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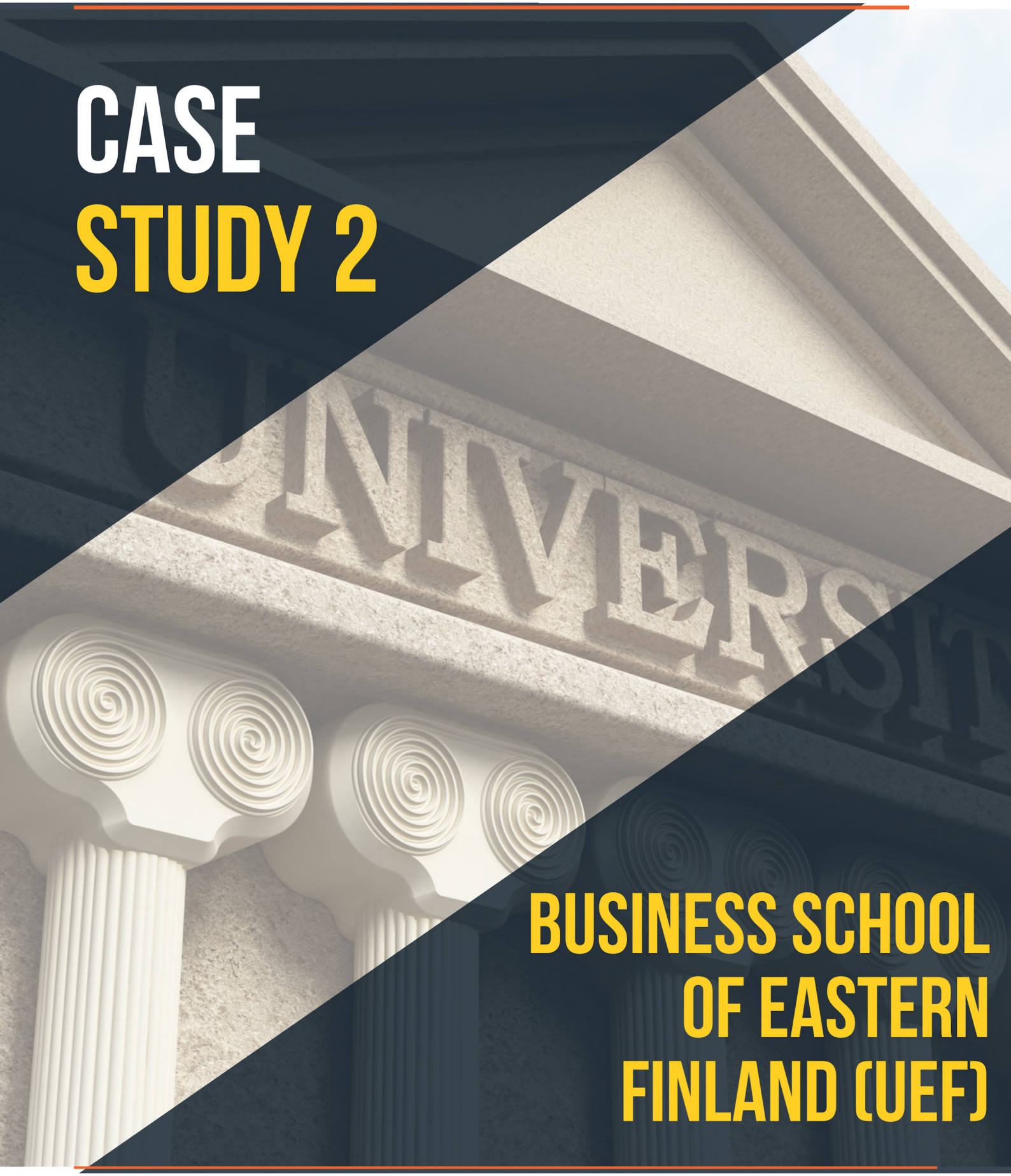
PROJEKT WŁĄCZENIA SPOŁECZNEGO W EDUKACJI DOROSŁYCH

CASE STUDY 2



BUSINESS SCHOOL OF EASTERN FINLAND (UEF)

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Case study based on the following source document: https://www.researchgate.net/publication/264834656_Teaching_and_learning_innovation_practice_A_case_study_from_Finland

The University of Eastern Finland (UEF) is a multidisciplinary university, providing education in 12 fields of study: medicine and pharmacy, humanities, education, economics and business administration, natural sciences, forest sciences, psychology, theology, health sciences, social sciences, law and engineering. Finland is a world leader in innovation rankings. A practice-oriented model for learning 'was developed and implemented at the business school of UEF. The business school focuses on learning innovation through experiential learning and real-life projects with related organisations: teaching and learning innovation is a key idea at the UEF business school.

Innovation issues have been normally taught as part of the engineering, in areas of research and development (R&D) activities and product development. Technological innovation has been the main focus at the university, rather than service and social innovation. Below, is the analysis of potential problems of teaching innovation at UEF, especially considering the fact that traditionally only the engineering faculty taught innovation.

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Table showing the analysis of the problems and solutions of teaching innovation at university:

PROBLEM	SOLUTION
• Competence produced at the university does not focus on 'practice'	• Teaching and learning "practice' in addition to traditional academic topics
• Academic knowledge does not contribute to the development of new products, services and businesses	• Broad-based innovation view: not only products, services and businesses, but also social innovation
• The traditional idea of technology transfer is product-oriented and demands resources, results are highly uncertain	• More emphasis on the development of services, service businesses and service-related social innovation
• Traditional ways of enhancing innovation and academic entrepreneurship have failed	• Multidisciplinary cooperation, customer orientation, practice-oriented learning-by-doing
• Innovation is difficult to learn and understand, it can only be done by qualified experts	• Practical projects, cooperative team work involving students, teachers and stakeholders

The analysis of problems in terms of teaching innovation considers the following nature of innovation practitioners:

- With whom innovation practitioners work
- How innovation practitioners work
- The activities, tasks and routines innovation practitioners perform
- The body language, emotions, knowledge, competence, norms and values embedded in their work and innovative practice.
- What are the necessary tools to carry out innovation / the job
- Additional focus on development and self-reflection, rather than linear and pre-determined thinking.

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Questions in relation to the UEF case study above:

This case study is not based on working with disadvantaged adults:

- What links can you make between the university's analysis of the subject of innovation, and innovation when working with disadvantaged adults?
- Are there similarities or differences between the business model of innovation and the educational model of innovation? Tip: look at the problems and solutions – can they be attributed to educators working with disadvantaged groups?
- Does the described nature of innovation practitioners link to the nature of educators?
- Do you think that in order to carry out innovative educational techniques the educator must be an expert in technology? What is your opinion or experience?