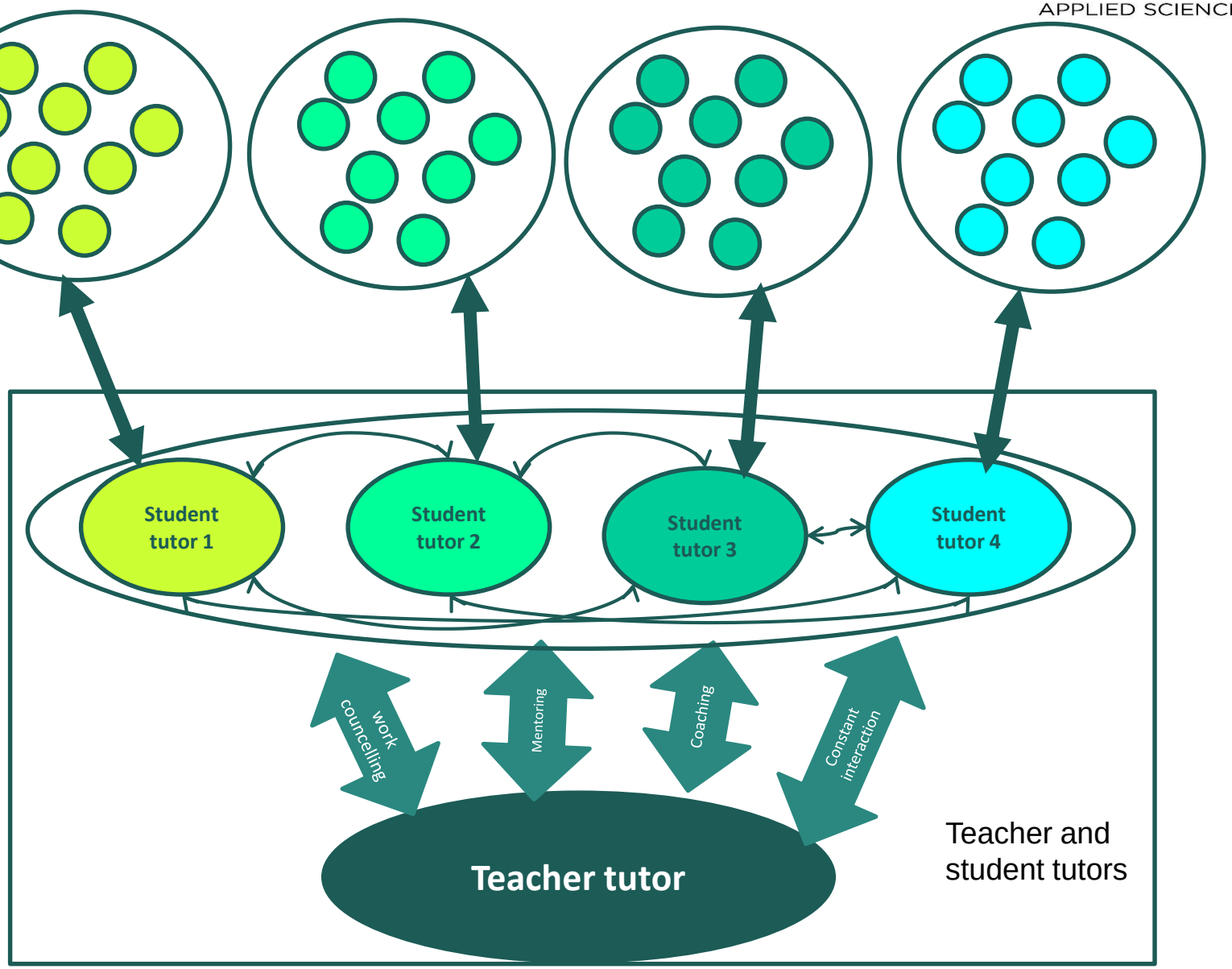
Project hatchery
5 cr

Leading a team
5 cr



ERDIM methods
(educational research, development and innovation methods)

