

# INNOVATION FINDS ITS WAY – THE ECHO



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Zavod Republike Slovenije za šolstvo



# Innovation finds its way – the echo

## GOLDEN TICKET

Mankiw, 2008



# THE BEST CHOCOLATE



# THE MOST CONTEMPORARY FORM FOR IMPROVING THE CURRICULUM





# pave the way for a more effective curriculum

emphasize the social approach and learning process, and they also provide experiences by introducing new technologies <http://www.zrssi.si/>.

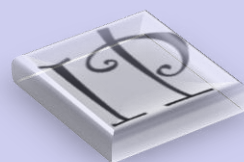
# INNOVATIVENESS AS AN EDUCATIONAL STANDARD



# 1. FROM DISSEMINATING BEST PRACTICES TO ESTABLISHING THE RIGHT INNOVATION

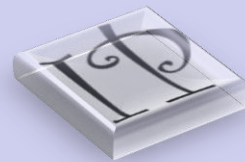


# 1.1. MIND TRANSFORMATION FROM TRANSMISSION TO TRANSFORMATION





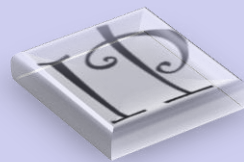
1.2. SYSTEM ORGANIZATION (M. Fullan)  
“BOTTOM - UP” IN COMBINATION  
WITH “TOP - DOWN”



1.3. Philosophy of the society: a better life is obtainable by continuous improvement of work and product (the KAIZEN theory)

Japanese compound:

KI = change - ZEN = goodness



Independent determination: problems (challenge), research question, aim, innovation development levels, references, project groups, period of research etc.



# The consultants advice on the contents and work methodology.

Tripartite advisory approach (Komljanc, 2006):

1. scientific research,
2. consultative and
3. interpretative



## 2. DEVELOPMENT OF THE INNOVATION





The innovation process is a process of changing the old with the new by actualizing the contents, forms, work methods, combination of different and already known pedagogical elements with the same or different role, or by completely new didactic elements (invention) (Komljanc, 2006, 7).

**Innovation or novelty has a concrete influence; it presents a major or minor modification in a tradition, individual performance or in a larger social group (Komljanc, 2006a, 8).**





## Improved innovations spring from tradition.

- If we want new knowledge to be useful, it has to be solid so that the components of creativeness do not obstruct previous knowledge by the new cognition, but enable a new interpretation – novelty.



- Only those novelties which develop on the basis of individual needs, expectations, conditions and opportunities come into use.



# The foundations of innovation or innovative thinking lie in the individual pedagogy (Sokrat)

IP



Socrates was aware of the fact that society can be transformed only by modifying an individual.

The teacher can present the idea or novelty, however, it is the innovator's / student's job to pave the path leading to the goal (Sokrat v: Ozvald, 2002).

A successful teacher or consultant should “attempt to identify the untapped knowledge that lies deep within everyone”; this is Socrates’ way of defining creativeness and innovativeness.



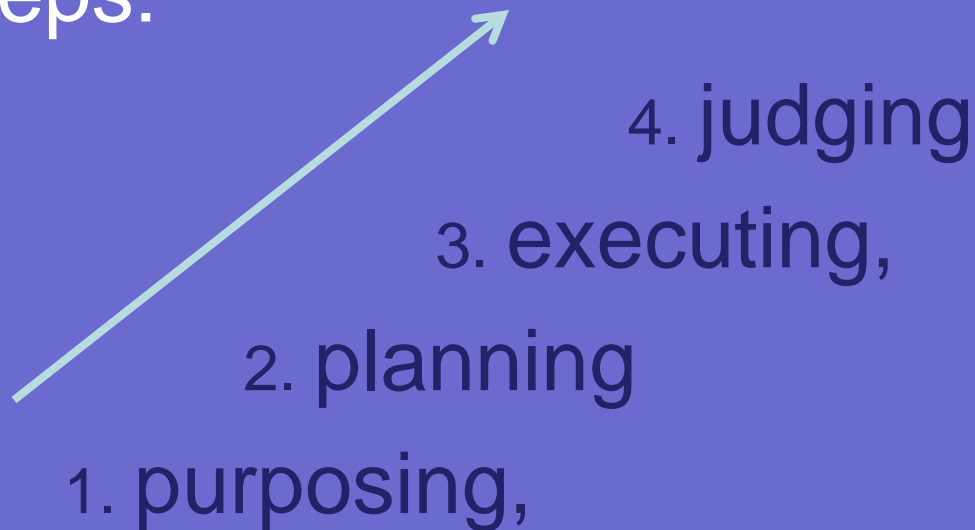
### 3. INNOVATION IS BORN



# THE PROJECT METHOD (Kilpatrick, 1938)



4 steps:



# The Triad model (Renzulli, 1994, updated Kilpatrick's innovation):

1. active exploration,

2. analysis of experiences for further learning,



3. profound thinking development

This model enables flexibility and choice, expression of one's interest and the use of one's own learning style when making an innovative product.

