

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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Innovation

(Peter F. Drucker)

- **Innovation is organized, systematic, rational work**
- **Innovative companies exploit *change* as an *opportunity* for creating value**
- **Innovative companies build in *organized abandonment* of systems, procedures and processes**

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**

Differences between Creativity and Innovation

Creativity is:

- **Inspired activity**
- **A process**
- **Aimed at creativity
often a goal in itself**
- **Evaluation by the
creator**

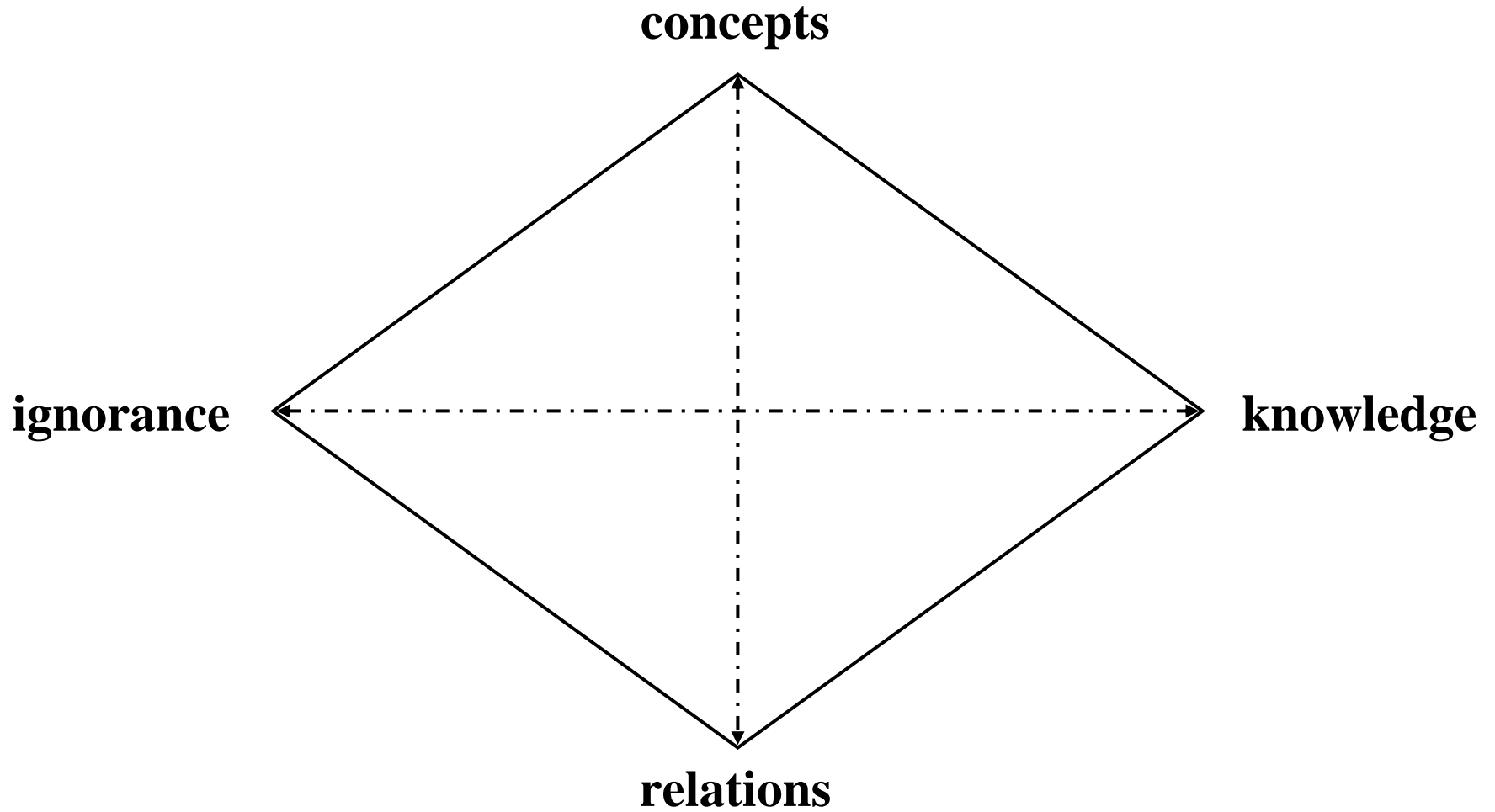
Innovation is:

- **Strategic overview**
- **A result**
- **Aimed at creating
(economical) value**
- **Evaluation by the
recipients**

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



The difference between a Preject and a Project

A preject is:

- Goal seeking
- Divergent
- Non-linear
- Chaos time
- Process driven
- Prolonged and open decision space

A project is:

- Goal directed
- Convergent
- Linear
- Limited time
- Result driven
- Fast decisions

Which frames encourage and support innovation?

- **Time for projects**
- **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**

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

The innovation jester

Responsibility:

To stimulate ideas and questions:

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

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**

Pedagogical approach

- **Tell me – and I'll forget**
- **Show me – and I'll understand**
- **Involve me – and I'll learn**