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Flipped classroom

https://www.youtube.com/watch?v=oXPHN9gkWBk

8. Assessment

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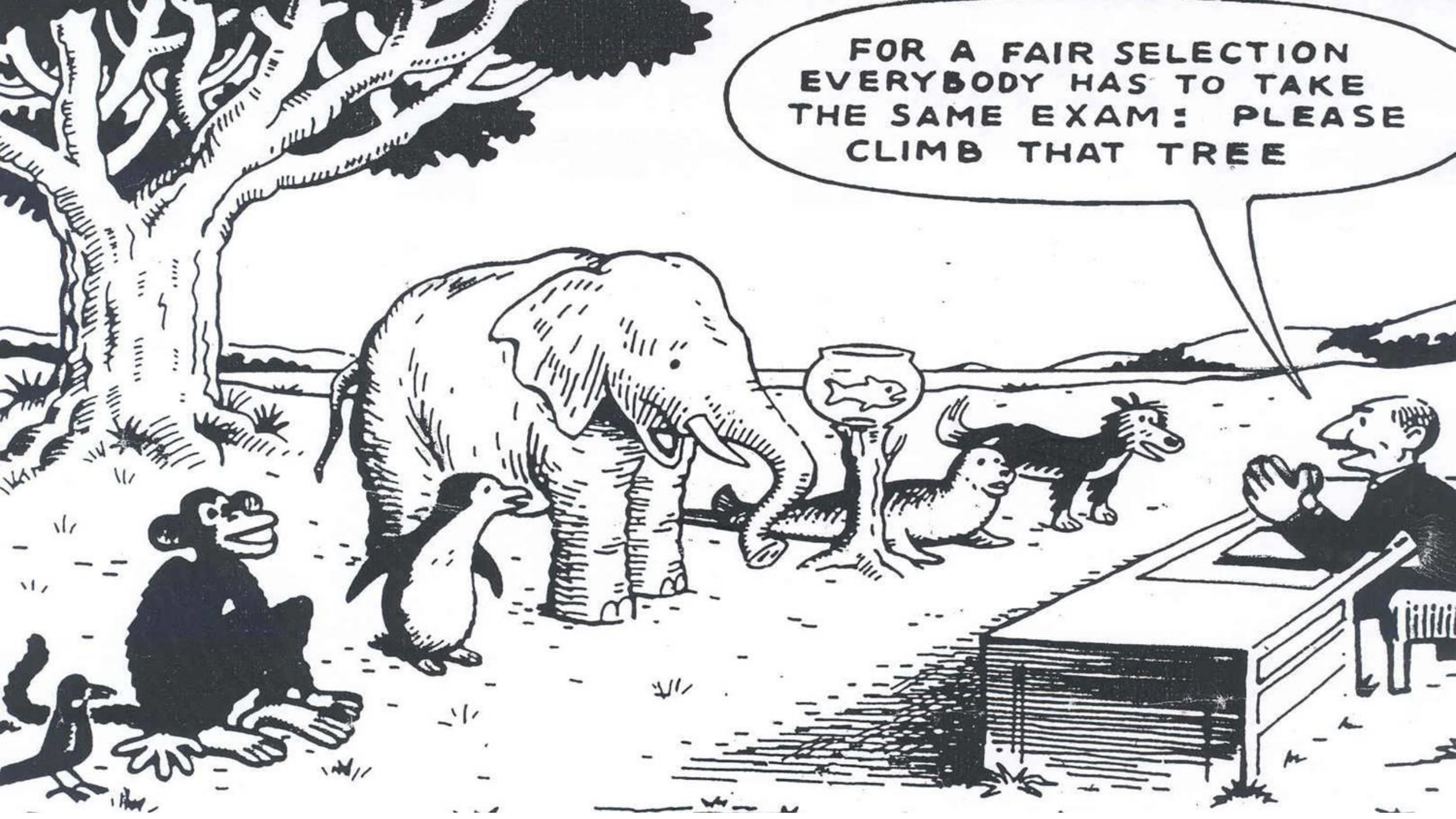
The Purpose of...

assessment is to **INCREASE** quality.

evaluation is to **JUDGE** quality.


