Understanding the need for educational innovation
in the newly-integrated ASEAN
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I would like to thank the US Department of State and in particular RELO Joëlle Uzarski based at the US Embassy in Bangkok for funding and facilitating the consultancy that has enabled me to be here today.
Outline of the talk

Mutual Introductions
Instructions on how to use the accompanying handout
A simulation of how to do a conference presentation on the theme of the educational implications of ASEAN integration
Conclusions
Questions and Answers
BIO

Numa Markee is an Emeritus Associate Professor at the University of Illinois at Urbana-Champaign. His most recent book focuses on classroom research (Markee [Ed.], 2015: The Handbook of Classroom Discourse and Interaction). He is also a widely published writer on ESL/EFL curriculum design and methodology (Markee, 1997: Managing Curricular Innovation) and Conversation Analysis (Markee, 2000: Conversation Analysis). He also regularly presents at international conferences all over the world.
Instructions on how to use the accompanying handout

This talk is a simulation of how to do a conference presentation on the theme of:

Understanding the need for educational innovation in the newly-integrated ASEAN

The content of this talk is based on:


This handout is intended for you to take guided notes on how the presentation is organized and how the speaker actually delivers the talk to his audience.
Instructions on how to use the accompanying handout

Please use the questions that follow in the handout as a guide for your note taking — of course please feel free to add your own questions — and be prepared to engage in the discussion that will follow the presentation.

The discussion is actually the most important part of today’s session, so please be ready to participate!

NOTE: The answers to these questions are very simple!

They are designed to help you come up with a set of general principles that YOU can use to design your OWN conference presentations in the future.

See also this online presentation as background reading:

http://visualexplanations.jimwitte.com
A simulation of how to do a conference presentation on the theme of the educational implications of ASEAN integration

With the formal launch of ASEAN on January 1, 2016 as a single economic community, the pace of change in the educational systems of the 10 member countries will pick up exponentially.

Stakeholders in this process therefore need to understand what educational change is and how to manage it.
A simulation of how to do a conference presentation on the theme of the educational implications of ASEAN integration

In this presentation, I will discuss a model that outlines how we might conceptualize the process of managing curricular innovation

This model is derived from

A simulation of how to do a conference presentation on the theme of the educational implications of ASEAN integration

Other useful references in the diffusion of innovations literature include:

The first reference dates from 2001 and the second is more recent (2013)

See also:
A simulation of how to do a conference presentation on the theme of the educational implications of ASEAN integration

If you don’t want to read these book length publications, these article length references might be more accessible:


*Another important reference that specifically discusses these matters in the Asian context is:*

A simulation of how to do a conference presentation on the theme of the educational implications of ASEAN integration

The model that I developed in my book involves asking the following multi-part question:

Who Adopts What, Where, When, Why and How?

In the presentation that follows, I will briefly summarize the content that is discussed under each sub-question

And I will focus in particular on those sub-questions that are highlighted in red

The “Who” part of the model discusses the roles of different kinds of stakeholders in educational innovation:

The main distinction that is drawn here is between:

**Change agents** (i.e. those people who initiate a particular change) and

**Potential adopters** (i.e. those people who will primarily implement change)
model of managing curricular innovation

It’s important to note that:

There are also other important kinds of stakeholders
involved in making change happen

Also, over time, people may adopt
different roles in the process of change

The main take away point here is:

Change is always a very dynamic process!

The “Adopts” part of the model discusses the decision-making process of potential adopters in educational innovation:

Typically, potential adopters:

1) gain knowledge about an innovation
2) are (potentially) persuaded of its value
3) make preliminary decisions whether to adopt (or reject) the innovation and whether to implement it
4) confirm or disconfirm their original decision

The most important of these four stages is the last stage

NOTE:

Statistically speaking, 75% of all innovations fail!

The “WHAT” part of the model defines what curricular innovation is:

Curricular innovation is a managed process of development whose principal products are teaching (and/or testing) materials, methodological skills, and pedagogical values that are perceived as new by potential adopters.


The innovation process may in theory be initiated from any point in the innovation triangle shown below:


Typically, however, in many projects the entry point for curricular innovation is Changes in Teaching Materials.

This makes sense because it is the most tangible and visible kind of innovative product.

However, note that for an innovative process to be complete, all three kinds of change in the innovation triangle must be addressed.

The “Where” part of the model discusses the sociolinguistic context into which innovations must be introduced.


The “When” part of the model discusses the amount of time it takes for an innovation to diffuse

Figure 3.4 An S-shaped diffusion curve (based on Cooper 1982).

model of managing curricular innovation

This “S-shaped curve” shows a characteristic interaction between:
the numbers of potential adopters
and
the time it takes for innovation X to spread

In plain English, this curve shows that:

innovations always start out slowly (i.e. few people adopt initially)
innovations then suddenly speed up
as potential adopters “jump on the bandwagon”
and finally
innovations plateau out as fewer and fewer people are left to adopt

The “Why” part of the model discusses (among other things) the kinds of attributes or qualities that either promote or inhibit the spread of innovations.

These include an innovation’s:

1. **Relative advantage**
   (= this involves a “What’s in it for me?” judgment by potential adopters)
2) **compatibility with previous practice**
3) **complexity**
4) **trialability**
5) **observability**

New York: Cambridge University Press.

The “How” part of the model discusses different models of change

These include:

- Top down models of change
- Hybrid models of change
- Bottom up models of change

Each of these models have different advantages and disadvantages

In addition, there are important cultural differences in terms of whether top down or bottom up models of change are preferred in different countries and institutions

In practice, some sort of mix between top down and bottom up innovation (= hybrid model of change) is often found in many contexts of implementation
model of managing curricular innovation

In conclusion, here are **nine empirically derived principles of innovation** that you may find useful in your own work as mid level educational administrators in the newly integrated ASEAN community:

**Principle 1:** Curricular innovation is a complex phenomenon

**Principle 2:** The principal job of change agents is to effect desired changes

**Principle 3:** Good communication among project participants is a key to successful curricular innovation

**Principle 4:** The successful implementation of educational innovations is based on a strategic approach to managing change

**Principle 5:** Innovation is an inherently messy, unpredictable business

Principle 6: It always takes longer to effect change than originally anticipated

Principle 7: There is a high likelihood that change agents’ proposals will be misunderstood

Principle 8: It is important for implementers to have a stake in the innovations they are expected to implement

Principle 9: It is important for change agents to work through opinion leaders, who can influence their peers

THANKS FOR LISTENING AND GOOD LUCK!

ANY QUESTIONS?