

INTERNATIONAL FORUM INTERRA

VALUES OF EDUCATION IN THE SPECIFIC CONTEXT

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Social Innovation in Education



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When the tide of innovation comes in ...

Innovations expand the range
of human action ...

Neither one big innovation, nor a series of innovations only.
» » » We observe manifestations of **powerful socio-technical
systems**, enabled by a particular **culture of innovation**

... and thus create spectacular achievements:

*Earth rise from moon orbit,
December 24, 1968*



„Sputnik shock“ in the U.S. → and the vision thereafter



*A walk in the sunshine
July 21, 1969*

The culture of innovation

changes according to
transitions in fundamental
„sediments“ of society:

- ❖ **Technology** made ‚skin‘
- ❖ The **power** structures
- ❖ Patterns of individual & social **communication**
- ❖ **Frames of reference**, incl. mores, myths & rites
- ❖ A balance of **emotions** in society (hope vs. fear, empathy vs. hatred etc.)





The new innovation paradigm

The broader scope of innovation:

The transition from an industrial to a knowledge and services-based society corresponds with a paradigm shift of the innovation system.

This paradigm shift implies an increasing importance of social innovation as compared to technological innovation.



Main characteristics of the new innovation paradigm

- Emphasis on historical, cultural and organizational preconditions: Context dependence vs. path dependency
- Interdisciplinarity, heterogeneity and reflexivity of the processes of creation
- Co-ordination required between various groups of stakeholders who are involved in innovation activities
- Increased involvement of users/citizens in processes of co-creation and co-development (“open innovation”)

Cf. “The New Nature of Innovation” (OECD Publication 2010)

<https://webgate.ec.europa.eu/socialinnovationeurope/magazine/context/articles-reports/new->



ALL INNOVATIONS ARE SOCIAL LY RELEVANT

Innovations are embedded in social change

The most famous steam engine - Optimised by James Watt, 1776



„Humans by Design“: Optimisation in the 21st c.?

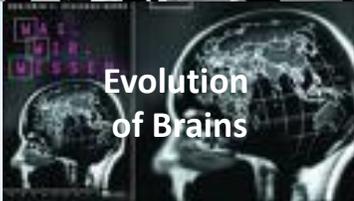


„Brave New World“: Optimisation of human behaviour in social systems – 20th century



Why SOCIAL Innovation ?

Evolution of Brains



Innovative Technologies



Social change, development, crisis and ‚Grand Challenges‘: Resources and solutions



Social Innovations

Collaborative intelligence & intelligent collaboration >> Cultural Evolution



THE CONCEPT OF SOCIAL INNOVATION

An analytical definition of „Social Innovation“ *)

*„Social innovations are new practices
for resolving societal challenges,
which are adopted and utilized by the individuals,
social groups and organizations concerned.“*

Distinction between idea and implementation: an idea becomes an innovation
in the process of social implementation – it changes and improves social practices



*) Zentrum für Soziale Innovation, 2012:
„All innovations are socially relevant“
ZSI-Discussion Paper 13, p. 2: www.zsi.at/dp

... with reference to Schumpeter: They are
»New combinations of social practices«

AREAS AND OBJECTIVES OF SI

Three perspectives to analyse objectives and impact:

- the „social demand“ perspective,
- the „societal challenges“ perspective, and
- the „systemic change“ perspective.