FOR A FAIR SELECTION EVERYBODY HAS TO TAKE THE SAME EXAM: PLEASE CLIMB THAT TREE

EUROPEAN
COMMISSION

Brussels, 30.5.2017
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COMMUNICATION FROM THE COMMISSION TO THE EUROPEAN PARLIAMENT, THE COUNCIL, THE EUROPEAN ECONOMIC AND SOCIAL COMMITTEE AND THE COMMITTEE OF THE REGIONS

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PRIORITIES FOR ACTION

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1. Tackling future skills mismatches and promoting excellence in skills development
2. Building inclusive and connected higher education systems
3. Ensuring higher education institutions contribute to innovation
4. Supporting effective and efficient higher education systems

Source: COM(2017) 247 final

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FINCODA

Framework for Innovation Competencies Development and Assessment

Erasmus+ Knowledge Alliances project 1.1.2015-31.12.2017

FINCODA CONSORTIUM		
HE	**COMPANY**	**OTHER**
TUAS, FI	Elomatic Ltd., FI	EENNW, UK
HAW, DE	Meyer Turku Oy, FI	
HU, NL	Lactoprot, DE	
MMU, UK	ECDL Foundation, NL	
UPV, ES	John Caunt Scientific Ltd., UK	
	Carter & Corson Partnership Ltd., UK	
	Celestica Valenciana S.A, ES	
	Schneider Electric España SA, ES	

Innoped

EUROPEAN
COMMISSION

U AMK
IVERSITY OF
CIENCES

Brussels, 30.5.2017
SWD(2017) 164 final

COMMISSION STAFF WORKING DOCUMENT
Accompanying the document

Communication from the Commission to the European Parliament, the Council, the European Economic and Social Committee and the Committee of the Regions

A renewed EU agenda for higher education

{COM(2017) 247 final}

Innope

5.2 Promising approaches

5.2.1 Promoting entrepreneurship, creativity and innovation skills

76. Higher education institutions increasingly recognise that they must afford young minds the opportunity to develop skills that inspire, encourage and enable innovation. Although it is difficult to make explicit links between specific skills and innovation, there is a move towards rethinking education and training programmes to promote the combined skills of creative and critical thinking, entrepreneurship, problem-solving, risk-taking and resilience, management, communication, exploiting the results of research and independent analysis. Promoting, assessing and rewarding these skills sets in higher education, alongside acquisition of detailed subject knowledge, is one of the challenges faced by teaching staff across Europe.

77. A step in this direction is the FINCODA project[77] led by Turku University of Applied Sciences that aims to develop a tool to assess students' 'innovation competences' during their studies and comprises a plan for training teachers to use the criteria. A further extension of FINCODA thinking is an initiative by the European Institute of Innovation and Technology's (EIT) Climate-KIC to develop a framework that defines essential innovation competencies and describes quality standards to develop and measure them respectively. This aims to create a pan-European standard for assessing innovation and entrepreneurship skills, with a focus on the climate change field[78].

FINCODA

At the core of this project is the development of the FINCODA Innovation Barometer Assessment Tool. This is a psychometric tool that measures individuals' capacity for innovation. It breaks innovation into five core areas and assesses the individual's capacity in each of these areas separately. The research underpinning this tool has been conducted by the FINCODA partners who as a whole bring together both the academic and industry innovation expertise from across Europe. The project will develop an online toolkit for behavioural assessment relating to innovation and a massive open online course (MOOC) related to behaviour assessment to disseminate the methods.