# Kilpatrick's and Renzulli's model (1994):

1. Purposing

1. Active exploration

2. Planning

2. Analysis of  
experiences

3. Executing

3. Profound thinking

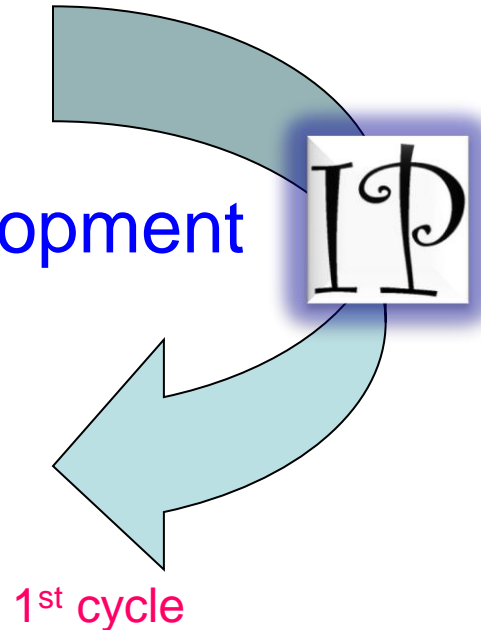
4. Judging





# The Project method (Kilpatric, Renzulli)

1. Defines a problem
2. Follows and evaluates the development
3. Evaluates solutions



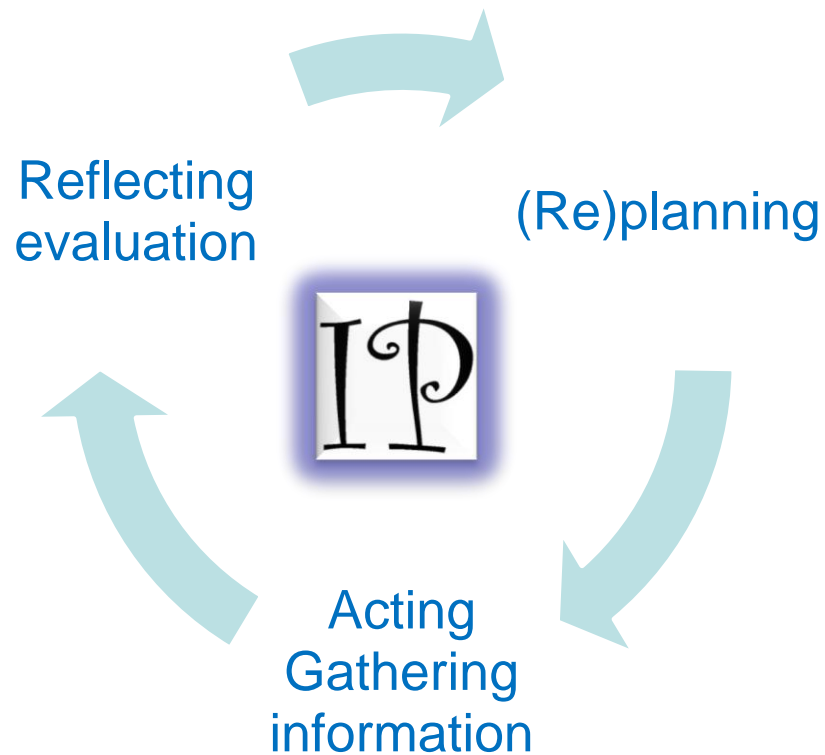
# The project group refreshes educational process.

Promotes the innovativeness (facilitator).



- Seeks ideas.
- Creatively plans and follows activities.
- Expresses the influences of the activities.
- Determines the benefits of novelties.
- Broadens cognition etc.

