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15.11.2012

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Turku - University of Applied Sciences (Finland)

Turku University of Applied Sciences is one of the leading universities of applied sciences in Finland. It hosts over 9000 students studying for the Bachelor's or Master's degree. The range of our degree programs covers seven fields of education, providing a good platform for interdisciplinary learning.

Studies at TUAS are working life oriented, combining theoretical studies with professional skills. There are altogether six faculties which all are multidisciplinary, all study programs have a place in one of the faculties. The faculty of technology, business and environment which hosts engineering, business, design, fisheries and sustainable care students is the one involved in the Incode project.



Innovation pedagogy

At core of our teaching is Innovation Pedagogy, a new approach to learning which was first born in the multidisciplinary faculty of technology, environment and business in Turku University of Applied Sciences. Later it was chosen as the official pedagogical approach mentioned in the strategy of TUAS and now it is followed in all the six faculties of the university.

One of the duties given to universities of applied sciences in Finland is to support regional development which today means supporting development of innovations as well. The university's different research and development projects aim to contribute to the creation of welfare in the surrounding community. The aim of innovation pedagogy is to make sure that regardless of the study program or line of study all the graduates have in addition to the disciplinary specific competencies also received innovation competencies. This way we want to make sure that they are able to participate in the different innovation processes in their future working life possessions and possibly start creating innovations already during their studies.

Innovation pedagogy builds on solid connections and co-operation between education, research & development and working life. The main idea is to give our students opportunities to work project based and independently and this way teach them to define their goals and ways to achieve these goals themselves. Encouraging, international and tolerant environment which supports diversity and provides possibilities to work in gross disciplinary teams and connect with others to build networks is a prerequisite for innovation pedagogy. The curricula must be flexible in order to make it possible for the students to make personal choices.

To achieve these goals and to be able to deliver education according to the principles of innovation pedagogy sets requirements also to the faculty. New methods in teaching are needed to boost the individual thinking and innovative ideas among students.

Turku

Turku is the oldest and one of the largest cities in Finland. It lies on the southwestern coast and is sheltered by a unique archipelago of over 20 000 islands. Because of its location and history, Turku is a perfect combination of city and nature, past and present.

Turku with its 177 000 inhabitants is a busy business centre. The most important economic sectors in the region are maritime industries, biotechnology and ICT. The largest cruise ships in the world are built in Turku and nearly half of the Finnish biotechnology industry is located in Southwest Finland.

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08.11.2012

Interview with Frances Watts and Juan Marin-Garcia - Universitat Politècnica de València, Spain

Prof. Frances Watts and Prof. Juan Marin-Garcia are working for the Spanish team in the INCODE project - they have a lot of experience in different teaching and learning methods.

[? PLEASE PRESENT YOURSELF AND TELL US A BIT ABOUT YOUR BACKGROUNDS AND YOUR MOTIVATION TO JOIN THE PROJECT INCODE.](#)



FRANCES WATTS: I have my doctorate in English Philology from the University of Valencia, Spain, with a dissertation on reliability in English language testing, and am Associate Professor in the Department of Applied Linguistics of the Universitat Politècnica de València. Much of what I have learned through my research on language learning and testing can be applied in the INCODE Project. I have also worked quite a bit on the use of simulation and gaming in learning communication skills, also very relevant to the project. For almost ten years now, I have been part of Group IEMA, the Spanish acronym for what would be Innovation in Assessment for Enhanced Active Learning. IEMA is a multidisciplinary team of professors from my university, who come from backgrounds in mathematics, chemistry, materials engineering, business organization and applied linguistics. We all share a sense of restlessness about learning assessment, which first led us as a group to embark on a series of experiments on group work assessment in our different subject areas. Published in 2006, the book is available online at www.upv.es/gie/Publicaciones.html and was meant to inspire our colleagues to feel that if we could use group work in class, they could do it, too.

JUAN MARIN-GARCIA: I am a lecturer at the "Departamento de Organización de Empresas" in the Universitat Politècnica de València (Spain). I lecture on management, teamwork and human resources management since 1994. I also lecture and coordinate master's degrees and PhD program. Since year 2003 I have participated as trainer for university lecturers and staff. Like Frances, I am a foundation member and I develop pedagogic activities inside IEMA group. My main research fields are participative management, continuous improvement, performance evaluation and active learning in higher education. These fields are closely related to the INCODE project.

