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2014-11-04

GAIHE Survey Report Results


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Recommended Citation

Gibson, A. & Hazelkorn, E. (2014) GAIHE Survey Report Results. Presentation given at the *Marketing Identity Conference* in Smolenice Castle, Slovakia, 4-5 November 2014.

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Funder: European Commission*

GAIHE Survey Report Results



539628-LLP-1-2013-1-NL-ERASMUS-EIGF

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Overview

This survey attempts to answer a number of specific questions:

- How does the management of universities **adapt** to innovations?
- What, if any, are the **new modes** of education provision?
- What is the **role of university governance** in establishing and regulating innovative modes of education provision?
- What are the **motivations, barriers and drivers** for innovative education provision?

Throughout the survey, the emphasis is on **innovation for education**, rather than any other potential outcomes.

Survey Background

- Survey from the *Governance and Adaptation to Innovative Modes of Higher Education Provision* (GAIHE) Project, funded by the Education, Audiovisual and Culture Executive Agency (EACEA) through the Lifelong Learning Programme.
- Survey conducted from 31/3/14 to 18/4/14
- Results from *Report on the Survey of Governance and Adaptation to Innovative Modes of Higher Education Provision* (GAIHE).
- Online at:
<http://arrow.dit.ie/aaschsslrep/26/>



Innovation Definition

- Derived from the OECD's Oslo Manual: Guidelines for Collecting and Interpreting Innovation Data (2005):

“An innovation is the implementation of a new or significantly improved product (good or service), or process, a new marketing method, or a new organisational method in business practices, workplace organisation or external relations.” (§ 146)

- Survey defined innovation as a *“change with an increased ADDED value, replacing an existing product or production method”*, implemented since 2008.

Literature Review: I

- 4 suggested **drivers** of innovation:
 1. **Knowledge Economy/Society** (Valimaa and Hoffman 2008; Brennan et al. 2014; Istance and Kools 2013; Redecker et al. 2009)
 2. **Accessibility** (Tuomi 2013; Jones and Lau 2010; Barber et al. 2013)
 3. **Disruptive Innovation** (Bleed 2007; Istance 2011; Flavin 2013)
 4. **Financial Pressures** (Blin and Munro 2008; Smith 2012; Barber et al. 2013; Brennan et al. 2014)

Literature Review: II

- **Agents of change:**
 - Students (Pedro 2006; Redecker et al. 2009; Newland and Byles 2014)
 - Teaching staff (Flavin 2013; Bayne and Ross 2014; Brennan et al. 2014)
 - HEIs themselves (Brennan et al. 2014)
- **Barriers:**
 - Student resistance (Jaldemark and Lindberg 2013)
 - Teaching staff resistance (Smith 2012; SJSU 2013)
 - Organizational obstacles (Istance 2011; Jones and Lau 2010)

Survey: Respondent Overview

- *SurveyMonkey* Online survey



- Contacted 47 HEIs, selected by consortium members (6* per country)
- 31 respondents answered all of the 29 questions, 16 answered some
- Total of 47 responses, but not 100% response rate. Some HEI responded twice...
- Countries: Austria, France, Ireland, Latvia, Netherlands, Romania, Slovakia, Slovenia, Spain. Regional parity.
- Date of HEI establishment
 - Majority (58.6%) of respondents from post-1970 HEIs
- Type of HEI
 - Majority (65.5%) of respondents from teaching and research focused HEIs
 - Majority (72.4%) of respondents from public HEIs

Survey Findings

- **All** (N=42) respondents indicated there had been innovations in their HEI since 2008.
- **Level of innovation:** “Module” level dominates over “Programme” or “Institution” levels... Low hanging fruit?
- **New modes of education provision:**
 - “New technologies” not always successful.
 - Many (96%) respondents have established partnerships with other HEIs, but success of these questioned by some participants.
- **Innovation leadership:** Top management/rector-level and teaching staff regarded as most important; students, admin. and library staff less so.

