

INTERNATIONAL CASE STUDY COLLECTION – THE OUTLINE OF ANALYSIS
(2016, April)

- Introduction
 - o Name of the innovation
 - o The subsystem of education affected
 - o The special field affected (e.g. teaching and learning, organisation, HR)
- General description and background
 - o The challenge(s) answered by the innovation
 - o Key triggering factors
- The specific macro and micro level context
 - o National, system level context (e.g. legislative environment)
 - o Institutional, local context (e.g. the specific actor initiating the innovation)
- Classification/typology
 - o Placing the case into our typology (**see Annex**)
 - o The detailed justification of this
 - o Is the case inspiring a further development of our typology?
- Drivers and the barriers
 - o opportunity windows
 - o key agents
 - o constraints
 - o interests, incentives
 - o leadership
 - o tensions, conflicts
 - o external support
- Time and evolution dimension
 - o history and timeline
 - o incremental/radical change elements
 - o major changes, transformations, mutations
 - o survival, fitness, robustness+
- Specific innovation features (interpreting the innovation using specific conceptual frameworks)
 - o use of technology
 - o knowledge and knowledge management
 - o knowledge triangle, triple helix
 - o belief systems, ideologies
 - o action research, design research
 - o boundary crossing
 - o activity system
 - o leadership, entrepreneurship
 - o the impact of concrete persons, the name/position of the key initiator (change agent, promoter, inventor)
 - o the individual/collective nature of the innovation
 - o communities of practice
 - o complexity theory
- Outcomes and evidences
 - o meeting the goals
 - o major outcomes

- impact on effectiveness
- negative impacts, distortions, non-intended (negative perverse) effects
- monitoring/research (measuring, monitoring outcomes, evidences collected)
- Diffusion
 - is there significant diffusion, scaling up
 - the presence or lack of explicit intentions of spreading/up-scaling
 - signs, facts, data on diffusion
 - channels of diffusion
 - media coverage
 - barriers and drivers of diffusion (using Rogers’ criteria” - **see Annex**)
 - deformations, distortions during diffusion
 - Summary conclusions, suggestions for analysis
- Resources, references

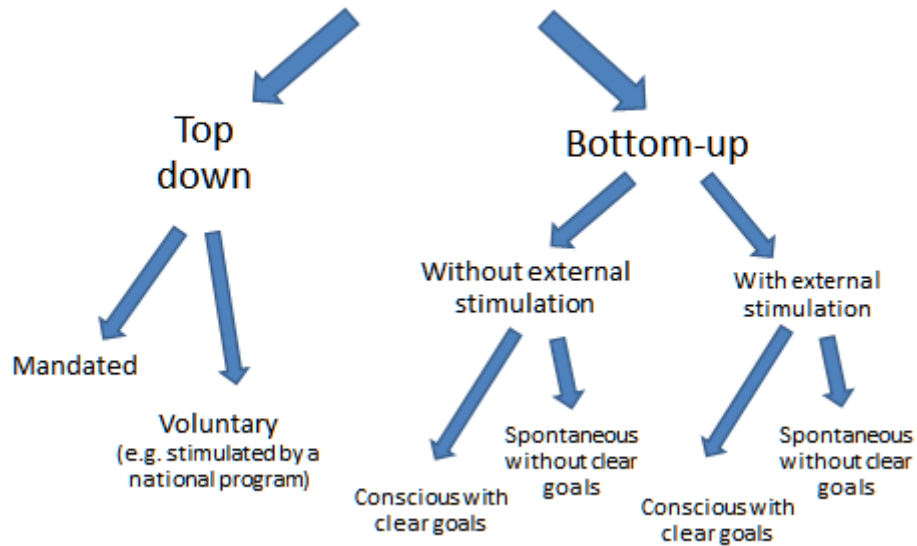
ATTACHMENTS

Classification of local/institutional innovations

| Type | Definition |
|-----------|--|
| Type I | Innovations under the direct influence of external public development interventions (initiated, promoted, imposed by national governments or other public agencies etc.) |
| Type II | Innovations produced under the direct influence of external non-public development interventions (initiated, promoted by charities, academic, private entrepreneurs, civil organisations, professional associations etc.) |
| Type III. | Innovations produced internally by individual teachers or teacher communities within a specific educational institutions based on their own invention or on their own decision to adapt an existing new solution without coordination with the original initiator |
| | Type III/A: Totally <i>internal</i> , based on <i>conscious internal experimentation</i> |
| | Type III/B: Totally <i>internal</i> , based on <i>ad hoc search</i> of solutions to problems faced in practice |
| | Type III/C: Innovations stimulated/inspired by targeted, <i>specific purpose external development interventions</i> but initiated internally without coordination with the original initiator |
| | Type III/D: Innovations stimulated/inspired by <i>open, general purpose innovation platforms</i> operated by external agents (e.g. in the framework of collaborative networks aimed at school improvement, school-university partnerships) |

A visual representation of the model:

A typology of birth of innovations



The five factors influencing the adoption of innovation (Rogers)

1. Relative Advantage - The degree to which an innovation is seen as better than the idea, program, or product it replaces.
2. Compatibility - How consistent the innovation is with the values, experiences, and needs of the potential adopters.
3. Complexity - How difficult the innovation is to understand and/or use.
4. Triability - The extent to which the innovation can be tested or experimented with before a commitment to adopt is made.
5. Observability - The extent to which the innovation provides tangible results.