FW AND JMG:

We have found that IEMA is right in step with the changes in European higher education paradigms that have brought to the forefront the development of the competencies necessary for students to succeed in the workplace. IEMA brings its history and experience to INCODE, which gives us the possibility to work on the creation of an instrument to measure those elusive competences that we know that students will need in their future.

[?: WHAT IS AN ICB AND HOW DOES IT DIFFER FROM OTHER EXISTING TOOLS FOR MEASURING COMPETENCIES?](#)

FW: INCODE's Innovation Competence Barometer (ICB) is meant to complement the OECD's AHELO initiative that contemplates using criteria for assessing generic competences that students show in writing. We focus on a tridimensional understanding of innovation competence, made up of different capacities and skills, in an oral context of assessment.

[? PLEASE TELL US SOMETHING ABOUT YOUR EXPERIENCES DURING THE DEVELOPMENT OF THE ICB.](#)

JMG: Group IEMA's work on the ICB has been very intense and shows what a team of 10 people can do together. We divided up the work, pooled our findings and produced a practical result. It is wonderful to

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be able to count on so many hard-working people when the load is heavy.

? MS. WATTS - YOU KNOW THE US-AMERICAN SYSTEM OF HIGHER EDUCATION VERY WELL – COULD YOU TELL US SOMETHING ABOUT INCODE FROM A TRANSATLANTIC PERSPECTIVE? IS IT FRUITFUL TO WORK IN A EUROPEAN TRANSNATIONAL PROJECT?

FW: There has always been great concern for the reliability and accountability of assessment in education in the US. Nowadays, in Europe there is a general tendency towards accountability in all aspects of higher education, as the efforts for harmonization of structures show. The INCODE project is an example of how professionals in higher education can work together to produce useful material for the assessment of active learning, first and foremost, for their institutions. Who knows, INCODE's findings may be the stepping stone towards further research and large-scale implementation.

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28.09.2012

Third INCODE Meeting in Hamburg (Germany) 19-21 Sept 2012

The third project-meeting of INCODE took place in Hamburg (Germany) on 19th-21th of September 2012. One of the main subjects under discussion was the first round of rating several kinds of filmed situations according to the new Innovation Competence Barometer (ICB) that were arranged during the summer in all participating universities.

The third INCODE project meeting in Hamburg again started with a session of the project management committee on administrative and financial issues. After this the plenary sessions were opened by the German hosts.

At first Christiane Stange from the German team presented the product of their PR-work, the INCODE-website with the corporate design logo and a flyer introducing the project to a broader public. Some technical details were discussed as well as the question of how to get more visible on the internet.

The Belgian team is responsible for the Quality Assurance of the whole project. Erwin Smet presented the problems and processes that occurred so far in clearly arranged different charts. It became obvious that minor problems that occurred so far could be managed by the monitoring process the Belgian team applied.

An important milestone in the INCODE project is the first "field test" of the preliminary results. This subject was introduced by Meiju Räsänen of the Finish team. In order to apply the ICB on the national Research Hatcheries the barometer has to be translated into the national languages and be prepared for different formats: for self-, peer- and teacher-assessment in each national REHA group. Between September and December 2012 the ICB will be tested for the first time in respectively two national REHA groups. To facilitate the application for further use the Finish team will interview national REHA-leaders and prepare a guide for REHA.

The statistical findings and analysis of the first rating of eight different video-situations in every university were presented by Rudi Penne and Jan Trommelmans of the Belgian and by Frances Watts and Amparo Gonzales of the Spanish team. The data were interpreted in such a way that a special rater-training is needed to aim at a stable and systematic application of the ICB-criteria to the assessed persons. A first draft of a possible rater-training was presented by Helmut Helker from the German team, the participants agreed on elaborating this approach.

The meeting closed with a discussion on matters impending including the discussion of next steps regarding the reporting of the project report.

Finally all participants expressed their satisfaction with the climate of the meeting in Hamburg.



Third project-meeting of INCODE

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04.07.2012

INCODE at icee2012 !