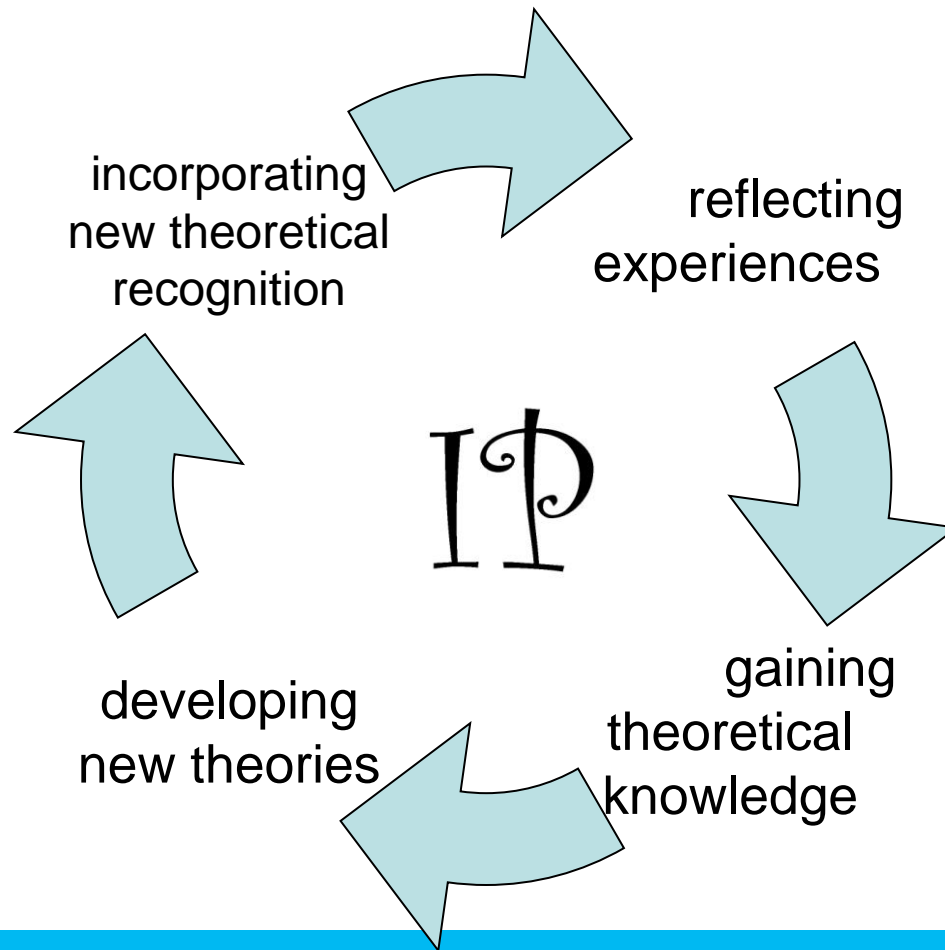
# Action research (AR)



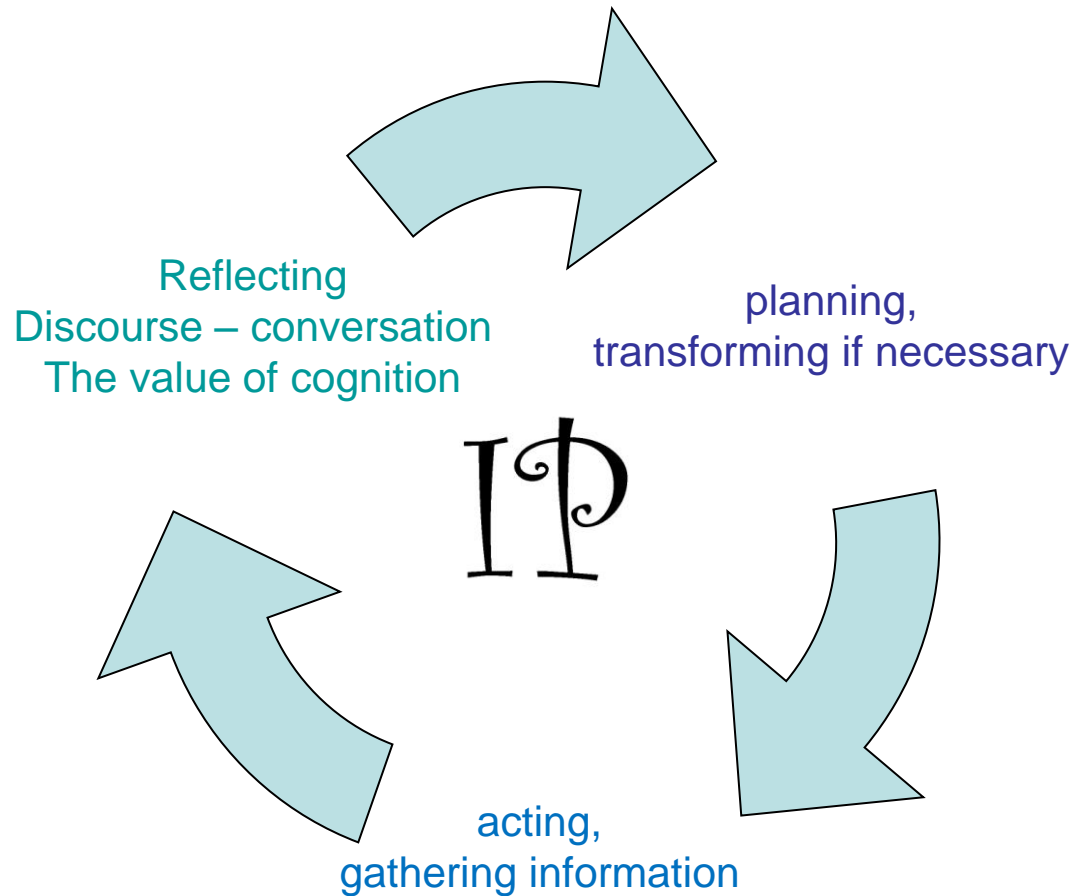
Action cycles (3 per year)