Agnès Hubert et al. (BEPA – Bureau of European Policy Advisors)
„Empowering people – driving change. Social Innovation in the European Union.“
http://ec.europa.eu/bepa/pdf/publications_pdf/social_innovation.pdf



Area of societal development	Examples of social innovations	
	Old / historic / previous	New / current / future
Science, education and training	<ul style="list-style-type: none"> ✓ Universities; compulsory education; Kindergarden; pedagog. concepts e.g. Montessori ... 	<ul style="list-style-type: none"> ✓ Technology enhanced learning; 'micro-learning', Web 2.0; Wikipedia; 'science mode 2'
Work, employment and the economy	<ul style="list-style-type: none"> ✓ Trade unions; Chambers of commerce/labour; Taylorism; Fordism; self service 	<ul style="list-style-type: none"> ✓ Flextime wage records; CSR; social entrepreneurship; diversity mgmt.; collaborative consumption
Technologies, machinery	<ul style="list-style-type: none"> ✓ Norms and standardisation; mechanisation of house keeping; traffic rules; drivers licence 	<ul style="list-style-type: none"> ✓ Open source movement (communities); self constructed solar panels; decentralized energy prod.
Democracy, politics and justice	<ul style="list-style-type: none"> ✓ 'Attic democracy'; the state as a juristic person; general elections 	<ul style="list-style-type: none"> ✓ Citizens participation; 3rd sector; equal rights; gender mainstreaming
Social and health care systems	<ul style="list-style-type: none"> ✓ Social security; retirement schemes, welfare state 	<ul style="list-style-type: none"> ✓ Reforms of financing and access to welfare (e.g. 'birth right portfolio')



THE PROCESS DEVELOPMENT OF SI

The „4-i process“:

- **Idea** >> What's the issue, what could be the solution?
- **Intervention** >> Conceptualisation, find methods and allies
- **Implementation** >> Overcoming resistance, stakeholders, *life cycle!*
- **Impact** >> Not necessarily ‚good‘, nor for the whole of society



VALUES OF EDUCATION AND INNOVATION

Values of education:

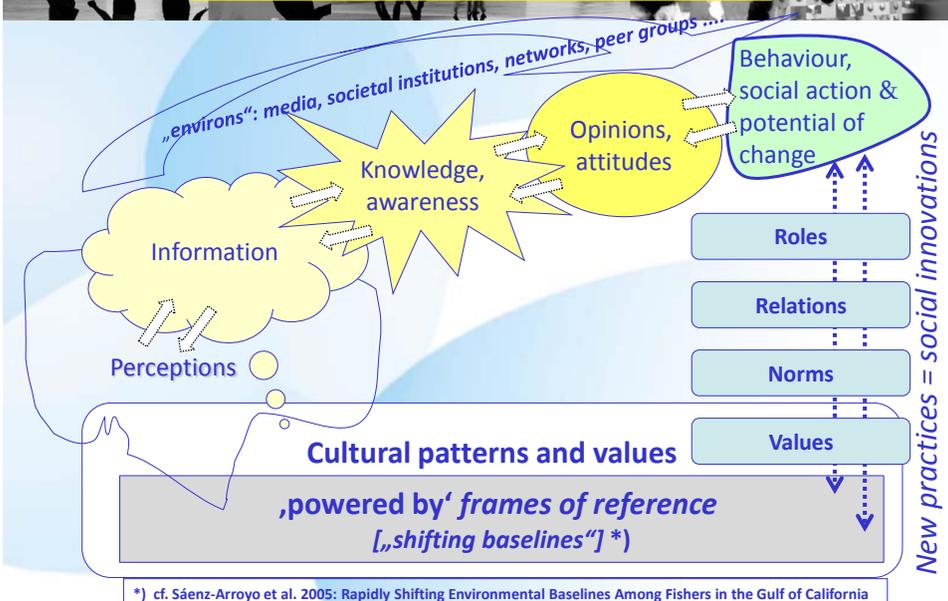
- Comprehension and improvement of living conditions
- Participation in processes of societal development
- Sustaining social, economic and cultural values
- Inclusion

Innovation in education

- Increasing relevance and effectiveness of education
- Making use of technologies, yet avoiding dependency
- Better access to knowledge (knowledge is on the rise – but what about knowledgeability?)