Dr. Liisa Kairisto-Mertanen and Dr. Ari Putkonen (Turku) will facilitate a workshop

Dr. Liisa Kairisto-Mertanen and Dr. Ari Putkonen (Turku) will facilitate a workshop on "Producing Innovation Competencies through Innovation Pedagogy, Theory and Practice" at the icee2012 conference.

<http://www.icee2012.fi/index.php/program>



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Funding: Lifelong Learning Programme of the European Union



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Coordinator: Turku University of Applied Sciences



TURUN AMMATTIKORKEAKOULU
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01.06.2012

Interview with Jussi Riihiranta - Coordinator of INCODE

Mr. Jussi Riihiranta, Turku University of Applied Sciences, is Project Coordinator of the INCODE project.

? MR. RIIHIRANTA, PLEASE PRESENT YOURSELF TO OUR READERS AND TELL US A BIT ABOUT YOUR BACKGROUNDS AND YOUR OBLIGATIONS AS PROJECT-COORDINATOR.

JR: I have graduated from the University of Turku, the Faculty of Arts. My subjects included philology, philosophy, literature and pedagogy. For the last 15 years I have been working as a Project Manager at TUAS, but I also have a long history of teaching in my 'earlier life'. In this project my duty is to keep the wheels running and to take care of all the administrative issues.



? WHAT DOES THE ACRONYM 'INCODE' MEAN AND WHAT IS THE MAJOR GOAL OF THIS PROJECT?

JR: The acronym 'INCODE' comes from the words Innovation Competencies Development. There are two main objectives in the INCODE project:

1. To design and validate a measuring tool: The Innovation Competencies Barometer (ICB)
2. To produce research-based knowledge on the achievement of innovation competencies generated by new experimental R&D based learning methods

? WHO INITIATED THE PROJECT AND HOW DID YOU FIND THE OTHER PROJECT PARTNERS?

JR: TUAS was the instigator, UPV and HAWH are partners in the CARPE consortium, and we have also had previous cooperation with KdG.

? WHAT ABOUT THE ASSIGNMENT OF TASKS, DO THE FOUR TEAMS HAVE DIFFERENT RESPONSIBILITIES ?

JR: Basically, all the partners participate in all Work Packages, but each WP also has a Lead Partner: TUAS in WP1 Management and WP3 Research Hatchery, UPV in WP2 Innovation Competencies Barometer, KdG in WP4 Quality and HAWH in WP5 Dissemination and WP6 Exploitation.

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09.05.2012

Antwerp - The Karel de Grote-University College, Engineering Department (Belgium)

The Engineering Department of the Karel de Grote-University College is situated in Hoboken, a small town just outside Antwerp. In the INCODE-project mainly colleagues from the Electromechanical section are involved.

The Engineering Department of the Karel de Grote-University College is situated in Hoboken, a small town just outside Antwerp. Some 600 students are taking courses in three different fields of Master-studies:

- Biochemistry
- Chemistry
- Electronics-ICT (specializations: ICT and Automotive)
- Electromechanics (specializations: Electromechanics, Automation, Automotive).
- Staff members are experts in different research and public service groups e.g.:
- Energy and Sustainability
- Datacaptation and Vision
- Ambient Technology
- Automotive (Mechanics and ICT)
- Design and Production of nano-particles
- Environmental Engineering, Ecotoxicity, Water pollution...



For the INCODE-project, except for our expert in statistics, Rudi Penne, mainly colleagues from the Electromechanical section are involved. Erwin Smet and Emiel Billiet have become authorities both within the University College and outside it, in Total Quality Management. Jan Trommelmans and Jef De Wachter are specialized in Intrapreneurship, Entrepreneurship and New Teaching Methodologies. Sofie Krol is well known on the European scene as far as Project Management and Financial issues are concerned.

On international fora, we have been involved in quite some projects with lots of European universities. One of the latest projects is CarEcology: a (Curriculum Development) Master Programme in New Technological and Ecological Standards for the Automotive Industry which has been established for over three years now. Another more recent project is CoNeT (Cooperative Network Training with Mobile Labs for people both from the Academic World and Industry). Recently we had a successful visit to California Polytechnic in San Luis Obispo establishing exchange possibilities between our Institution and our American colleagues.

