OVERCOMING BARRIERS TO EDUCATIONAL INNOVATION: INTEGRATING FAST AND SLOW APPROACHES TO INSTITUTIONAL CHANGE

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Abstract: Innovation plays a crucial role in education by equipping students with the skills needed to adapt to an increasingly changing and technology-driven world. However, the implementation of innovative practices in education is often constrained by several challenges: restrictive policies and bureaucracy, limited funding for educational technology, and outdated assessment systems. This article explores these barriers to examine how they can be addressed through both fast and slow approaches to innovation. Fast approaches include several steps, such as rapid implementation, funding, professional development, and collaborative networks. Slow approaches focus on small-scale projects implemented gradually through stakeholder involvement and research-based practices. The article argues that a combination of these approaches may help educational institutions create a more supportive environment for innovation and facilitate meaningful transformation in education.

Keywords: educational innovation, innovation in education, barriers to innovation, EdTech, educational technology, assessment, bureaucracy, fast innovation, slow innovation, digital transformation

Innovation in the field of education plays a crucial role in equipping students with the necessary skills to thrive in an ever-evolving world. However, implementing innovative ideas in the educational sphere is often met with numerous challenges that can hinder progress. This essay aims to explore potential obstacles in the implementation process and discuss how these challenges can be addressed through both fast and slow approaches to innovation.

Firstly, policies that restrict innovation or create unnecessary bureaucracy can hinder progress. Due to its incapacity to personalize decision-making, policy serves as a barrier to innovation in education. Policies are developed to make sure everyone is on the same page, however often fall short when applied to the intellectual and mental development of children. Instead of rethinking boundaries, scale, and collaboration, they frequently make improvements to policies. Innovation is hindered by policies since they aren't designed for quick thinking and put teachers at odds with other educators who adhere to them (Heick, 2019). Solution for this could be the creation of more adaptable regulatory frameworks that support and encourage innovation by policymakers.

Another issue is adopting EdTech is easier, but facilitating funds for mass adoption is challenging. Most educational institutions have limited budgets for modern technology infrastructure. 37% of teachers have taken on the responsibility of facilitating EdTech for their students, spending money on essential equipment. This initiative is not a solution. Hence, government and angel investors can select educational institutions and facilitate EdTech equipment rotation. These institutions can use existing technology, such as laptops and computers, and free open-source educational materials online. Promoting the BYOD (Bring Your Own Device) culture allows teachers to bring their devices to schools, promoting modern education.

Finally, with repetitive questions, unfair evaluation methods, and subjective tests, assessment strategies continue to be challenging for educators. The current approaches lack transparency, are susceptible to bias, and provide slow response. To solve these problems, technological intervention is

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required. For that very reason, the evaluation procedures need to be completely redesigned. The government and education stakeholders equally must consider strategies to prepare the youth for the main sectors' impending digital revolution (Bharti, 2022).

Furthermore, these challenges can be addressed in the context of fast approaches to innovation by innovation is implemented quickly and on a large scale. To address challenges, schools can prioritize funding for innovation, provide meaningful professional development, and create a culture of innovation that encourages risk-taking and experimentation.

Turning to slow approach, innovation is implemented gradually and with more caution. To address challenges, schools can start with small-scale projects, involve teachers and other stakeholders in the process, and provide ongoing support and training (Heick, 2019).

In conclusion, implementing innovative ideas in the educational field comes with challenges. Overcoming obstacles requires a multifaceted approach that combines fast and slow strategies. By addressing issues such as bureaucracy, lack of funding, and outdated assessment system, educational institutions can create an environment conducive to innovation. Leveraging fast approaches like pilot projects and collaborative networks, along with slow approaches such as research-based practices and incremental change, can lead to successful implementation and transformation in the field of education.

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