Source: FINCODA

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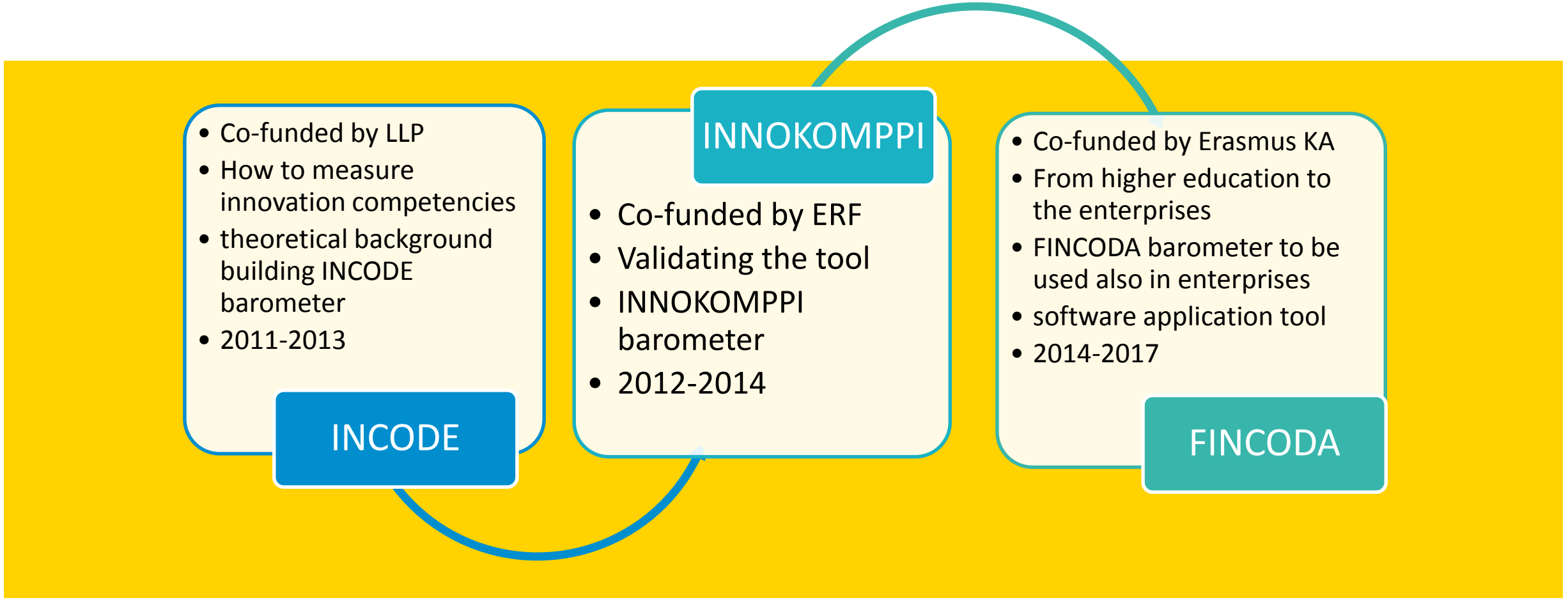
Research on innovation competences



Innovation competencies: INCODE project

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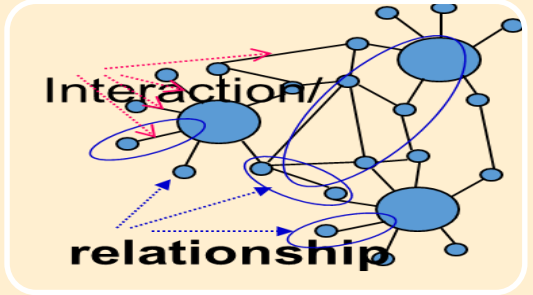