- Collecting and interpreting the data
- Seeking references
- Reflection
- Starting up the process

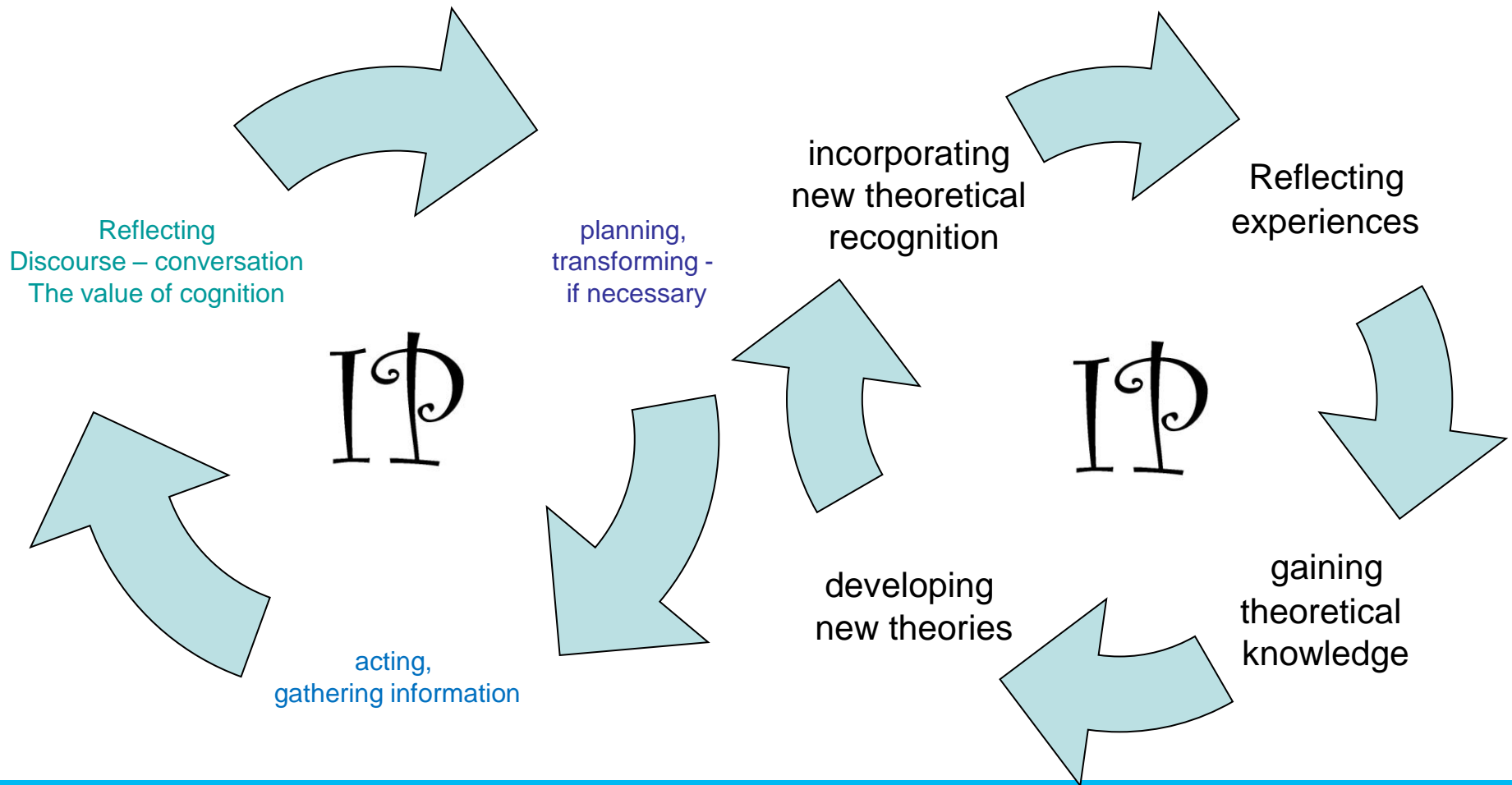
# Empirical and experimental learning cycle (Ron, 2006)