Programme Organization	Curriculum delivery	Technology enriched environment
<ul style="list-style-type: none"> • Flexible Delivery and Assessment Options • Module Choice within Programme • Module Choice across Disciplines • Engagement with External Communities Locally • Engagement with Other Institutions Internationally • Online Programmes • Year-Round Teaching with Introduction of Summer Semester • Block Teaching Terms • Membership of Global Teaching and Research Networks 	<ul style="list-style-type: none"> • Problem-Based Learning (PBL) • Research-Based Learning (RBL) • Inquiry-Based Learning (IBL) • Outcome-Based Education (OBE) • Work-Based/Employment-Based Learning • Internship Programme, work experience/placement • Compulsory Study Abroad/Erasmus • Student-Led Projects • Interdisciplinary Teaching/Courses • Competency Degrees 	<ul style="list-style-type: none"> • Online Learning Support • Tablet or Mobile Device in Classroom and for Study • Social Media Learning Support • Online Courses, Including MOOCs • Open Access Resources/Materials • Flipped Classrooms/Lecture Capture • Changes to the Learning Space/Classroom

Survey: Innovation Drivers

- Equally on “efficiency/better use of resources” and ‘improving learning outcomes’
 - All respondents identified these as drivers.
- Responding to “societal/economic needs and regional accessibility”
 - Importance of maintaining a relationship between HEIs and the wider community.
- “Requirements of funding models” and “economies of scale”.
- Growth in alternative ed. provision least influential.

Survey: Innovation Leaders I

YES

Rector and senior leadership team

University governance body

University Teaching Staff

NO / ?

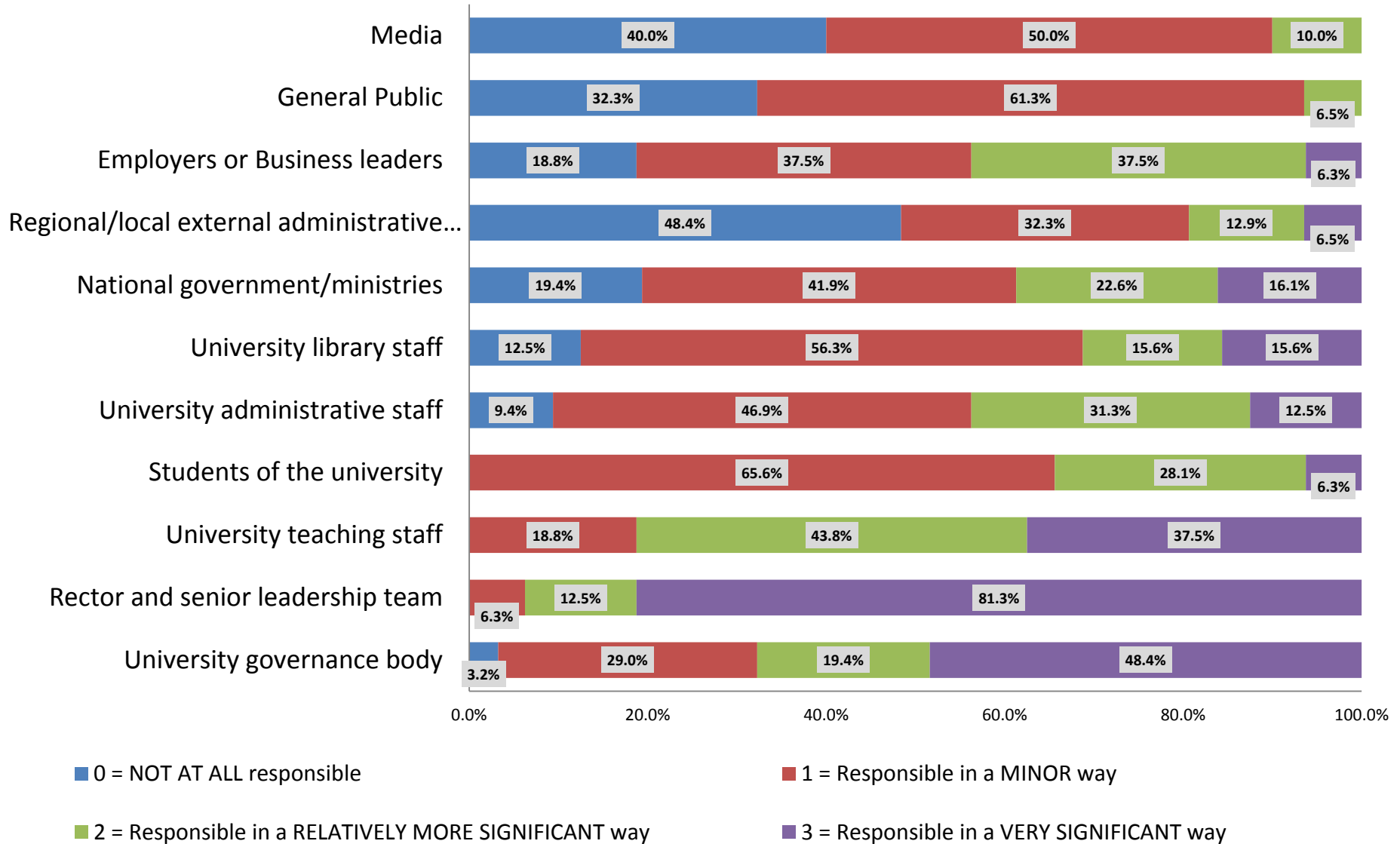
Regional/local external administrative body