An innovative individual forms the base

Goal orientation
Creative problem solving
Systems thinking

Individual

Ability to connect through interaction in the network of competencies

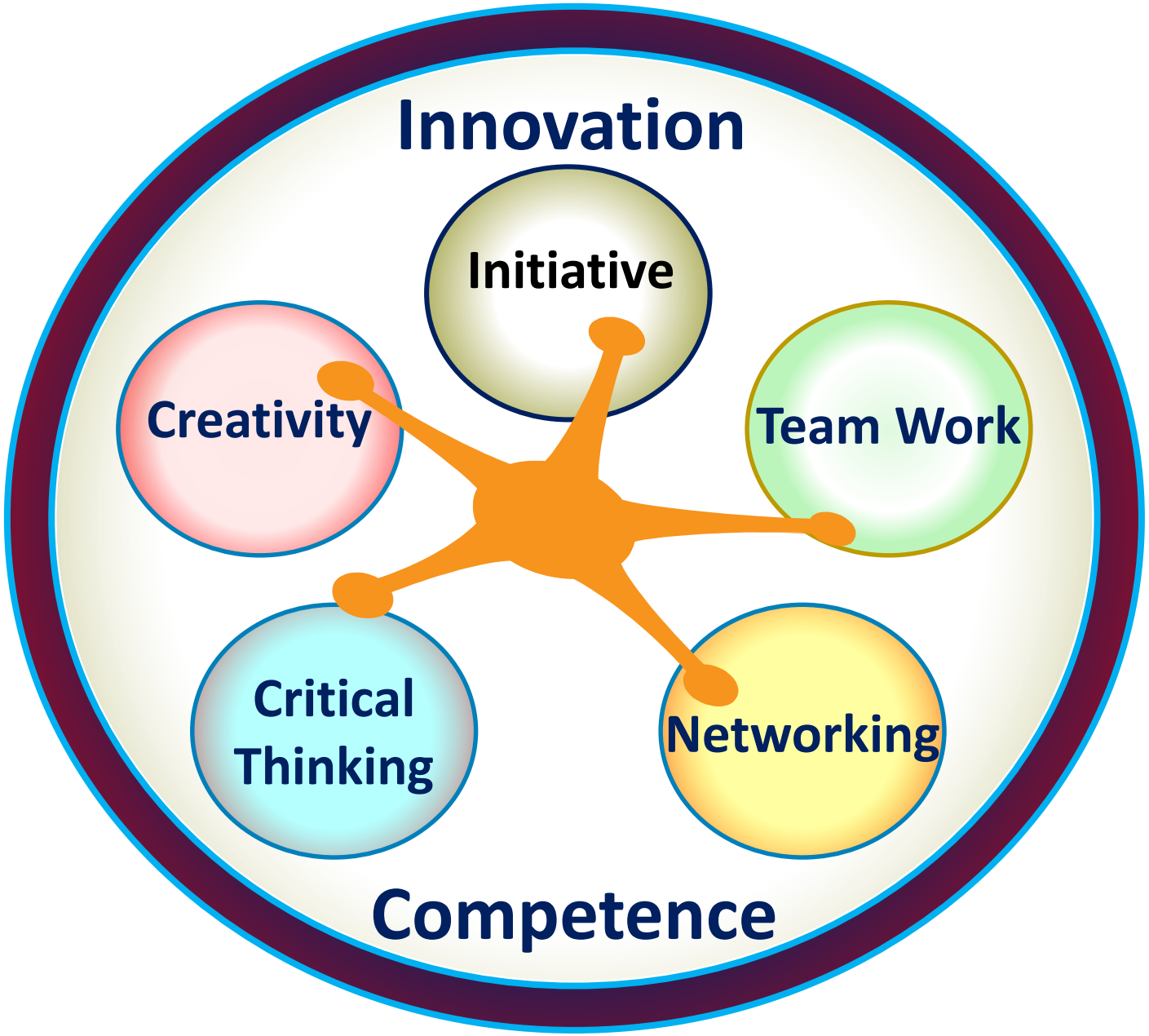
Teamworking

Interpersonal

Ability to build networks and operate using them

Networking

Networking



© FINCODA UPV-SEE-CSP team (2017). *Innovation Competence Model*

FINCODA BAROMETER

1	Think differently and adopt different perspectives	(green=CREATIVITY)
2	Be attentive when others are speaking, and respond effectively to others' comments during the conversation	(yellow=TEAMWORK)
3	Use intuition and own knowledge to start actions	
4	Invite feedback and comments	
5	Foster improvements in work organization	(pink=INITIATIVE)
6	Obtain constructive comments from colleagues	
7	Find new ways to implement ideas	
8	Identify sources of conflict between oneself and others, or among other people, and to take steps to overcome disharmony	
9	Take an acceptable level of risk to support new ideas	
10	Go beyond expectations in the assignment, task, or job description without being asked	
11	Meet people with different kinds of ideas and perspectives to extend your own knowledge domains	(blue=NETWORKING)
12	Convince people to support an innovative idea	
13	Systematically introduce new ideas into work practices	
14	Act quickly and energetically	
15	Generate original solutions for problems or to opportunities	
16	Use trial and error for problem solving	(grey=CRITICAL THINKING)
17	Develop and experiment with new ways of problem solving	
18	Acquire, assimilate, transform and exploit external knowledge to establish, manage and learn from informal organisational ties	
19	Challenge the status quo	
20	Face the task from different points of view	
21	Make suggestions to improve current process products or services	
22	Present novel ideas	
23	Forecast impact on users	
24	Show inventiveness in using resources	
25	Search out new working methods, techniques or instruments	
26	Provide constructive feedback, cooperation, coaching or help to team colleagues	
27	Work well with others, understanding their needs and being sympathetic with them	
28	Share timely information with the appropriate stakeholders	
29	Consult about essential changes	
30	Build relationships outside the team/organization	
31	Refine ideas into a useful form	
32	Engage outsiders of the core work group from the beginning	
33	Ask "Why?" and "Why not?" and "What if?" with a purpose	
34	Work in multidisciplinary environments	

