Innovative læreprocesser

Learning Lab Denmark, DPU
Transdisciplinary Action Research on Learning, Competence Development & Knowledge Creation

The Creative Alliance
Research on how artful approaches can contribute to innovation and change in organisations

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PhD in Innovation
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Innovation
(Peter F. Drucker)

• Innovation is organized, systematical, rational work

• Innovative companies exploit change as an opportunity for creating value

• Innovative companies build in organized abandonment of systems, procedures and processes

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Innovation = Novelty which provides (economic) value

Incremental: a) Improvement of processes, products or methods, b) Exploiting existing knowledge, products, compounds for new applications

Radical: Novel, surprising and different approach or composition. Radical innovations are rare.

Social: Springs from social needs, rather than from technology, related to new ways of social interaction, behaviors or functions.
Creativity

• Creativity is to play with ideas, thoughts and possibilities
• Creativity helps create a favorable working climate in groups and organizations
• Creativity can be encouraged through inspiration and provocation
• Creativity can be learnt and promoted through creativity methods

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## Differences between Creativity and Innovation

<table>
<thead>
<tr>
<th>Creativity is:</th>
<th>Innovation is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Inspired activity</td>
<td>• Strategic overview</td>
</tr>
<tr>
<td>• A process</td>
<td>• A result</td>
</tr>
<tr>
<td>• Aimed at creativity</td>
<td>• Aimed at creating (economical) value</td>
</tr>
<tr>
<td>often a goal in itself</td>
<td></td>
</tr>
<tr>
<td>• Evaluation by the creator</td>
<td>• Evaluation by the recipients</td>
</tr>
</tbody>
</table>

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Innovation is much more than development of new products

- Even if we define a product as a service, a process, an experience, a change – or a mixture of these
The Diamond of Innovation

concepts

ignorance

relations

knowledge

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The difference between a Preject and a Project

<table>
<thead>
<tr>
<th>A preject is:</th>
<th>A project is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal seeking</td>
<td>Goal directed</td>
</tr>
<tr>
<td>Divergent</td>
<td>Convergent</td>
</tr>
<tr>
<td>Non-linear</td>
<td>Linear</td>
</tr>
<tr>
<td>Chaos time</td>
<td>Limited time</td>
</tr>
<tr>
<td>Process driven</td>
<td>Result driven</td>
</tr>
<tr>
<td>Prolonged and open decision space</td>
<td>Fast decisions</td>
</tr>
</tbody>
</table>

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Which frames encourage and support innovation?

- Time for prejects
- Total freedom (with accountability)
- Open mental attitude
- A different physical space
- A budget
- A toolbox with methods and techniques
- A team of diverse competences
- Teacher’s attention, trust and backup

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The innovation gardener

Responsibility:

• the wellbeing of every participant
• group climate
• energy level
• creating positive relations
• creating common ground
• getting to know each other’s strong points

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The innovation jester

Responsibility:
To stimulate ideas and questions:

– the “dumb” or “naïve”
– the “crooked”
– the “impossible”
– the “burning”
– the “hypothetical”

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The innovation conceptualizer

Responsibility:

• clarifying concepts (by associations, explanations)
• illustrating (drawing, “modeling”)
• describing (words, metaphors, examples)
• understanding (clarify agreement and disagreement)
• visions (shared image)
The innovation challenger

Responsibility:

• screening of the group’s knowledge
• collecting and generating facts
• gatekeeper of facts
• starting to ask the “rude” questions
• questions about underlying assumptions
Roles – teacher/students

• Teacher as role model of creativity
• The role of the teacher changes (communicate clearly how and why)
• Teacher swaps role with students?
• Students shift roles (gardener, jester, conceptualizer, challenger)
• Teachers shift roles in the teacher team
Cognition-Behavior Model
(M.M. Crossan and M. Sorrenti, 2002)

Behavior change

<table>
<thead>
<tr>
<th>Cognitive Change</th>
<th>Behavior change</th>
</tr>
</thead>
<tbody>
<tr>
<td>no</td>
<td>no</td>
</tr>
<tr>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>

- No Learning
- Blocked Learning
- Anticipatory Learning
- Forced Learning
- Experimental Learning
- Integrated Learning

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Pedagogical approach

• Tell me – and I’ll forget
• Show me – and I’ll understand
• Involve me – and I’ll learn

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