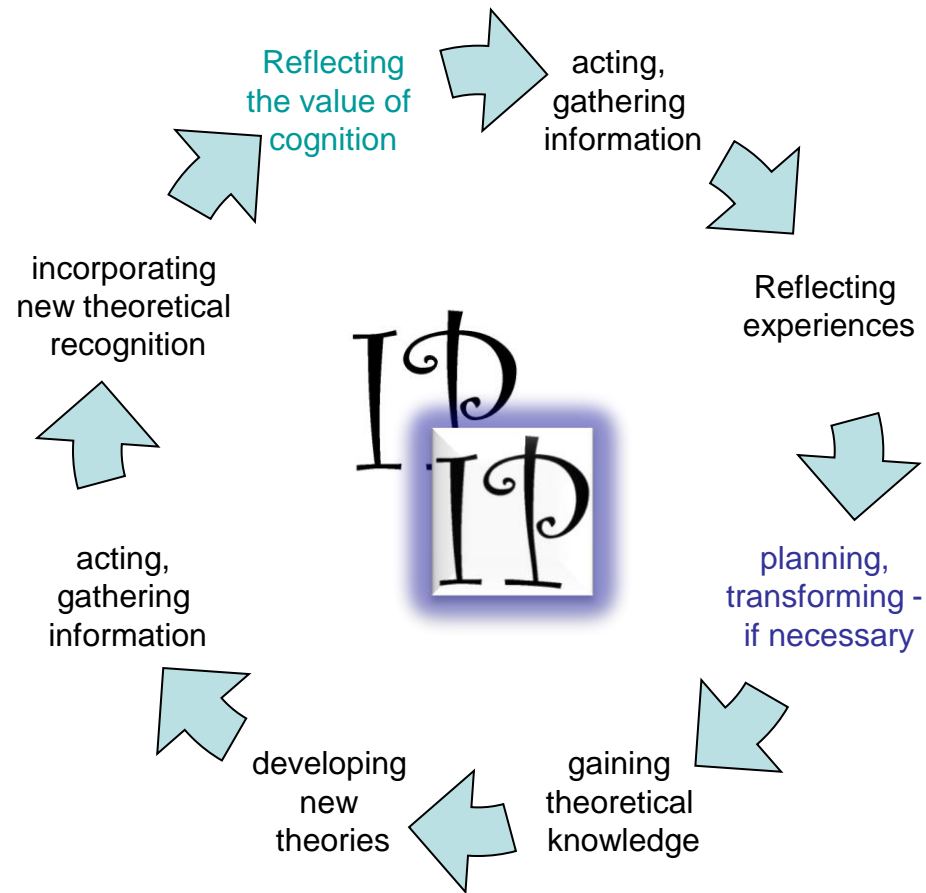
# Action cycle (Lewin, 1935, Marsh, 2005):



