

ENGAGING INNOVATIVE KNOWLEDGE THROUGH APPLIED QUALITATIVE RESEARCH

MCAST 2nd ANNUAL CONFERENCE IN QUALITATIVE RESEARCH METHODS



Organisational Indices of Innovation in Supporting Educational Behaviours



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Background to this research

- Creativity and innovation serve as crucial components in the global knowledge economy (Hoelscher & Schubert, 2015).
- The capacity to **quantify innovation** is critical for the improvement of education.
- **Indices** reveal the institution's dedication to supporting innovation, creating a supportive environment, and encouraging instructors to engage in creative activities.

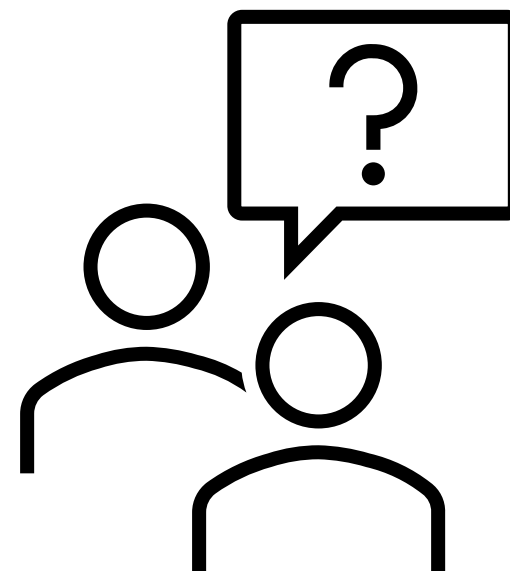
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Which indices for Innovation?

What are the parameters
& components?



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VS

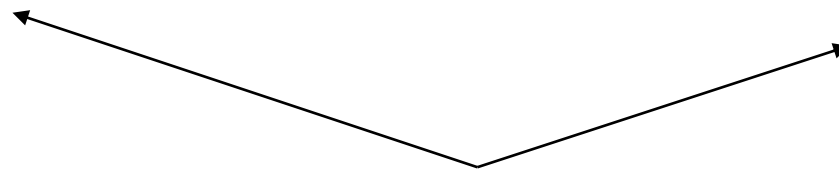


Innovation behaviour

Set of attitudes, predispositions and related forms of actions.

Innovation activity

Intensity or frequency of people creating innovative solutions in their work.



? How can these be measured?

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Introducing the Research

What are the **underlying processes** that contribute to the **formation of innovation indices** used to **assess the innovation capacity** of small sized training institutions?

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Research Objectives

1. To identify, describe and evaluate the **various dimensions** that influence academics' **innovative behaviours**.
2. To explore the **underlying factors governing innovation behaviour** and understand the relationship in which the dimensions affect adoption.

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Research Objectives

3. To identify and analyse the existing **organizational structures** in educational institutions that are designed to foster innovation.
4. To assess the extent to which the **organizational culture** either supports or hinders the willingness of educational stakeholders to embrace innovative approaches.

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Methodology

DATA COLLECTION

Semi-structured interviews with key stakeholders to gather insights into their perceptions of organizational innovation in supporting educational behaviours

Document Analysis to analyse explicit and implicit indicators of innovation within the educational institutions.

DATA ANALYSIS

Transcription
of the
Interviews

Initial
Coding

Intermediate
Coding

Conditional and
Consequential matrix
Corbin & Strauss (2008)

In Vivo Codes
[Major Incidents]

