



UiO  University of Oslo

# **Making Educational Innovation Work – Preparing for future teaching and learning modes**

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# The drivers of change...

- Massification: not only increasing the student numbers, but also the composition of the student body
- Digitalization: not only changing the modes of delivery, but also the flexibility of the learning
- Globalization: not only adding cultural diversity, but also expanding the scope of qualifications and skills needed by future graduates

# The time for educational innovations!



# What the world is talking about...

- AI and adaptive learning
- Alternative recognition/credential models (e.g., micro-credits)
- The Internet of things/APIs
- Active learning classrooms
- BYOD/blended learning models
- Predictive analytics for student learning
- Open educational resources
- (and we could go on.....)

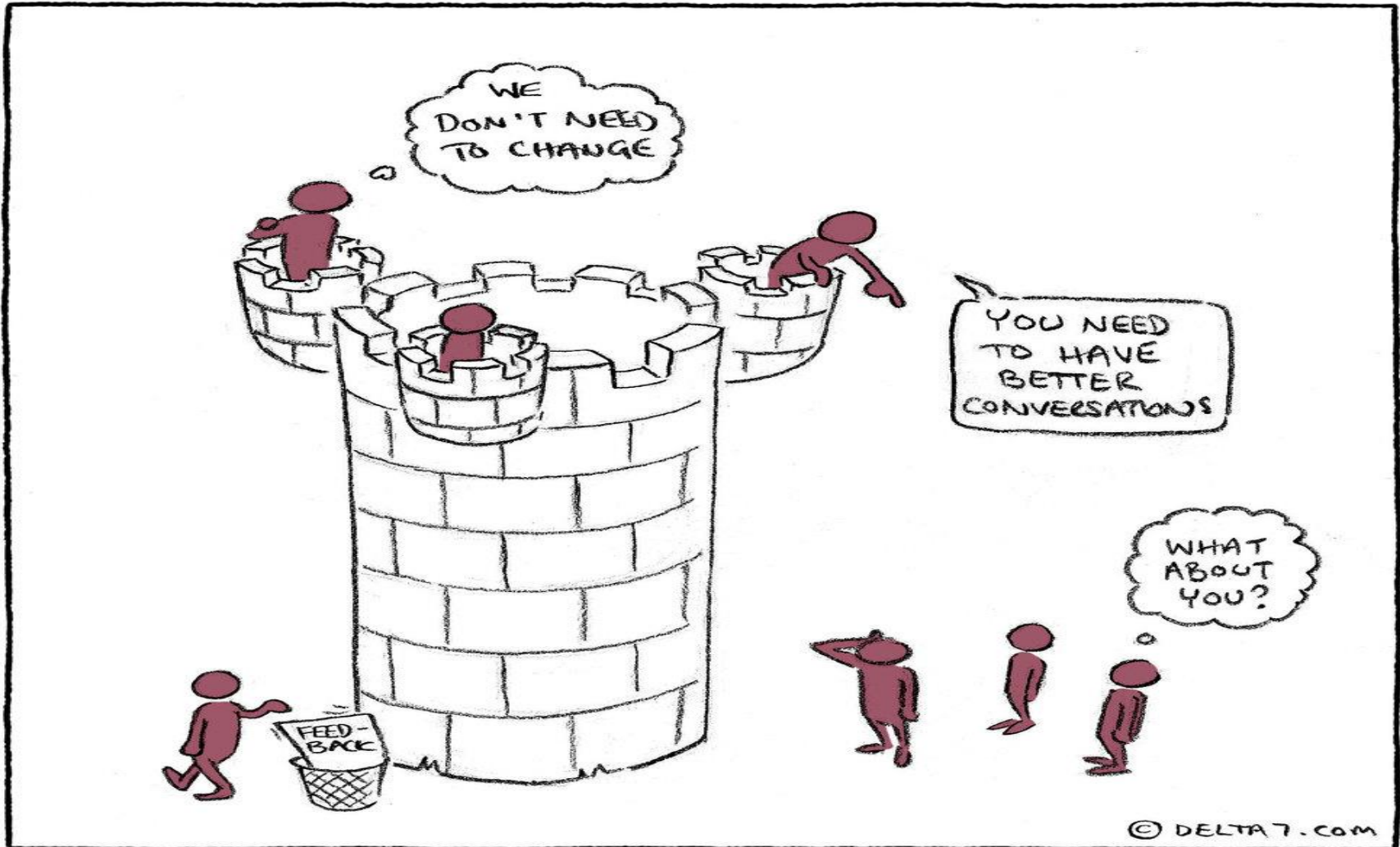
# What are sustainable strategies for an uncertain future?



# **A key condition: The higher education system infrastructure**

- Many countries have built rigid higher education systems
  - The need for flexible educational pathways
- The need for a qualification framework that acknowledge and recognise different skills and competences
- The need for funding models allowing for widened participation and flexible learning modes
  - Taking life-long learning seriously

# The greatest challenge: Changing the university...





# Three perspectives on university strategy

- Strategy is reflecting environmental changes and societal trends
  - Neo-institutionalist perspective
- Strategy is reflecting unique organizational characteristics
  - Competitive advantage perspective
- Strategy is reflecting the dangers of choice, and is focused on unpredictability
  - «Strategy-as-practice» perspective



# Building capacity for change and innovation



# **«Strategy-as-practise» in educational innovation: key characteristics**

- No preference for any given technology
- Piloting and experimentation is prioritised
- Innovation is not solely a responsibility for the leadership – it is responsibility for everyone
- Tolerance for failure
- Ability to capture and learn from experiences made through experimentation
- Partnerships and networks push innovation capacity and experimentation

# Pathways forward: Building staff competence

- From courses to continuous competence enhancement
- Fostering collaboration between academic and administrative staff
  - and `third space professionals`?
- From research sabbatical to innovation and teaching sabbaticals
  - allowing for `deep` public and private partnerships

# Pathways forward: Enhancing student engagement

- Student-centered teaching – the problem with planning
  - the need for students to explore and tackle the unexpected
- Using students as a resource for learning
  - but not all students are equally interested in being `activated` ...
- Balancing `new ad-ons` and `deep` learning
  - overload of learning objectives

## Some final reflections

- Rigging the university for innovation require a new look into HRM policies
  - perhaps prompting changes in promotion and reward systems?
- Increased focus on innovation may easily be seen as adding workload for staff
  - perhaps requiring a need to work smarter?
- While innovation indeed require leadership
  - perhaps there is also a need to re-think existing organizational structures?

# Preparing for the future requires support...