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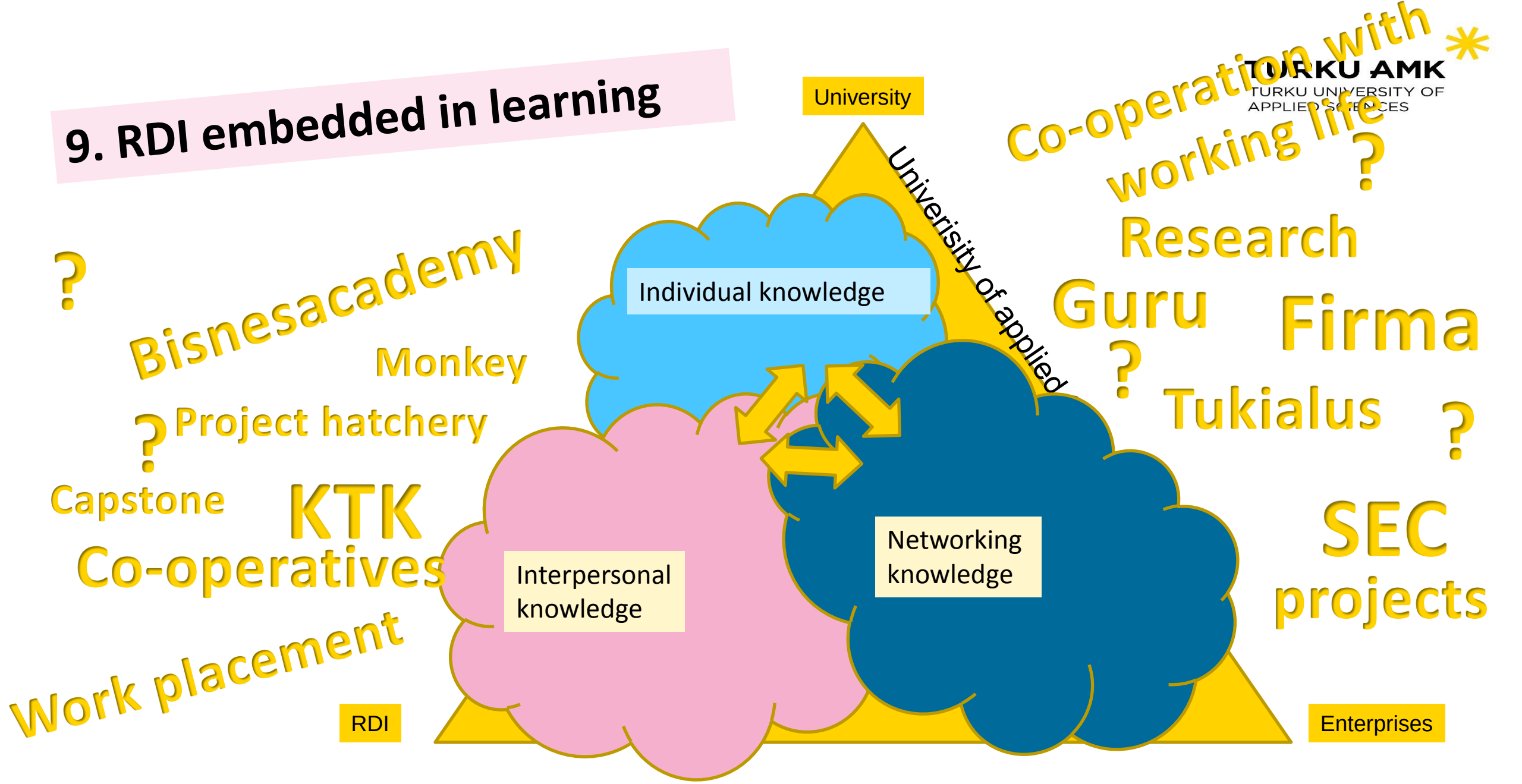
Co-funded by the Erasmus+ Programme of the European Union

9. RDI embedded in learning



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Group discussion

If we want to chage something, where do we start?

What are the first measures to be taken?

Implementing Innovation pedagogy in the faculty: methods of intervention

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Tutoring

means providing expertise, experience, and encouragement and general assistance in problem solving when the person to be tutored finds answers by him/herself. (Chin, Rabow & Jeimee 2011.)

Coaching

is a training or development process via which an individual is supported while achieving a specific personal or professional competence result or goal. (Minor 2014.)