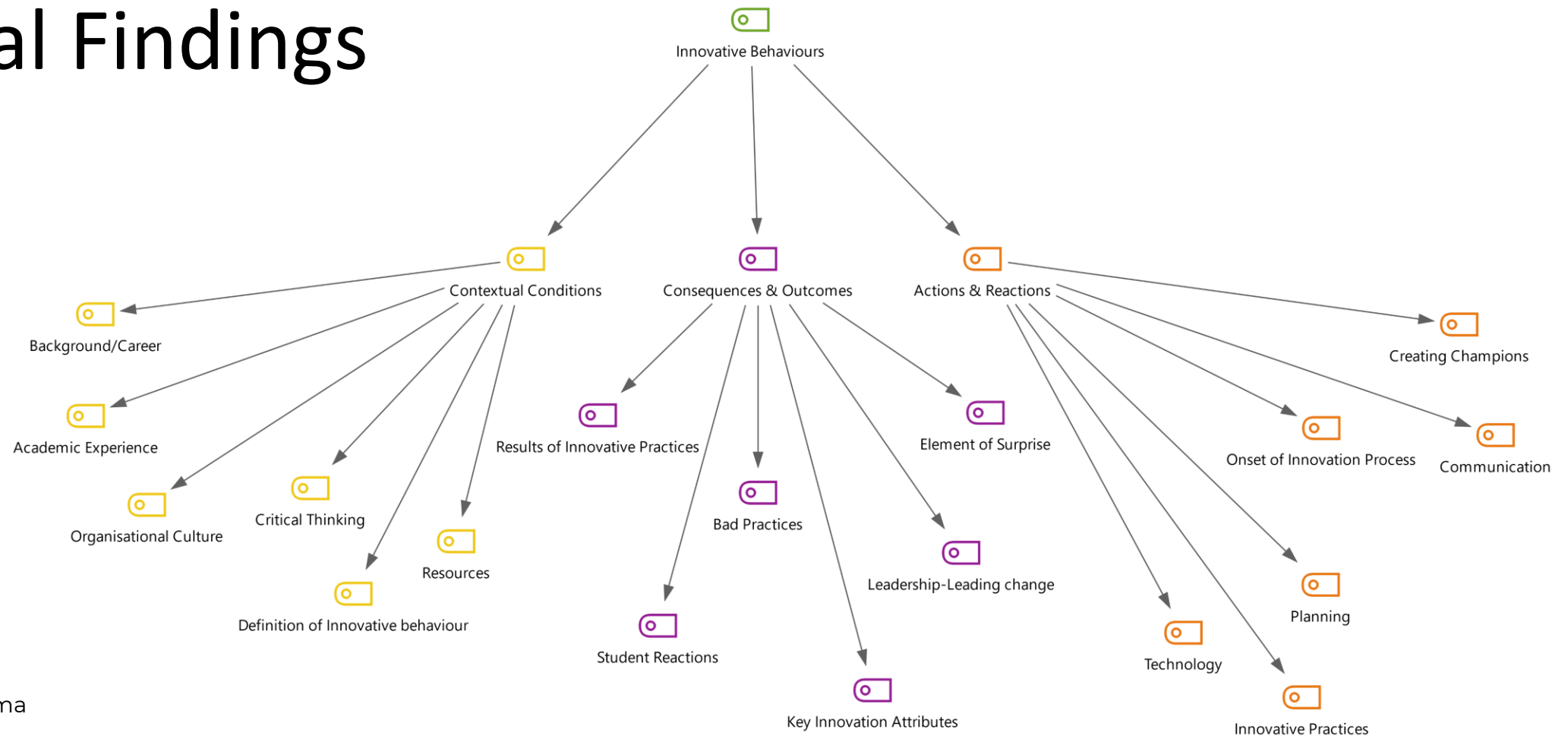
Linking Categories
& Sub Categories

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Initial Findings



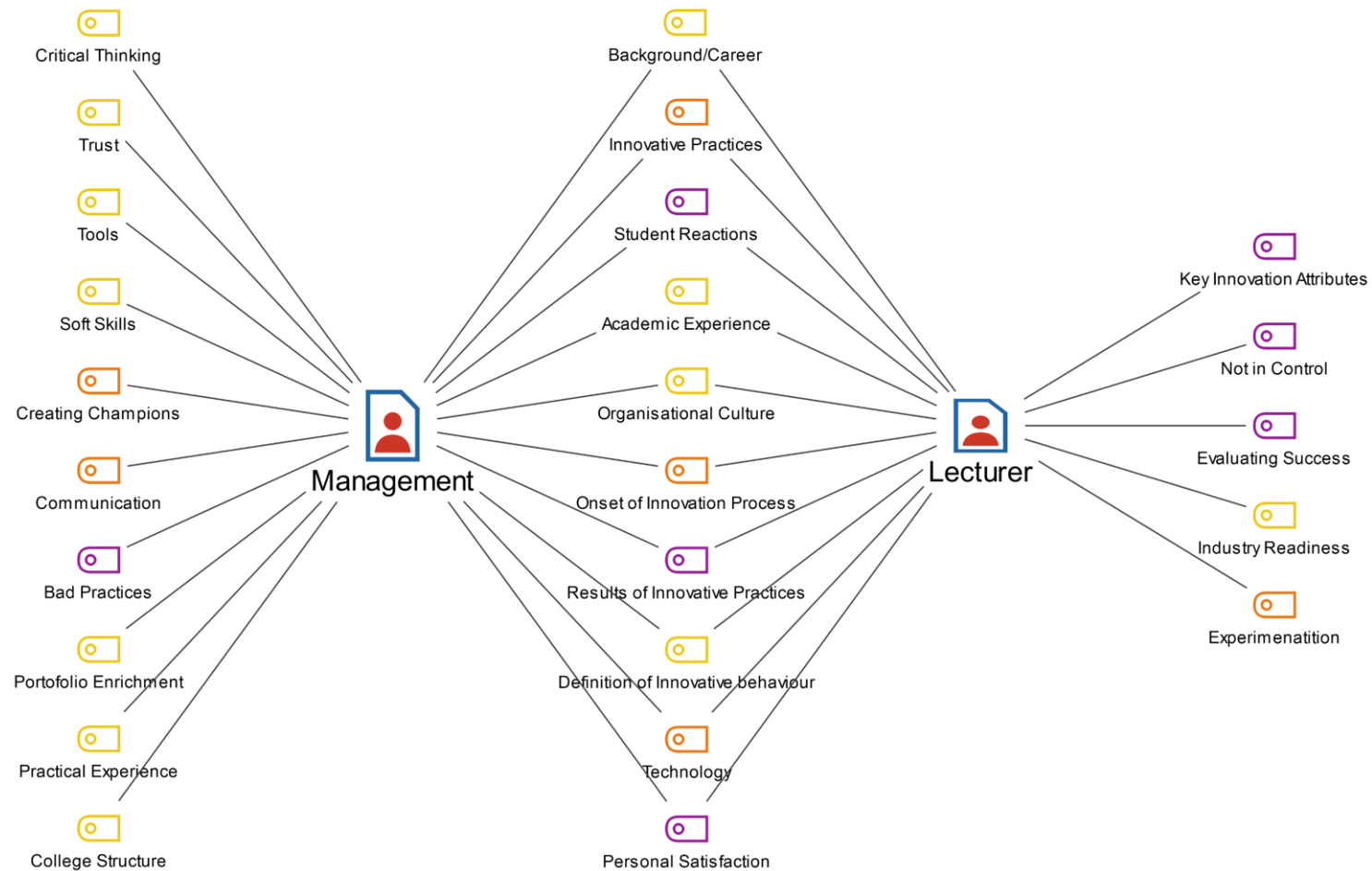
Category Schema

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Two-Cases Model



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Implications & Conclusions

Conclusions

The drive for a lecture to innovate is **not governed by only one factor** but through a number of direct and indirect phenomena.

An **innovation ecosystem** that is built on a **supportive organizational infrastructure** is key.

Innovation behaviour relates to personal attributes, such as, self-efficacy, motivation and industry connections.

Organisations must match the **speed** of innovation and **expectations** of academics.

Context bound measurement

Organizational culture, leadership metrics

CPD and Educator's professional **portfolio enrichment metrics**

Institutional Support metrics

Emergent Dimension
Innovation index

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Impact & Significance

- Attitudinal; Cultural & Policy.
- The findings can inform educational leaders, policymakers, and practitioners in developing strategies to promote a culture of innovation within educational institutions, ultimately **enhancing the learning experience** for students and improving overall educational outcomes.

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THANK YOU