Media

General Public

Employers and Business Leaders

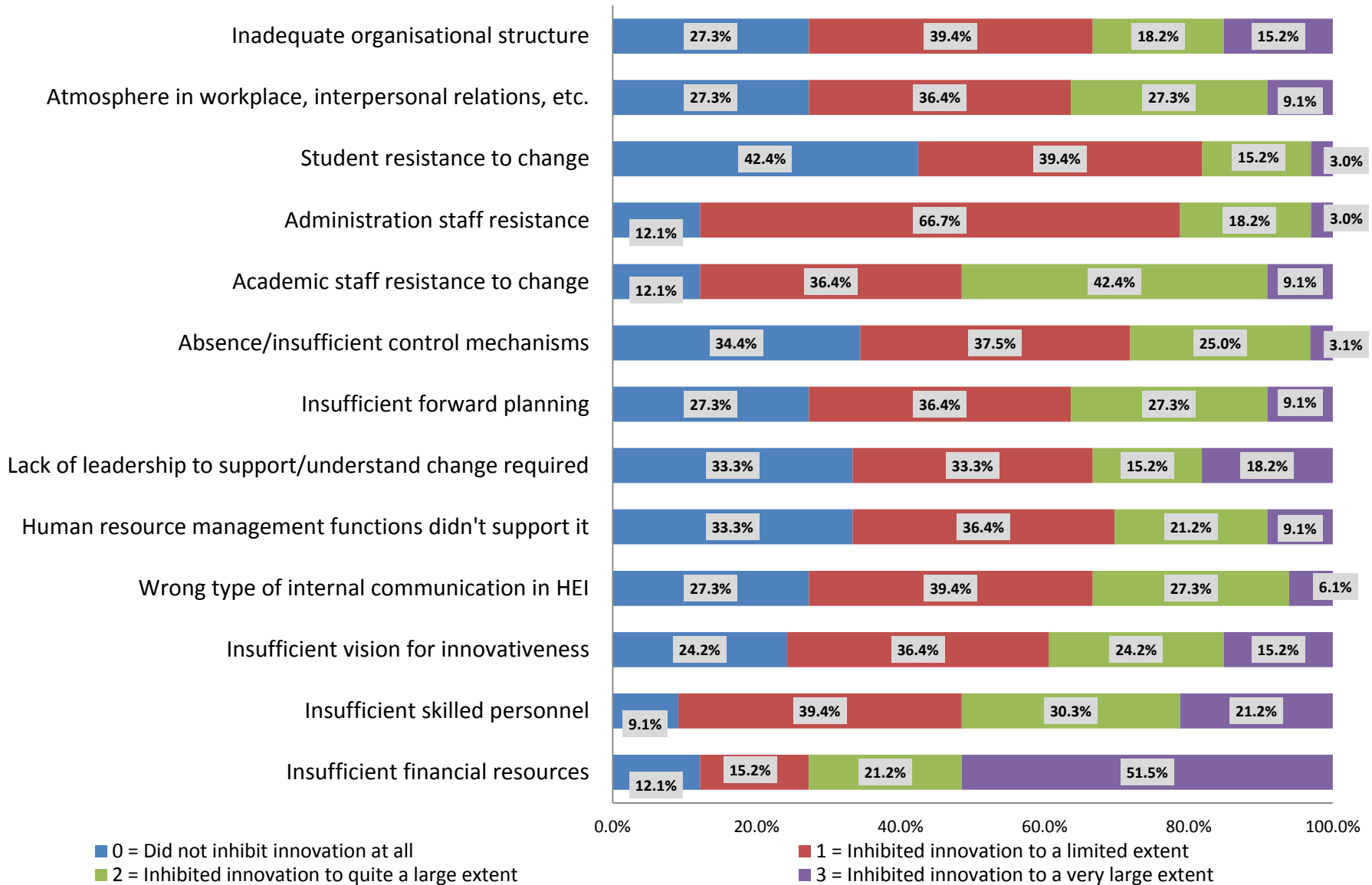
Survey: Innovation Leaders II



Survey: Barriers to Innovation I

- Student and administration staff resistance to change is not seen as having inhibited change, or doing so to only a limited extent.
- Insufficient financial resources and insufficient skilled personnel however *did* inhibit innovation.
 - Less consensus on where the emphasis is.
- Over half of respondents said academic staff resistance to change was either quite or very strong.
- A spread of views aside from this...

Survey: Barriers to Innovation II



Survey: Impacts

- **All** said there had been changes in organisational structures and staffing
- Greater emphasis on **quality assurance** (89%)
- Greater emphasis on **accountability** (70%)
- Most (82%) made changes to mission statements
 - Easy, **cosmetic changes**? Intention is there...
- Little change (33.3%) in the role of the Rector/President
- Split in terms of introducing **new teaching positions**, and in terms of demanding greater flexibility from academic staff, as well as new performance/compensation criteria for staff
- 96% established **partnerships** with other institutions
- Less emphasis on becoming more specialist, reducing the number of faculties/schools, downsizing the HEI, or mergers with other institutions...
- More investments in technology to support academic staff

Survey: The Future of Innovation

- Agreement on the importance of **technology** to ensuring innovation (93% agree or strongly agree).
- There is a split on the question of **MOOCs**, with more disagreeing with the idea that they make HE better.
- 84% view **academic staff** as leaders of innovation and change.
- Majority (68%) of respondents don't think their HEIs are one of the **most innovative in Europe**.