The 'CULTURAL LEARNING CYCLE'



INNOVATIONS IN EDUCATION – EXAMPLE 1



TEL-Map looked into innovative practices and drafted foresight and policy questions regarding four innovative learning practices: *Gamified Learning, MOOCs, Flipped Classrooms* and *Seamless learning*. EU-FP7 Project: www.zsi.at

Idea and intervention → “Gamified Learning”

Gamification:

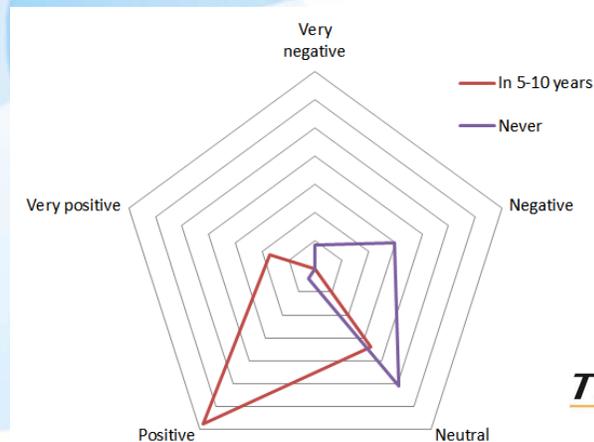
Using *game mechanics* and elements of game design in non-game contexts in order to motivate learning. Game mechanics can be levels, challenges, virtual goods, leader boards, gifting ...

Controversial issues evolve around 'hunting for points as a distraction of learning', neglect of demographic particularities such as digital literacy levels, preferred genres – *context*, again!



INNOVATIONS IN EDUCATION – EXAMPLE 1

Impact → Gamified Learning: Assessment of expected impact by TEL-Experts

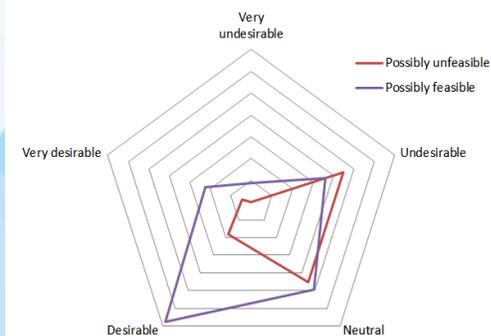


INNOVATIONS IN EDUCATION – EXAMPLE 2

“Massive Open Online Courses” (MOOC)

Idea and intervention → **Free MOOCs**: bringing existing courses to an extended audience, driving technological and economical innovation. Controversial issues evolve around funding models, accreditation, high attrition rates and possible ways of highly automated learner support.

Implementation →
Should European MOOCs be funded by the EU ?



INNOVATIONS IN EDUCATION – EXAMPLE 3

Idea and intervention → “Flipped classroom”:

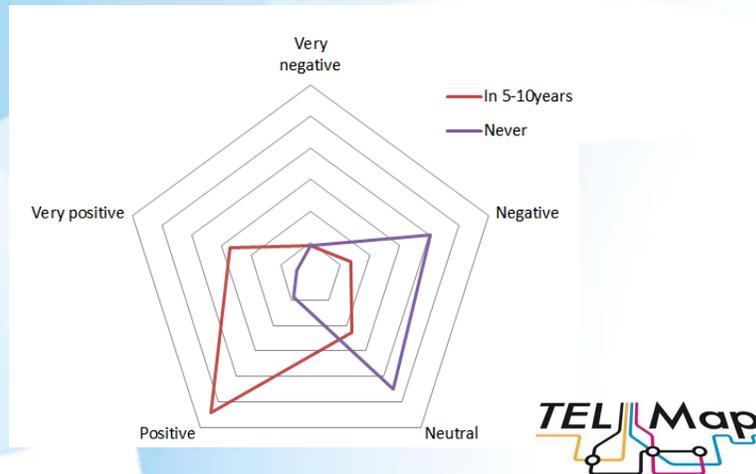
Inverting classroom situations so that the lecture part is moved from school to home and the exercise part takes place at school. Online videos and podcasts substitute the lectures and are now homework. Time in the classroom can be used more interactively for group projects or discovery activities. *Controversial issues* evolve around managing differences between learners being more or less successful doing their homework, which requires fundamentally new types of in-class activities.