# AR and Empirical and experimental learning cycle



# United AR, Empirical and experimental learning cycle



# AR IS LIKE A JOURNEY THAT NEVER ENDS



- CHANGES IN SCHOOL CULTURE
- QUICK RESULTS
- SELF - DEVELOPMENT
- SEARCH FOR A CRITICAL FRIEND



# INNOVATION DEVELOPMENT LEVELS



# Innovation development levels (Komljanc, 2005):

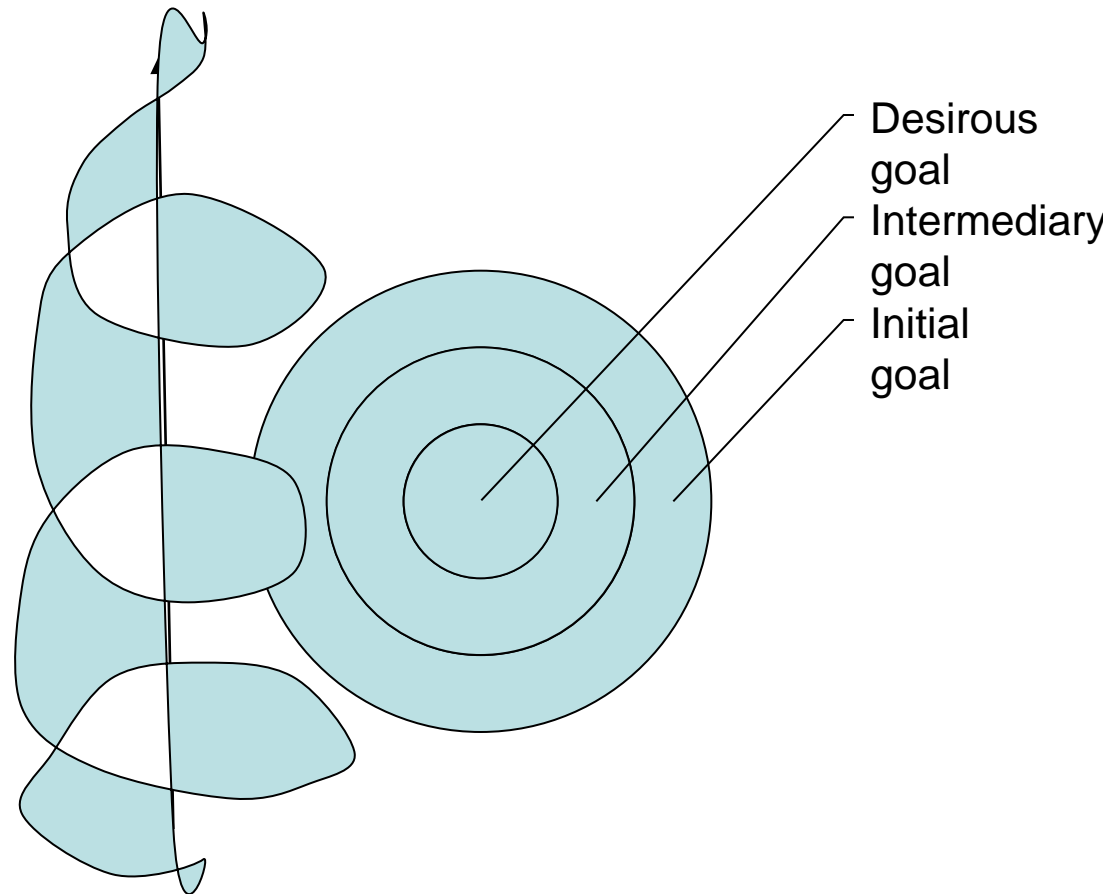
1. personal development of a professional worker
2. implementation of “good or excellent” practice
3. developing good or excellent practice
4. inventing
5. didactic transformation of the educational program