- 63% think **European HE** is one of the **most innovative in the world**.
- Governance problems with innovation...

Survey: Desired Changes

Desired changes to support innovation in education provision:

“A significant shift from state control of higher education to state steerage; HEIs need the HRM toolkit to manage their own affairs. Contracts are too rigid to support flexible and innovative initiatives.”

“My HEI has very limited autonomy due to centralized and ministerial power. The first step ought to be to gain full autonomy and responsibility.”

Issues Arising I

- Less flexibility in terms of introducing innovations in European HEIs – real or perceived?
 - GRC and Higher ed.: Result of established public system of HE and “compliance” mindset?
 - Innovation, by contrast, is a “risk” activity.
- Compare with US experience (Pearson 2013).
- Response to societal/economic needs, as well as an emphasis on efficiency... European situation different to the US?
- Less negative view of MOOCs in Europe than US.
- “Low-hanging fruit” innovations (module level) have been implemented, LR suggested this is commonly the case

Issues Arising II

- Staff as both barriers and drivers?
 - Possibly module-level instigators...
 - But programme- and institution-level innovation may require more work between HEI management and academic staff...thus resistance
- Problems of definition, what kinds of changes are being discussed?
 - Were the changes simply *part of the normal ebb and flow* of development and evolution within an institution or across a system?
 - Were they *intended* changes with a view to adding value, as the survey hoped to capture?
 - Between these two extremes, the “low-hanging fruit” of easily implemented changes, first steps in thorough-going process of value-adding innovation...

Comments...

Questions...

Thank you