The impact of such a development is seen as neutral (30%), followed by positive (25%) and negative (18%). Again, negative impact is related with a view that it won't happen.



INNOVATIONS IN EDUCATION – EXAMPLE 3

Impact → Flipped classroom: Expected impact



INNOVATIONS IN EDUCATION – EXAMPLE 4

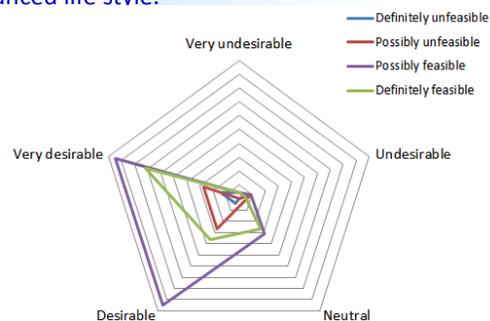
Idea and intervention → Seamless Learning (Ubiquitous Learning): Obliterating borders between different technologies and learning formats such as formal and informal learning or individual and social learning. The aim is to support continuous, fluid learning experiences.

Controversial issues evolve around the ownership of learning tools and data generated by learners' activities, or the potentially invasive character of learning technologies to the detriment of a balanced life style.

Implementation →

Will data be fully owned by learners?

A huge percentage (79%) thinks that this is possible as well as desirable (74%).



EDUCATION FOR SOCIAL INNOVATION



European School of Social Innovation

A network of scholars (umbrella organisation):

Educators, promoters and researchers in social innovation

Legal status: Association, according to Austrian Law (established 2011)

Members: Individuals (physical persons) and institutions (legal persons)

Registered office: ZSI – Centre for Social Innovation, Vienna

Executive Board: Josef Hochgerner/ZSI, Vienna, Hans-Werner Franz, Dortmund, Alfonso J. Unceta Satrustegui/SINNERGIAK, San Sebastian

Activities:

Education & Training (e.g. M.A. SI, Summer Schools ...), Provision of Online Learning / MOOC's
Conferences, media, p.r. and promotion of social innovation (e.g. in/via EC)

Research: Development of methodologies, indicators → towards an *'Oslo Manual'* for S.I.

Next milestones: Institutional membership of universities, presentation Oct. 24, 2013, Vienna



Master of Arts in Social Innovation

Danube University Krems, Austria

Department of Interactive Media and
Technologies for Education

– Centre of Interactive Media

Launch MASI 1: 23. 4. 2013

Launch MASI 2: 2. 12. 2013

Information:

www.donau-uni.ac.at/masi



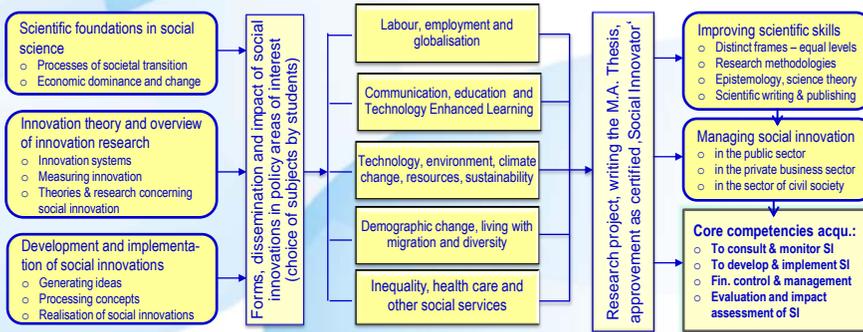
European School of Social Innovation





Master of Arts in Social Innovation

Modules providing competencies in science and practice



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