Later this year we expect to be involved in a project together with the University of Odessa and another one with several Universities in Indonesia. The INCODE-project offers us the opportunity to contribute to innovations within our training programs and University College-curricula. It offers us the possibility to benchmark our newest educational implementations (e.g. a special Entrepreneur-Programme: "The Company") to other European achievements (Finland, Spain, Germany). It widens our international network in Europe and beyond.

Our contribution to the INCODE-project lays mainly in the scenario and the preparation of situations to be filmed and interpreted in order to distinguish innovation skills in student's behavior, in statistical interpretation of the rating that will be done regarding the above mentioned situations and in quality insurance of the whole project elaboration.

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30.03.2012

Second INCODE-Project Meeting in Valencia (Spain) 7th-9th of March 2012

The second INCODE project meeting took place in Valencia (Spain) in March 2012. One of the first issues on the agenda was the presentation of the development of the Innovation Competence Barometer (ICB) another of INCODE's core tasks.

The second INCODE project meeting took place in Valencia and opened with a session of the project management committee on administrative and financial issues. The plenary sessions were then introduced by opening remarks from the Spanish project partners.

The first issue on the agenda was the presentation of the development of the Innovation Competence Barometer (ICB) another of INCODE's core tasks. A second draft of the ICB was presented by Francis Watts and the Spanish team. The presentation led to a lively discussion on the concepts and criteria ICB uses for assessing innovation competence. After this fruitful discussion, participants decided what steps should be taken next.

Amparo Fernández described possible standardized tasks for observing and assessing innovation competence in student work groups. Student work groups should be filmed at all partner universities. This material would form the basis for testing the practicability of the ICB and can be useful for training raters. The film footage of the group work filmed by the Spanish partners has already been used for a first, spontaneous ICB test. Problems were discussed and possible solutions were proposed.

The ICB is intended as tool to assess and evaluate a special form of university research project, the "research hatcheries" (REHA). A plan to implement these research hatcheries was presented by Sami Lyytinen and Meiju Räsänen and the Turku team.

The project members agreed on the implementation of two research projects at each partner university. A pilot round of these projects will start in September 2012.

A detailed quality plan for the internal evaluation of the INCODE project was then presented by Erwin Smet and the Belgian team. Problems with delayed deliverables were discussed.

The meeting ended with a discussion on matters impending and ideas for a project newsletter.

The Spanish partner team did a wonderful job organizing this meeting. They helped to create a very friendly, constructive climate.


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26.01.2012

First Project-Meeting in Turku (Finland) 26th-28th of October 2011

The first meeting of the whole INCODE Working Group took place on 26th-28th of October 2011 in Turku (Finland). As it is custom for kick-off meetings several kinds of introductions were on the agenda of the first meeting of the new transnational project group.

Beside the personal introduction – which was important since some staff-members did not know each other personally yet – the core subject of Innovation Competence was discussed under several perspectives.

So initially the approach of Innovation Pedagogy was presented by Liisa Kairisto-Mertanen (Turku) which directly lead to a fruitful discussion on Innovation Competencies moderated by Taru Penttilä (Turku). The approach was put in a broader european and international context by Maarit Palonen, a representative of the finnish Ministry of Education, who gave an introduction into the OECD AHELO Process (Assessment of Higher Education Learning Outcomes).

To stain the development and stimulation of Innovation Competencies of the studens a special learning method can be used which was presented by Jouko Lehtonen (Turku). The Research Hatchery Concept is a new pedagogical method developed in Turku to enable students to learn and demonstrate Innovation Competencies actively within an intellectually and socially demanding environment in a research context.

In the course of the meeting the INCODE-project-members had the opportunity to speak to students who worked within the hatcheries and discuss with them on their experiences. Another key-task of the INCODE-project is the development of a tool, an Innovation Competencies Barometer, that can be used to measure the oral and behavioural performance of students with regard to their Innovation Competencies.

The first version of the tool was presented by Frances Watts and broadly discussed within the group. Matters of Quality Assurance (Erwin Smet and Emiel Billiet, Antwerp) and Dissemination and Exploitation (Christiane Stange, Hamburg) were also on the Agenda. The three day kick-off meeting was full of productive communication between the four partner groups. But the success of the meeting was furthermore due to the positive atmosphere the finish partners created during the meeting-days and the joint dinners and other social events.


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