Process consultation

puts the emphasis on helping others to help themselves, not on solving their problems for them or giving them advice. (Beddoe 2010, Keskinen 2010)

Mentoring

A mentor can help to prioritize projects to be done and provide a set of "good practices" for how to approach a given problem. A mentor can also help to understand how change occurs, as well as how to plan for and implement change (Minor 2014)

Supervision

is an ongoing and regular process which aims at learning through interaction. Supervision provides the chance to stand apart from our work and to reflect on what we do, the context of what we do and the impact that this has on ourselves as professional people. (Schein1987, Sandoval 2014)

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The process

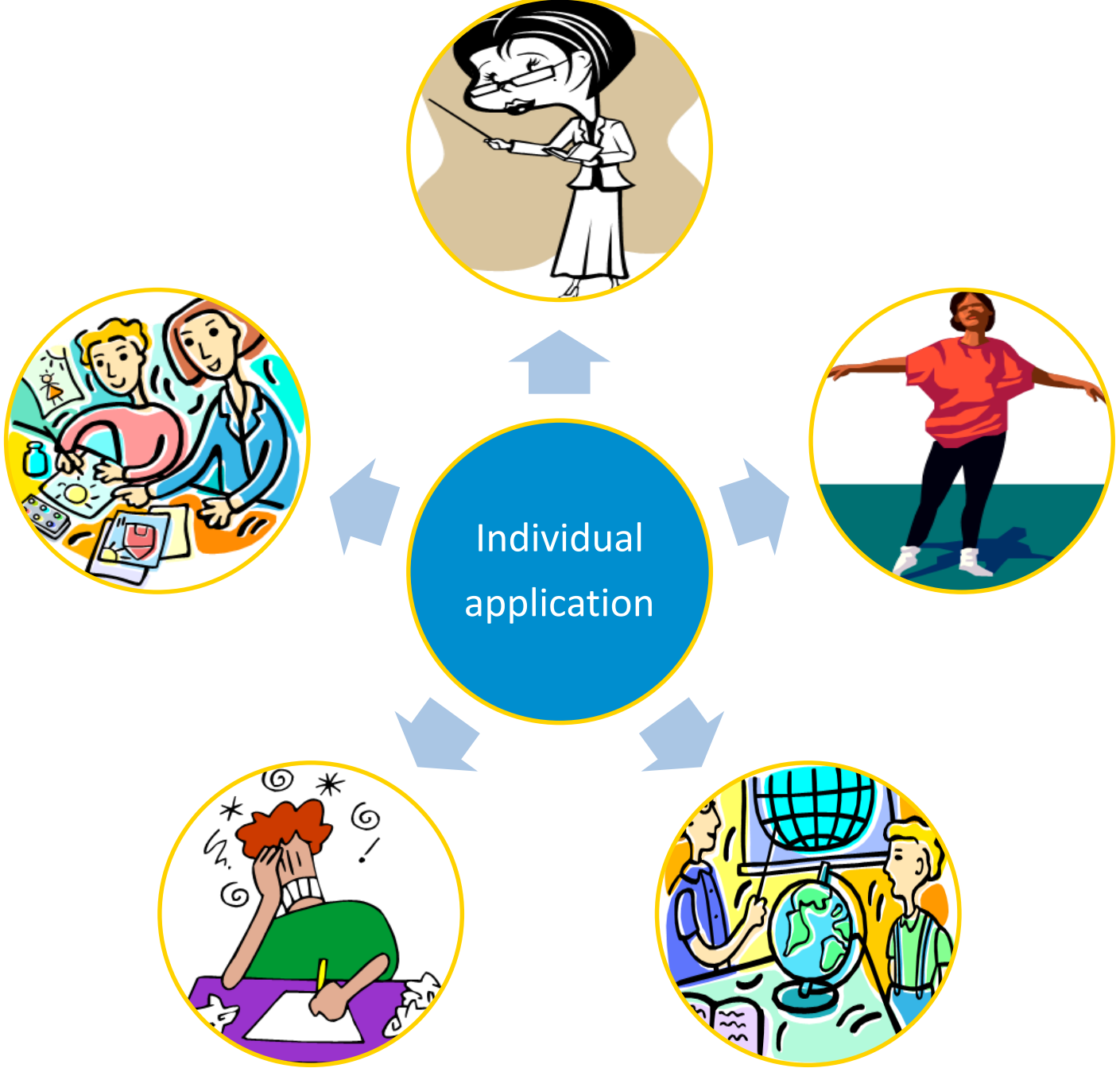
Underlying assumptions and challenges in the process

