

MEASURING INNOVATION IN EDUCATION: THEORETICAL FRAMEWORK AND SURVEY OUTCOMES

Keynote

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This lecture presents the outcomes of education innovation surveys performed between 2016 and 2018 in Hungarian education institutions in the framework of the “Innova” research project.

Innovations created by teachers, teacher communities and schools in their daily practice play a crucial role in improving the quality and effectiveness of education. The invention of new, original solutions are necessary to respond many of the challenges teachers encounter in their everyday work. Similarly to other knowledge intensive professions, creativity and innovativeness are necessary skills for teachers and teacher communities to work effectively. Schools have to support innovative work behaviour and they have to manage change and innovation processes. National education innovations strategies require the monitoring of innovation processes in education systems which creates a need for measuring innovation.

The lecture will present the challenges faced by those trying to make educational innovation processes measurable, the theoretical framework used in the “Innova” project and some of the outcomes of data collections performed at school (N ~ 2000) and individual (N ~ 4000) levels. A special focus will be given to the relationship between various organisational features and individual innovation activity and behaviour.