# IP

## Action spiral

Recommended:  
3 per year



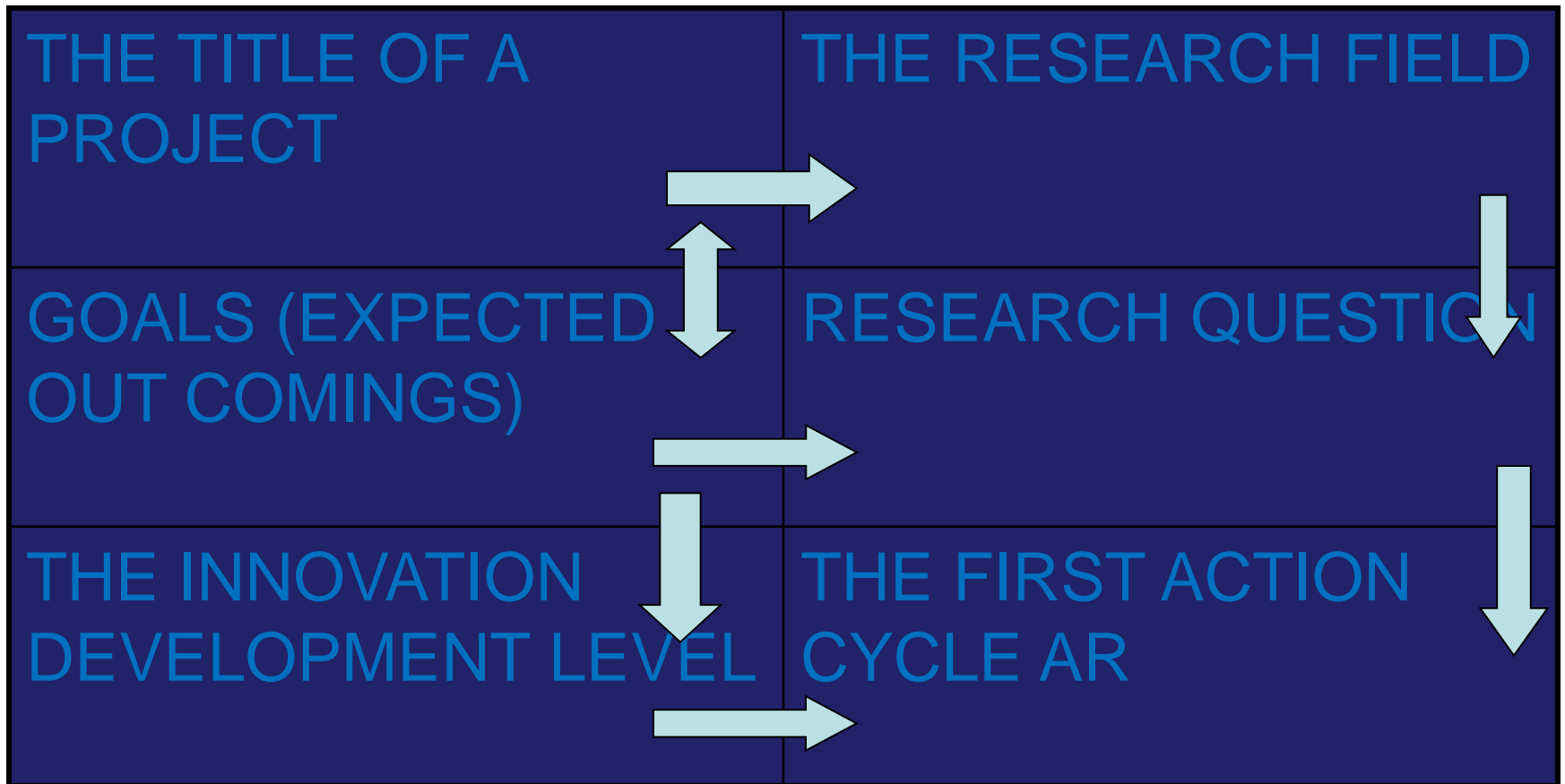
# The key elements of AR:



- **Cyclicity** – a problem can be resolved only after several spiral turnings.
- **Reflection** – helps us to select the idea and to understand the selected data.

# IP 1<sup>st</sup> PHASE:

## Member's role in the game of researching a group



# The analysis



(Komljanc, Deutsch 2007):

## The number of IPs is multiplying

- 35% of educational institutions implement IP.
- 80% of project groups will participate also in the future.
- 42.4% of groups develop the examples of good practice.
- Some perceive this form of improving the curriculum as a regular one.

## Counselling: useful, exigent!

- Collective reflections are very useful.
- Web pages are convenient and frequently visited.
- 100% of groups implement the project work and the action research method,
- 70% of groups implement also the innovation development taxonomy.

The projects which develop as a preventive measure are more successful.



## Value:



- raise the quality of educational institutions,
- provide more interesting learning process for everyone,
- improve educational process and/or curriculum,
- enable the participation of students,
- are useful for self-evaluation,
- encourage self-reflection etc.



# One of the responses published in the rubric “suggestions”:



- “I support this type of work method as I believe it helps us to grow professionally and also personally, besides, together with colleagues, we develop the culture of a process, self-reflection, reciprocal trust, but mostly the courage for expressing our opinions and points of view.”

# The innovative projects at the National Education Institute Slovenia

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Mankiw, 2008