Questioning the way how people work

A change from a very independent profession to working in teams and networks

Changing the attitude towards leaning among students and faculty members

Mistakes were made: the ”not invented here” phenomenom was met



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The process of introducing change

Working with the artifacts

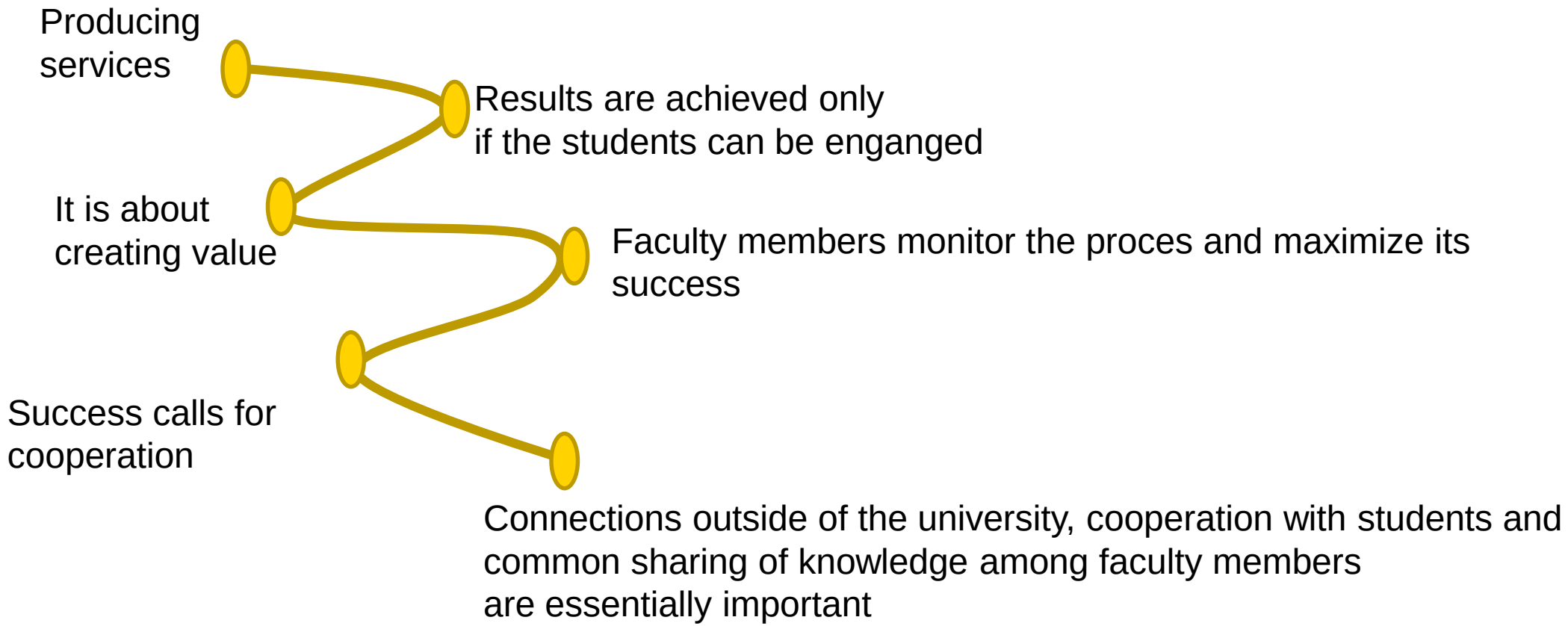
- Making innovation pedagogy visible
- Introducing cooperation between faculty members
- Activating students and giving them responsibility of their learning
- Building trust across boundaries

Contributing to the expoused values in the faculty

- Introducing forums to talk about the new way
  - Innostudio
  - Innoteam
  - Development seminars for the whole faculty
  - Involving also students in the discussion
- Common multidisciplinary study unit for the whole faculty : Project hatchery

Producing education is service business and cocreation of value

(Vargo & Lusch 2004)



Discussion

Exellence in action

Good atmosphere in the faculty

The common project hatchery is not questioned any more

Faculty members work together across study programs

Better practices are shared among faculty

New ways of making learning more effective are found every year

Research and development ideas are born

Innostudio has become common practice

Students have taken a more active role in the different development processes

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Thank you!

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